



Entrepreneurial Skills Development: A Paradigm Shift in Indian Educational System with Reference to NEP 2020

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ABSTRACT

Entrepreneurship contributes to the economic development of the country. This wealth accelerates economic growth and helps to create work opportunities. Entrepreneurs are people or organizations that work to create innovative and dynamic solutions to issues. To succeed in the career, every entrepreneur requires entrepreneurial skills. This paper with the topic 'Entrepreneurial Skills Development: A Paradigm Shift in Indian Educational System with Reference to NEP 2020' highlights the role of entrepreneurship in the economy, explains meaning of entrepreneur, compares different educational policies, commissions and curriculum frameworks like Kothari Commission 1964-66, National Policy on Education 1968, National Policy on Education 1986, Plan of Action 1992, National Curriculum Framework 2005, National Education Policy 2020, National Curriculum Framework 2023, and National Skills Qualification Framework 2023, challenges in developing entrepreneurial skills among students, entrepreneurial skills development with reference to NEP 2020 and identifies entrepreneurial skills and benefits of developing entrepreneurial skills among students. It has been found that various educational policies suggested the incorporation of vocational courses at different levels but only NEP 2020 has considered the importance of entrepreneurial skills development along with blending of vocational and academic courses.

Key words: Entrepreneurial skills, Educational Policies, Commissions, curriculum frameworks, NEP 2020

INTRODUCTION

A country's economic development is assisted by entrepreneurship. It helps in creating job opportunities and accelerates the economic development. Entrepreneurs are individuals or organisations that strive to develop novel and enterprising approaches to solve the problems. Every entrepreneur needs some entrepreneurial skills to become successful. Entrepreneurial skills are a group of diverse competencies and abilities. The twenty-first century is full of unexpected events. The technological and communications innovations have taken place at rapid speed in India. The importance of developing entrepreneurial skills has increased due to developments and situational needs. National Education Policy 2020, in order to achieve the goal of high-quality education, emphasizes that educational institutions must be apparel with experience-based pedagogy that incorporates a learner-centric approach and practical experience (Yenugu, 2022).

NEP 2020 aims to equip students with both vocational and entrepreneurial abilities. The development of entrepreneurial abilities such as the capacity to create and manage businesses, find possibilities through creative idea generation, and think critically and creatively is aided by entrepreneurial education (Raposo & Paço, 2011).

WHO IS AN ENTREPRENEUR

An entrepreneur is a visionary who owns the ability to launch a business and is creative, dynamic, and adaptable. Entrepreneurs ought to spot possibilities, launch their company, and focus on its expansion and sustainability (Smith et al., 2006).

An educational entrepreneur is someone who basically manages resources and makes deliberate changes, with a focus on seeking out new opportunities, bringing about improvement, raising funds, managing, and enhancing quality while effectively promoting them to run the specific institution in a way that would reap benefit parents, teachers, and students. Ten characteristics characterise the educational entrepreneurs: vision, resource allocation skills, delegation, organisation, stress reduction for both individuals and teams, long-term thinking, leadership, motivation, and the capacity to assemble and steer a strong team (Boyett & Finlay, 1993).

Prospective entrepreneurs need to have the appropriate mindset in addition to the requisite entrepreneurial skills, knowledge, and hard work to succeed in turning challenges into profitable company possibilities. Furthermore, the entrepreneurial education courses need to be funded by governments and corporate groups of that nation (Odia & Odia, 2013).

Entrepreneurs or businesses acknowledged the challenges or issues in our social, commercial, or consumer lives and launch a company to provide original solutions. They dared in the process that may be greater and distinct from those of a typical firm. Seeing an opportunity to launch a company to address a major issue or solve a major problem in the business world is a major element of entrepreneurial skills. An entrepreneur might also spot a chance to address a thrust issue or problem in a novel method that is superior to the current approach. In order to implement the business plan, they create a business plan, assess sources, and use financial, material, human, and other resources. They also provide leadership to the employees in the company, prepare for unforeseen events, and assured business continuity.

For school children, having an entrepreneurial attitude is essential because it allows them to put ideas into practice at an early age. It requires risk-taking, inventiveness, and originality in addition to project management and leadership skills necessary to meet goals and objectives.

The National Skills Qualification Framework (NSQF), 2013, has also reported on this matter. Therefore, vocationalization of education is considered as a turning point in student's development of entrepreneurial abilities. By 2025, NEP 2020 seeks to ensure that at least 50% of students in K–12 and higher education participate in vocational education and envisages the innovation and globalisation in education that support student's overall growth, particularly in higher education. Additionally, it improves the quality of education by limiting the number of colleges offering various programmes. NEP 2020 aims to develop multidisciplinary skill-based courses to expand job possibility.

EDUCATIONAL POLICIES REGARDING ENTREPRENEURIAL SKILL DEVELOPMENT

KOTHARI COMMISSION 1964

At secondary school level, more prerequisite are required for technical and vocational education. Facilities for secondary and vocational education should be provided in a way that largely complies with the demands of the growing economy and actual job requirement. For secondary technical and vocational education to be really influencing, this kind of connection is required. A wide variety of subjects, including agriculture, industry, trade and commerce, public health and medicine, home management, arts and crafts, secretarial training, etc., should be covered under technical and vocational education (pt.11(b), pg.16, Kothari commission report 1964-66).

Commission suggested that work experience be incorporated into all general and vocational education as a way to further connect learning to productivity and life. Participating in productive work at home, at school, in a workshop, on a farm, in a factory, or in any other productive setting considered as work-experience (1.25, pg. 10, Kothari commission report 1964-66).

The Indian Education Commission 1882 first suggested the inclusion of practical studies in secondary schools as a way to draw students from other fields. However, very less or no practical action was made to put the recommendations into practice, and as of right now, just 9% of secondary school students are enrolled in vocational courses, which is among the lowest in the world. Throughout the past century, vocational education aside from that for teaching, law, or medicine was largely took no account, even at the university level. This commission suggested 3 years vocational courses at secondary and higher education level. Courses in home science, paramedical and health people training, secretarial work training, and agriculture and industry that will train the medium level of individuals should be provided. Suggestions for vocational education for girls, handicapped, under privileged children, financially weaker groups, etc. were more focused at primary, secondary and higher education level. The use of term 'vocational education' has been found rather than the term 'entrepreneurship' in the commission. Regardless of this the commission comes with very positive and turning point to increase the opportunities for career development for the students.

NATIONAL POLICY ON EDUCATION 1968

National Policy on Education 1968 proposed the free and compulsory education for the students up to the age of 14 years so the stagnation and wastage can be minimized. The policy admitted the need for stronger ties between the community and the educational institution and suggested that job experience, community service, and national service be incorporated into the curriculum. These programmes are perceived to aid in the development of social commitment and character building (Pg. 39, para. 3, NPE 1968).

The NPE of 1968 recognised the need to oriented higher education with the demands of the economy and employment market. As a result of this policy, university-based curricula for vocational education were introduced. Through providing students with practical experience and knowledge that aligns with industry standards, this integration aims to improve student's employability and strengthen the economy of the country.

The policy emphasised the importance of fostering an innovative and entrepreneurial environment within the higher education system. Through the establishment of new universities, the advancement of research, the promotion of interdisciplinary collaboration, and the alignment of education with business needs, the strategy laid the foundation for a more expansive and modern higher education system in India (Pg. 41, pt. 12, NPE 1968). The method recommended by policy placed a greater emphasis on academic education than on teaching practical skills that were in accordance with demand in the market. As a result, many students left school without the skills needed for executing work, which made the issues of unemployment and underemployment worse (Pg. 45, pt. 6, NPE 1968).

In summary, NPE (1968) was a crucial strategy in post-independence Indian education, promoting national progress and integration. There was not much recommendation were given on enhancing the entrepreneurial skills of the students instead of that to some extent the policy emphasized on vocational courses. No suggestions were given for enhancing entrepreneurial skills of the students. NPE 1968's limited attention on vocational education was one of its many shortcomings. The policy focused less on teaching practical skills that directly matched industry demands and more on traditional academic education. This gap between education and the demands of the actual world made it difficult to solve unemployment and skill shortages.

NATIONAL POLICY ON EDUCATION 1986

The National Policy on Education (1986) was introduced by the policy statement 'Challenges of Education -A Policy Perspective' in 1985, which was widely discussed across the country. The policy considered that “education is unique investment in the present and future. (para 2.4, NPE 1986)”. The policy prioritised vocational education and recommended numerous courses at the +2 stage of secondary education. It was proposed that vocational courses to cover 10 percent of higher secondary students by 1995 and 25 percent by 2000 (para 5.23, NPE 1986).

The acquisition of a structured, well-planned, and strictly implemented vocational education programme is critical to the proposed educational reorganisation. These features are deliberated to improve individual employability, eliminate the mismatch between demand and supply of skilled labour, and give an alternative for individuals who pursue higher education without a specific passion or purpose. (Para 5.16, NPE 1986).

Vocational education was a discrete stream designed to train students for certain occupations covering multiple areas of activity. These courses were often offered after the secondary stages, but to make the plan flexible, they were also made available after the eighth grade. In order to better integrate vocational education with its facilities, the industrial training institute conformed to a bigger vocational pattern. (Para 5.17, NPE 1986).

Young people who have finished higher secondary courses in the academic stream and may also need vocational training will be able to apply in tertiary level courses. NPE 1986 acknowledged the importance of employability and practical skills in a rapidly evolving labor market. In order to bridge the skills gap between school and employment, the policy placed a high priority on including vocational education and skill development within the regular curriculum. Vocational courses were developed to provide students with hands-on experience and education in a variety of areas, including technology, crafts, trades, agriculture, and others. (Para 5.22, NPE 1986).

There will be measures implemented to ensure that a significant portion of the graduates of vocational programmes discover employment or start their own businesses. A periodical review of the courses offered would take place. The government intends to reassess its hiring practices in order to promote diversity among secondary school students.

Underemployment and unemployment were widespread as a result of many graduates' poor readiness for the workforce. Students found it challenging to move smoothly from school to the workplace because of the educational system's lack of experience learning opportunities and practical skills. (Para 5.23, NPE 1986).

By including vocational education into the curriculum, NPE 1986 aimed to better match education with the needs of society and business. Additionally, this initiative aimed to better prepare students for a range of employment options by decreasing the frequent gap between academic education and practical skills. In essence, NPE 1986 recognized that education should serve as a means of achieving career, personal, and overall growth. It was easier to transition from an inflexible, theory-centric educational system to one that is more flexible, inclusive, and skills-oriented when the 10+2+3 framework and vocational education were set up in order to realise this aim (page 17, para.1, NPE 1986).

NPE 1986 emphasised the separation between degrees and jobs in certain fields. It is found that not that much of focus was given on developing the skills and hands on experience of the students to promote their skills. The major focus in NPE 1986 was only upon the development of the foundation of basic education.

PLAN OF ACTION 1992

Shri Janardhan Reddy chaired the committee, which submitted its report in January 1992. This is known as the 'Programme of Action 1992'. The Programme of Action (POA, 1992) contains 23 components. The primary goal of this policy was to ensure educational quality by eliminating social, economic, regional, and gender imbalances. The Plan of Action identifies

inequalities in school resources, teachers, and facilities. The committee suggested numerous approaches to vocationalization of education, including academic and practical components. Polytechnics should provide three-year diplomas in addition to two- and four-year degree programmes.

The committee proposed allocating 6% of GNP to education, as recommended by NPE in 1986, although the actual allocation falls short of this target as the actual expenditure on education was 3.5% only (Ministry of Education, GOI). The nation was dealing with a balance of payments crisis, a stagnating economy, and rapidly rising inflation during that period. An adaptable, skilled workforce that could meet the demands of modern industry was required as India's economy grew more connected with the global economy (para 10.3.20).

One of the key principles of NPE 1986 was the incorporation of vocational education and skill development programs into the educational system. The approach recognized the growing demand for professionals with practical experience who could directly influence the industry. Vocational education was seen as a means of bridging the gap between traditional academic education and the needs of a modernizing economy. The policy's objective was to give students real-world experience so they could acquire specialized skills and discover employment sooner (para. 10.2.4, POA 1992).

The policy makers of NPE 1986 were sure enough to recognize that, while traditional academic education is vital, it may not be sufficient to equip students with the skills necessary to succeed in the modern market. As India's economy shifted from being largely agrarian to being driven by technology, services, and manufacturing, there was a great demand for a skilled labor force in the market. (para. 15.21.1, POA 1992).

Other significant recommendations of NPE 1986 are to develop vocational skills in students by starting courses like SUPW/WE, plumber, car mechanics, electricians, carpenter, etc. These courses were started in polytechnics, it is, Junior Technical Scholls etc. These courses were designed to give students practical experience in a range of industries, including as engineering, technology, hospitality, healthcare, and more. Different types of agencies were constituted to provide the vocational courses like TRYSEM(Training of Rural Youth for Self-Employment), Krishi Vigyankendras, Nehru Yuvak Kendras, KVIC(Khadi and Village Industry Commission), Social Welfare Centres, etc. The approach provided by NPE 1986 increased employability while providing a different route for those who might not have been inclined toward traditional academic pursuits. Students were able to begin working as soon as they completed technical school because of intentional shift in approach, which improved the economy and may have reduced the rate of youth unemployment. The inclusion of skill development and vocational education as a pillar of NPE 1986 demonstrated the policy's innovative nature. It acknowledged that the nature of work is evolving and that students need to be ready for a diversified and dynamic job market.

NATIONAL CURRICULUM FRAMEWORK 2005

Children of marginalized group learn skills in the job as well as at home, in school, in society, and in other settings. Policy must look at how marginalised children's rich labour knowledge base and abilities may be used to both uplift their own dignity and serve as a source of education for other kids. The 73rd and 74th amendments to the Constitution, along with the institutionalised statutory space they create for local communities to engage in their children's education decision-making, are significant advancements (para 1.6, NCF 2005).

At every educational level, a set of generic competencies related to the workplace (basic, interpersonal, and systemic) could be pursued. Critical thinking, learning transfer, creativity, communication abilities, aesthetics, work motivation, a collaborative work ethic, and entrepreneurship, social responsibility would be developed (para 3.7, NCF 2005).

Many vocational stream courses in our nation have declined in quality, making it challenging for them to give students useful information and skills connected to the workforce. These

courses have frequently devolved into ordinary credentialing courses that do not distinguish between learning how to perform a job and learning how to obtain employment (para 3.10.3, NCF 2005).

Vocational courses were designed to meet the needs of people who would pursue study and research or enter the workforce sooner than those who would enter the profession through the regular academic streams. At all educational levels, including the +2 stage, policy advise including productive labour as a pedagogical tool for information acquisition, fostering values, and forming different skill sets (para 3.10.4, NCF 2005).

For all youngsters who choose to pursue further education after leaving school early or finishing it, in order to gain new skills and/or find employment, Vocational Education and Training (VET) is intended. In contrast to the current stream of vocational education, VET ought to offer a "preferred and dignified" option as opposed to a "last-resort" or "terminal" one (para 5.4.1, NCF 2005).

NATIONAL EDUCATION POLICY 2020

Professional education will be an integral part of the higher education system. The National Educational Technology Forum (NETF) is an autonomous entity that promotes open exchange of ideas on the use of technology in learning, evaluation, planning, and administration. Technology should be integrated appropriately at all levels of schooling (para. 23.3, NEP 2020).

NEP 2020 identifies how important it is to align education with the changing demands of the market. Developing students with skills like creativity, adaptability, problem-solving, and critical thinking. (para 16.4, NEP 2020).

The aims of NEP 2020 are to fill in the gaps and fix the shortcomings of the previous policies, such as rote learning, a lack of emphasise on skill development, and inadequate teacher preparation. Through the development of skills including communication, adaptability, and cultural awareness, NEP 2020 prepares students to succeed in international academic and professional environments (Para. 21.5, NEP 2020).

Throughout the years, India's National Education Policies (NEPs) have undergone a significant paradigm shift away from an industrial-focused approach and toward an acceptance of the necessity of a knowledge-based economy. NEP 2020 marked another paradigm shift, acknowledging the growing importance of skill development and vocational education in a rapidly changing economy and the need for education to closely align with industry demands in order to improve graduate's employability and technological capacity. For the first time this policy has focused on entrepreneurial skills development along with vocational courses (para 23.5, NEP 2020).

The most recent policy change, NEP 2020, represents a major step toward a knowledge-based economy. NEP 2020 highlights the importance of life skills education; to equip students with the skills they need to effectively communicate, team work, and manage their stress. People can successfully negotiate connections in both their personal and professional lives (Dash et al., 2023).

Young students and those with entrepreneurial skills are basically more logical, curious, collaborative, inventive, and creative. It teaches students interpersonal and communication skills in addition to risk management, creativity, adaptability, and strong networking abilities. NEP 2020 recommended that in addition to fundamental and higher-order cognitive capacities, the development of critical thinking, problem-solving, social, ethical, and emotional capacities and dispositions be focused (Korada, 2023). Putting more of an emphasis on cutting back on rote learning, which helps students to develop holistically. It also fosters 21st century abilities like critical thinking, creativity, scientific temper, multilingualism, problem-solving, ethics, social responsibility, and digital literacy (Patel, 2023).

A Professional Standard Setting Body (PSSB) with professional skills and competences was established by NEP 2020 under the General Education Council (GEC) for teacher training and growth. Opportunities for the improvement of the educational system through comprehensive, adaptable, and learner-centric approaches have been made possible by NEP 2020. NEP 2020 placed a strong emphasis on student's critical thinking, creativity, and problem-solving abilities in order to help them build the 21st century skills that will close the knowledge gap between school and employment for the students (Roy et al., 2021).

NATIONAL CURRICULUM FRAMEWORK 2023

In NCF 2023, has distinguished capacities from skills by the level of breadth and complexity. Capabilities are more general human talents that integrate many skills in a logical way to complete a challenging task. Conversely, skills are specialized knowledge needed to accomplish a certain task. For instance, cleaning, chopping, frying, and sautéing are skills, but cooking is a capacity. NCF 2023 focuses on developing capacities so as to improve employability (Box 9.1i, pg 446, NCF 2023).

Recognition of Prior Learning (RPL) will enable students who have studied a particular vocational interest or who are currently engaged in some kind of employment at home (such as farming or food preservation) to acquire higher certification. RPL has been formally established as a component of the Pradhan Mantri Kaushal Vikas Yojana, a Ministry of Skill Development and Entrepreneurship flagship program for workers between the ages of 18 and 45 that is carried out by the National Skill Development Corporation. It makes it possible to identify formal, informal, and non-formal learning according to the NSQF's specified learning outcomes. RPL will also allow students to transfer into a vocational course whenever they want, including after completing school and acquiring job experience (Box 9.7i, pg 459, NCF 2023).

NATIONAL SKILLS QUALIFICATION FRAMEWORK (NSQF) 2023

The NSQF is a competency-based and nationally integrated education framework that helps people reach their preferred competency levels. Qualifications are arranged in accordance with a set of knowledge, skill, and aptitude levels by the National Skills Qualifications Framework (NSQF). Regardless of whether they were obtained through formal, informal, or non-formal learning, these levels—which range from one to ten—are determined by the learning outcomes that the student must meet. As a result, it is a competency-based skill and quality assurance framework and a nationally integrated education system that will offer both horizontal and vertical pathways, such as technical education, general education, vocational education, and vocational training, connecting one level of learning to another. This will make it possible for someone to reach the levels of competency they want, enter the workforce, and then return when the time is right to pick up new skills to further improve their competencies. In India, the NSQF was announced on December 27, 2013 (National Institute of Electronics & Information Technology, MoE).

The NSQF is a framework for quality assurance in that regard. In order to connect one level of learning to another higher level, it is a nationally integrated education and competency-based skill framework that will offer several horizontal and vertical pathways within vocational education and training as well as among vocational education, vocational training, general education, and technical education. This will make it possible for someone to reach the appropriate competency levels, enter the workforce, and then return when the time is right to pick up new skills to further improve their competencies (Pt.2, pg 2, NSQF Notification, Ministry of Education, GOI).

Skills development in students can increase the employability and productivity level which will directly help them to get better career opportunity or start their own start-ups.

CHALLENGES IN DEVELOPING ENTREPRENEURIAL SKILLS AMONG STUDENTS

Expanding the possibilities for classroom instructors is necessary to give students more career opportunities in the contemporary technology era. As a result, there is a need to provide effective educational programmes for students that will support the growth of entrepreneurial skills. Globalisation has increased demand for entrepreneurship education, as the need for students who can come up with novel and dynamic solutions to difficult challenges. It is simply not enough to teach entrepreneurship using traditional methods; new pedagogies and methodologies are to be implemented.

The NPE 1986 was a significant advancement since it identifies the need of vocational training and skill development. The approach acknowledged that, in addition to academic accomplishment and theoretical understanding, students should also acquire practical skills that increase student's employability.

The purpose of entrepreneurship in higher education is to provide students with a solid academic base and to stimulate their creative thinking. Interested students are vital to the university's educational environment and system because they promote entrepreneurial thinking. Programmes for entrepreneurship education are organised to address graduate unemployment and to promote graduate's entrepreneurial skills. It was found that if entrepreneurship education is not well connected to contextual features, it may not yield the desired result as effectively (Olotuase et al., 2023). The propensity to launch an enterprise is positively connected with entrepreneurial education. It has been shown that one of the obstacles to pupils developing entrepreneurial skills is a lack of entrepreneurial education (Akhmetshin et al., 2019).

The growth of student's technical proficiency, company management abilities, personal entrepreneurial talents, etc., is encouraged by entrepreneurship education because these skills are necessary for an entrepreneur to handle their everyday company responsibilities (Almahry et al., 2018). The content of the entrepreneurship program and its teaching methods also did not significantly correlate. Results demonstrate that entrepreneurial education components will not always yield the desired results if they are not properly designed and backed by empirical facts from the context in which they are intended (Olotuase, 2023).

Pre-service teachers stated that entrepreneurial skills development is the duty of universities, schools, instructors, and teacher candidates. The educational institutions ought to offer more demanding entrepreneurship courses to aspiring primary school teachers and organize seminars that would help them develop their entrepreneurial skills and personal development (Uaidullakzy et al., 2022).

IDENTIFIED ENTREPRENEURIAL SKILLS AND BENEFITS OF DEVELOPING ENTREPRENEURIAL SKILLS AMONG STUDENTS

CBSE curriculum incorporates projects and chapters that encourage an entrepreneurial attitude among pupils. The CBSE curriculum (NCF 2005) avail them ample possibilities for interdisciplinary learning and instills the value of being a "lifelong learner" as well as the development of strong social and emotional skills, which are essential for entrepreneurship. NEP 2020 recommend that students now place a greater emphasis on the skills and competences that will enable them to take benefit of professional prospects. It was recommended that educators should modernise their methodology, include cutting-edge technology, and provide pupils the skills they need for the future. Parents are no longer pressuring their kids to choose a specific academic track; instead, students are free to select whatever topics that best suit for their abilities and interests (Kalyani, 2020).

In every economy, entrepreneurs are essential because they use their abilities and initiative to foresee demands and introduce innovative ideas to teachers and students. Successful entrepreneurship that accepts the risks involved in founding a business is rewarded with money, notoriety, and chances for future expansion. Higher education students that possess

entrepreneurial abilities are better able to secure employment prospects and are also more likely to generate creative ideas among themselves (Rosique-Blasco et al., 2016).

There are various entrepreneurial skills like financial skill, management skills, start-up business skills, operational skills, marketing skills, communication and management information skills, marketing skill, financial skills, personal maturity, organisational development skills, technical skills, managerial skills, leadership skills, entrepreneurial personal skills, strategic/tactical activities, interpersonal skills and networking skills, entrepreneurial/ venture experience, contacts with professionals, leadership skill, communication skills, human relation skills, technical skills, inborn aptitude skills, business success. Some authors have categories the skills under: (1) Personal skills: innovation; initiative; risk-taking; ability to deal with the unknown with ease; accepting challenges; taking responsibility; and seeking opportunities in change. (2) Interpersonal skills: interacting with others effectively; communicating effectively; negotiating; influencing; and demonstrating leadership (3) Process skills: ability to plan and organize; ability to analyse, synthesise and evaluate and ability to execute the plan, Cognitive skills, Social and relational skills, Technical skills, Management skills, Strategies, Product/Service, Management system, Organization structure, Marketing, Technical, Motivation, Human resource, Opportunity identification, Finance, Gathering of resources, Numeracy and literacy, business system, computer literacy, operations management, strategy and business planning, Risk taking, Life skills, Communication, Business linkages, Legal, Research and development, Supplier management, Role models, and there are many more.

CONCLUSION

NEP 2020 places a strong emphasis on teaching student's entrepreneurial skills so they can start their careers as self-employed individuals. Different approaches of entrepreneurial education can be used to develop entrepreneurial skills in accordance with pedagogical objectives. The flexible, multidisciplinary curriculum that promotes critical thinking, problem-solving, creativity, and digital literacy is the main focus of the NEP 2020 policy. It promotes curriculum built on experiential learning, which lightens the overall curriculum load. NEP 2020 places a greater emphasis on technology utilisation and vocational education in response to the quickly evolving market demands (Banerjee & Krishnagar, 2023).

By comparing different educational policies, commissions and curriculum frameworks it has been observed that vocational education was the issue of concern in many of them. Instead of using the term "entrepreneurship," the Kothari Commission of 1968 used the term "vocational education." In spite of this, the commission is a very good and significant step in expanding the students' professional development prospects. In National Policy of Education 1968, university-based curricula for vocational education were introduced but the practicability of implementing the policy of developing vocational skills were not up to the recommendations. National Policy of Education 1986 also come up with many courses like SUPW, Work experience in polytechnics colleges, ITIs, etc. to develop vocational skills but not gave more attention on developing entrepreneurial skills. NEP 2020 brings the shift in the paradigm in Indian educational system, which recognized the growing significance of vocational education and skill development in a fast-evolving economy. It also recognized that education must closely match industry demands to increase graduate's employability and technological capacity. Along with vocational training, this approach has for the first time placed an emphasis on developing entrepreneurial abilities. Skill enhancement courses like communication skill, ICT, IKS, community services and other value added courses also introduced by NEP 2020.

The study of entrepreneurship has become increasingly difficult. The current state of the economy makes becoming an entrepreneur a more appealing career choice for the students. Both job creation and economic growth are facilitated by entrepreneurship. Therefore, adding a foundational programme in entrepreneurship for young minds is a terrific method to

improve problem-solving abilities. The need for entrepreneurship education has grown along with globalisation. More pupils who can think outside the box and come up with innovative solutions to challenging issues are needed. These life skills can be very helpful to students in teacher preparation programmes, enabling them to survive successfully in the outside world. So, it is very important for the government and other institutions to design such educational policies which look forward towards the dynamic environment of demanding skillful youths at workplace and emphasis on the incorporating entrepreneurial skills among them. By focusing on the development of the entrepreneurial skills not only youth become more competent, the nation growth also can be enhanced by adding more efficient human resources to economy.

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