

Entrepreneurship Education

Perspective, Policy and Pedagogy



Chief Editor

Dr. Mrinal Mukherjee

Associate Editors

Dr. Reshma Khatun | Dr. Chanchal Maity

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Entrepreneurship Education: Perspective, Policy and Pedagogy

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PREFACE

The document published by the Working Group on Education of G20, under the presidency of India, acknowledged but also identified four priority areas in education including ‘the capacity for the future of work’ for 21st century learners. The National Education Policy 2020 is legitimized and, in due process of resourcing for implementation, has been designed to engage a bottom-to-top approach to prepare young adults for future citizens of the country which is going to lead the global economy. The education system in India needs to empower people to master the art of learning, given how quickly the global financial ecosystem is changing in the realm of employment.

Given the global spectrum of the financial ecosystem, India is standing with a certain demographic dividend, having projected 1.04 billion potential people who will join the job market by 2030. The Government of India has been putting an impetus on entrepreneurship through diversified programmes. In tandem with such economic policy, India has brought a sea change in educational policy and subsequent programmes of educational restructuring. Considering the fact that the present format of education both at school and higher education, not only the potential working population but the entire system of education is deficient in entrepreneurial knowledge and skills. Therefore, we need an education that would be able to make the population of India ‘entrepreneurship ready’ in demand.

As per the International Labor Organization, there will be a skill deficit of 29 million by 2030, which will significantly affect India’s GDP. Integrating work experience with main stream education has been the major focus for Indian education. NEP-2020 has expressed its firm commitment that within the near future, the country would rebuild its education system that would be able to accommodate adequate work experience by means of effective entrepreneurial education. The process of developing orchestrated synergy between industry- institutes has been a top

priority by means of adapting the revised National Skill Qualification Framework.

Reinforcing entrepreneurial education in schools and tertiary education would have an instrumental effect on the entrepreneurial dynamism of the national economy. Entrepreneurship education will not only contribute to the creation of social enterprise and business start-ups, enterprises to that in entrepreneurship education will make young people more employable and more 'entrepreneurial' in the ongoing changes of work of world, across the social, public and private sectors. In such a context, it has been felt that this book could be a handy one that can guide the perspectives of policy, pedagogy and praxis. This book accommodates the diverse theoretical and empirical ideas of diverse academicians. The editors are grateful to all contributors for addressing the issues of entrepreneurial education from critical lenses. We do believe that the readers from both school education and higher educations may have their tangible takeaway from this edited volume who are in practice of teaching learning at different level. The book has selectively chosen fourteen chapters, each of which reflects pertinent but diverse issues but are in rhythm to the contextually of the emerging agenda of entrepreneurial education.

Chapter-1 is entitled 'On promoting entrepreneurship education through vocalization of curriculum: Developing Employability skills' has been contributed by Dr. Shivalika Sarkar, Regional Institute of Education, NCERT, Bhopal, dealt with the crucial aspects of entrepreneurship education (EE). It has not only given a most contemporary conceptual account of EE, but also highlighted the discourse of curriculum development and relevancy of academic programmes that can be adapted at different level of education. The article introduces the promotion of entrepreneurship through Atal tinkering Labs, which is an initiative under the Atal Innovation Mission, has, on the one hand, on the other, provided a comprehensive understanding of the diverse academic courses that can empower institutions and learners.

Chapter-2 is entitled ‘Existing Gaps in Curriculum to Land in the Dream World of Employment: A Critical Analysis’ has been written by Dr. Syed Nurus Salam, Registrar Aliah University, Kolkata, who is an academican cum academic administrator. His account gave details about the difference in employability and entrepreneurship in terms of focus. He has conducted a critical analysis of Entrepreneurship education highlighting the focal curricular agenda that needs immediate address. This articles explores curricular and pedagogical issues from global perspectives.

Chapter-3 is entitled ‘Importance and Necessity of Entrepreneurship Education in India’s Socio-economic Development’, contributed by Bishnu Pada Sarkar Assistant Professor, Department of Philosophy, Jamini Mazumder Memorial College, Dakshin Dinajpur. His article, on one hand, elaborates how entrepreneurship education is playing a role as a catalyst for socio-economic development in India, empowering individuals, fostering innovation, promoting inclusive growth, and driving sustainable progress. On the other hand, he has given a short account of the evolution of entrepreneurship education in an Indian context.

Chapter-4 is entitled ‘The role of skill enhancement course & internship programmes in the context of entrepreneurship education under NEP-2020’, written by Dr. Sanjay Sarkar Assistant Professor, Department of Education, Bidhan Chandra College, Hooghly. Je has given a very comprehensive account of the scope of including Entrepreneurship Education in the undergraduate curriculum in light of NEP-2020. The article is pertinent for all stakeholders who are associated with tertiary education as it could be a guiding document for the adaptation of EE in UG curriculum.

Chapter-5 is entitled ‘Pedagogy of Entrepreneurship Education: Perspective of Teacher Professional Development’ written jointly by Tapas Mukherjee, Department of M.ED Ramakrishna Mission Sikshanamandira, Belur and Piyali

Chakraborty, Ph.D. Scholar, Department of Education, Bankura University. The article explored how teacher professional development can enhance the effectiveness of entrepreneurship education. Towards addressing professional development of Entrepreneurship Education, the chapter focuses on several key areas: improving entrepreneurial knowledge, developing student-centered teaching skills, integrating technology, fostering a growth mind-set, and establishing networks and partnerships.

Chapter-6 is entitled ‘Inclusive Entrepreneurship Education: A Praxis-Based Approach for Diverse Learners’ authored by Madhumita Teli Assistant Professor and co-authored by Gopal Adhikari. This article critically explores a praxis-based approach to entrepreneurial education that emphasizes experiential learning, reflective practice, and inclusive pedagogy. By integrating theory with real-world application, this approach seeks to address the unique learning needs of diverse learners, including those from underrepresented backgrounds. The idea of inclusivity is a major issue in contemporary Entrepreneurship Education.

Chapter-7 is entitled ‘Entrepreneurial Intention of B.Ed. trainees: An Empirical Reflection from Academic Discipline and Gender Perspective’ contributed by Pallabi Banerjee., PG Scholar and Dr. Mahadeb Chattopadhyay, Assistant Professor, P.G. Department of Teacher Education (M.Ed.), Rajendra Academy, Durgapur. This empirical research explores Entrepreneurial Intention of B.Ed. trainee teachers who are going to join the teaching force in the near future. This study has quantified the intension and has given what kind of future nurturing is needed for ‘student teachers’ so that they can adapt to Entrepreneurship Education in their teaching learning .

Chapter-8 is entitled ‘Empowering Entrepreneurs: Exploring Virtual Learning in Entrepreneurship Education’, written by Dr. Partha Sarathi Nandi, Assistant Professor, Idan Teachers Training College. This article examined how virtual learning has been incorporated into entrepreneurial education, analyzing its efficacy, pedagogical advancements, and difficulties in virtual

environments. The articles talked about the efficacy of virtual learning initiatives in exercising constructivism and experiential learning in the context of inculcating entrepreneurial skills.

Chapter-9 is entitled ‘Evaluating the Impact of National Policies on Entrepreneurship Education Outcomes’, written by Dr. Lopamudra Mishra, Assistant Professor, Maa Vindhyawashani College Hazaribagh, Jharkhand, India. This study aims to evaluate the impact of various national policies on the outcomes of entrepreneurship education. By analyzing the theoretical frameworks that underpin these policies, this research assesses their influence on educational practices, student engagement, and entrepreneurial success rates. The study employs a comprehensive review of literature, policy analysis, and case studies to understand the correlation between policy interventions and educational outcomes.

Chapter-10 is entitled ‘Changing landscape of job market and education - women entrepreneurs’ contributed by Sanjib Kumar Haldar, Assistant Teacher, Mukundabagh High School (H S), Murshidabad. The article explores what kind of challenges faced by women entrepreneurs in the changing landscape of the economic ecosystem. The articles also tried to suggest some remedial initiatives that can empower women entrepreneurs in their journey of entrepreneurship.

Chapter-11 is entitled ‘Entrepreneurship Education in Contemporary India: A Short Review’ written by Kamalini Banerjee, a PG student, Teacher Education Department, BSAEU. The article introduces the issue to the readers in the context of the trend of unemployment challenges in Indian sociopolitical context. The article is a short narrative of the present status of entrepreneurial education in India through desk review. This article reflects on entrepreneurship skills and how these could be improved through “Entrepreneurship Education.

Chapter-12 is entitled ‘Pedagogy and Praxis of Entrepreneurship Education: Technology Engagement in Pedagogical Practices’, written by Dr. Prodip Das, Assistant

Professor, Department of Education, Hiralal Mazumdar Memorial College For Women, Dakshineswar, Kolkata, West Bengal, India. This articles explored that entrepreneurship education is situated at the intersection of tradition and innovation in an era characterized by accelerated technological advancement. This study underscores the potential of technology to democratize access to knowledge, bridge gaps, and cultivate a dynamic, responsive educational environment that equips students for the challenges and opportunities of the future as we navigate the complexities of the modern entrepreneurial landscape.

Chapter-13 is entitled ‘Developing Entrepreneurial Skills through Internship Programmes’ Contributed by Dr. Chandan Mandal SACT, Department of Sanskrit, Garhbeta College, West Bengal and Mira Mandal Ph.D Research Scholar, Department of Education, National Sanskrit University, Tirupati, Andhrapradesh. This chapter articulated that how the internship programmes can play instrumental role in implementing entrepreneurship education. They highlighted mentorship programme for apprentices while they are pursuing and earning entrepreneurial skills

Chapter-14 is entitled ‘Inculcation of Entrepreneurship through Education: Perspectives and Practice’ by Prof. (Dr.) Santanu Biswas, Director of Research, RKDF University, Ranchi (Supervisor, Professor and HOD, Department of Education, Ram Krishna Dharmarth Foundation (RKDF) University and Mr. Amit Adhikari, State Aided College Teacher, HOD, Department of Education, Sankrail Anil Biswas Smriti Mahavidyalaya, The articles examined the benefits, challenges, and implementation strategies of entrepreneurship through education from a variety of perspectives. Entrepreneurial education has the potential to improve student engagement and equip learners with the skills necessary to meet the evolving needs of the contemporary workforce. The findings revealed that that entrepreneurship education has substantial benefits, such as the promotion of

independence and creativity and hence empowered the learners to choose right vocations and to navigate in professional life.

This book really had no scope to address the all relevant agenda of ‘Entrepreneurship Education’ as it is all a rapidly growing area in educational studies, but this book could be a ready reckoner for the Students, scholars and faculty members who might be introduced to the major components of entrepreneurship education. The policy, Pedagogy and Praxis of entrepreneurship education is rapidly evolving in nature. This book can provide relevant perspectives on entrepreneurship education to promote lifelong learning.

The editors are grateful to the contributors and to the publisher. We are grateful to those who have silently encouraged us to move forward. It is a fact that, apart from senior academicians, we have accommodated articles from some young authors too. At the same time, we must admit that there may be some deficiencies which demand a lot of care that we failed to address and, for that reason, we must be apologetic. Any criticism and suggestions are solicited.

Chief Editor
Dr. Mrinal Mukherjee
Associate Editors
Dr. Reshma Khatun
Dr. Chanchal Maity

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