



ATMANIRBHAR BHARAT: DEVELOPING YOUTH FOR ENTREPRENEURSHIP THROUGH NEP

Sushmita Chandra

Research Scholar
Patliputra University, Patna

ABSTRACT:

The Atmanirbhar Bharat initiative aims to make India self-reliant and economically strong. One key aspect of this effort is to empower young people to become entrepreneurs. This aligns with the National Education Policy (NEP), which emphasizes skill development and practical education. In simpler terms, Atmanirbhar Bharat means India wants to rely on its own resources and talents to grow. To achieve this, the government wants to encourage young people to start their own businesses. This fits well with the National Education Policy, which focuses on teaching students' practical skills that can help them become successful entrepreneurs. In a nutshell, Atmanirbhar Bharat and the National Education Policy are working together to prepare young Indians for entrepreneurship and self-reliance, ultimately helping the country become stronger and more self-sufficient. This paper aims at examining the main entrepreneurial education-related provisions of the NEP and how they affect the promotion of economic growth and self-reliance simultaneously evaluating how well the NEP's entrepreneurship education programme is fostering in young people an entrepreneurial mentality, set of skills, and preparedness.

Keywords: - Atmanirbhar Bharat, Entrepreneurs, National Education Policy, Self-reliance, Self-sufficient

Introduction :

A. Brief Overview of the Atmanirbhar Bharat Initiative

The Government of India launched the Atmanirbhar Bharat project, which seeks to lessen reliance on imports and promote economic growth to make India resilient and self-sufficient. In response to the difficulties brought on by the COVID-19 epidemic, Prime Minister Narendra Modi introduced it in May 2020 (Press Information Bureau, 2020). This programme covers several industries, with an emphasis on entrepreneurship, technology, manufacturing, and infrastructure, with the goal of increasing local output and encouraging innovation.

B. The Contribution of Entrepreneurship to Economic Growth

In developed as well as emerging nations, entrepreneurship is essential to economic growth. According to Acs and Szerb (2007), it acts as a catalyst for wealth growth, innovation, and employment creation. According to Audretsch, Keilbach, and Lehmann (2006), entrepreneurial endeavours foster competitiveness, aid in the spread of new information and technology, and considerably increase GDP growth. Additionally, by minimising reliance on a particular industry or sector and diversifying economic activity, entrepreneurship promotes resilience.

C. The National Education Policy's (NEP) Importance in Promoting Entrepreneurship

A historic policy document intended to revolutionize India's educational system is the National Education Policy (NEP), which was unveiled in 2020 (Ministry of Education, Government of India, 2020). Integrating entrepreneurship education at all educational levels is one of its main tenets. The National Employment Policy (NEP) acknowledges that developing an entrepreneurial attitude and imparting useful skills are crucial to empowering young people to create jobs instead of just looking for work (Ministry of Education, Government of India, 2020). It aims to create an educational system that enables learners to become innovators, problem solvers, and job creators.

D. Purpose of the Research Paper and Its Objectives

The purpose of this research paper is to critically examine the role of the National Education Policy (NEP) in developing youth for entrepreneurship and its alignment with the Atmanirbhar Bharat initiative. The objectives of this research are as follows:

1. To examine the main entrepreneurial education-related provisions of the NEP and how they affect the promotion of economic growth and self-reliance.
2. To evaluate how well the NEP's entrepreneurship education programme is fostering in young people an entrepreneurial mentality, set of skills, and preparedness.
3. To pinpoint difficulties and impediments to entrepreneurial education programme implementation and suggest legislative solutions.

I. Literature Review

A. Historical Context of Entrepreneurship in India

The historical context of entrepreneurship in India highlights the nation's long-standing tradition of entrepreneurial activities. India has a rich history of trade, commerce, and small-scale entrepreneurship dating back to ancient times. Traditional occupations and small businesses have been an integral part of the Indian economy for centuries, contributing significantly to economic sustenance and community development.

B. Policies and Initiatives for Promoting Entrepreneurship in India

Several policies and initiatives have been implemented in India to promote entrepreneurship. The Small and Medium Enterprises (SME) sector has received considerable attention, with initiatives such as the Micro, Small, and Medium Enterprises Development Act, 2006, and the "Make in India" campaign aimed at boosting domestic manufacturing (Government of India, 2006; Make in India, 2014). Additionally, schemes like the Startup India initiative have been introduced to facilitate entrepreneurship by providing funding, mentorship, and regulatory support to startups (Startup India, n.d.).

C. Studies and Research on the Impact of Education on Entrepreneurship

Research on the impact of education on entrepreneurship highlights the positive correlation between education and entrepreneurial intentions. Higher education levels are often associated with a greater likelihood of individuals becoming entrepreneurs (Liñán & Chen, 2009). Moreover, entrepreneurship education has been found to enhance entrepreneurial skills, self-efficacy, and intentions among students. These studies underline the potential of education in nurturing entrepreneurial talent.

Objective I:-

To examine the main entrepreneurial education-related provisions of the NEP and how they affect the promotion of economic growth and self-reliance.

A. National Education Policy Overview (NEP)

Unveiled in 2020, the National Education Policy (NEP) of India is a comprehensive overhaul intended to revolutionise the nation's educational system (Ministry of Education, Government of India, 2020). This strategy aims to foster holistic development, meet students' changing requirements, and bring education into line with 21st-century expectations. It includes schooling, higher education, and vocational education, among other facets of education.

B. Key Provisions Related to Entrepreneurship Education

The NEP places significant emphasis on entrepreneurship education as a means to foster innovation, self-reliance, and job creation among students. Key provisions related to entrepreneurship education include the integration of entrepreneurship modules and experiential learning into the curriculum (Ministry of Education, Government of India, 2020). The policy also encourages the establishment of incubation centers and entrepreneurship cells in higher education institutions, facilitating hands-on training and mentorship for aspiring entrepreneurs.

C. Analysis of the NEP's Alignment with Atmanirbhar Bharat Goals

The NEP's alignment with the Atmanirbhar Bharat goals is evident through its focus on entrepreneurship education. Atmanirbhar Bharat, which aims to make India self-reliant and resilient, can be realized by nurturing a new generation of entrepreneurs who can drive innovation, create jobs, and reduce dependency on imports. The NEP's provisions for entrepreneurship education align with Atmanirbhar Bharat's vision by equipping students with the skills and mindset required to start and sustain their ventures. This alignment emphasizes the policy's role in building a self-reliant and entrepreneurial India.

Objective II:-

To evaluate how well the NEP's entrepreneurship education programme is fostering in young people an entrepreneurial mentality, set of skills, and preparedness.

Fostering Entrepreneurship in Young People

A. The Function of Educational Institutions and Schools

The role of schools and higher education establishments in training young people for business is crucial. According to Maritz et al. (2016), schools can promote an entrepreneurial mindset from an early age by providing opportunities for creativity, problem-solving, and critical thinking. Conversely, higher education establishments provide students with the information and abilities required for entrepreneurship through specialised courses and programmes (Hemmings & Kay, 2010). By offering resources like incubation centres and mentorship networks, they can also act as hubs for innovation and entrepreneurship.

B. Curriculum Development and Integration of Entrepreneurship Education

Curriculum development is essential for integrating entrepreneurship education seamlessly into the educational system. Entrepreneurship-related courses should cover a range of topics, including business planning, financial management, marketing, and innovation. Curriculum design should prioritize practical, experiential learning opportunities, such as business simulations and real-world projects. The integration of entrepreneurship education across subjects, rather than isolating it, ensures that students can apply entrepreneurial principles in diverse contexts.

C. Teacher Training and Capacity-Building

Effective teacher training is crucial for delivering high-quality entrepreneurship education. Teachers need specialized training to impart entrepreneurial skills and foster an entrepreneurial mindset. Professional development programs can help educators stay updated on current industry trends and teaching methodologies. Ensuring that educators themselves have an entrepreneurial orientation can also contribute to more effective instruction. Teacher capacity-building is essential for nurturing the next generation of entrepreneurial leaders.

V. Impact Assessment

A. Evaluating the Effectiveness of Entrepreneurship Education under the NEP

Evaluating the effectiveness of entrepreneurship education initiatives under the National Education Policy (NEP) is essential to assess their impact on students' entrepreneurial capabilities and the overall success of the program. This evaluation should include measurements of knowledge acquisition, skills development, and attitudinal changes among students. Robust assessment methods are crucial to determine whether entrepreneurship education aligns with the goals set out in the NEP.

B. Assessing the Development of Entrepreneurial Mindset and Skills

Evaluation of the entrepreneurial attitude and abilities is an essential part of impact evaluation. Surveys and tests that track increases in students' self-efficacy, entrepreneurial goals, and problem-solving skills can be used as quantitative measurements. In-depth understanding of attitude changes, creativity, and a tendency towards taking risks can be gained through qualitative techniques like focus groups and interviews. To give a complete picture of impact, a thorough review should include both quantitative and qualitative indications.

D. Identifying Key Success Factors and Areas for Improvement

In addition to assessing impact, it is crucial to identify key success factors and areas for improvement in entrepreneurship education programs. Success factors may include effective curriculum design, faculty engagement, access to mentorship networks, and alignment with industry needs. Areas for improvement can be identified through feedback from students, educators, and stakeholders. This information can guide the refinement and enhancement of entrepreneurship education initiatives under the NEP.

Objective III: -

To pinpoint difficulties and impediments to entrepreneurial education programme implementation and suggest solutions.

Challenges and Recommendations

A. Challenges Faced in Implementing Entrepreneurship Education

The implementation of entrepreneurship education under the National Education Policy (NEP) faces several challenges. Some of these challenges include a shortage of qualified entrepreneurship educators, the need for tailored curriculum development, limited access to resources for practical learning experiences, and a lack of standardized evaluation methods. Additionally, ensuring that entrepreneurship education is accessible to students from diverse backgrounds and regions remains a significant challenge.

B. Challenges and Potential Barriers in Implementing Entrepreneurship Education under the NEP

While the NEP holds great promise for entrepreneurship education, several challenges and potential barriers need to be addressed. These challenges include the need for qualified entrepreneurship educators, the development of relevant curriculum and teaching materials, and the establishment of effective incubation and mentorship networks (Jain & Arora, 2021). Ensuring equitable access to entrepreneurship education, particularly in rural and underserved areas, is another significant challenge.

Additionally, monitoring and assessing the impact of entrepreneurship education programs and aligning them with industry requirements are essential for their success (Bhowal & Chakraborty, 2020). Overcoming these challenges will be crucial in realizing the full potential of entrepreneurship education under the NEP and in contributing to the objectives of Atmanirbhar Bharat.

C. Policy Recommendations for Improving Entrepreneurship Education

To address these challenges, policymakers can consider the following recommendations:

- **Teacher Training:** Invest in comprehensive teacher training programs that equip educators with the knowledge and pedagogical skills required for effective entrepreneurship education .
- **Curriculum Development:** Develop standardized, adaptable, and industry-relevant entrepreneurship curricula that cater to various educational levels and regional contexts .
- **Resource Allocation:** Allocate adequate resources to establish incubation centers, entrepreneurship cells, and innovation hubs in educational institutions to provide students with practical experiences .
- **Assessment Frameworks:** Develop standardized assessment frameworks that measure not only knowledge acquisition but also attitudinal and skills development, enabling consistent evaluation .
- **Inclusivity:** Design policies that ensure the inclusivity of entrepreneurship education, particularly in rural and underserved areas, through online platforms, mobile apps, and community partnerships .

D. Strategies for Overcoming Barriers and Ensuring Inclusivity

Overcoming barriers and ensuring inclusivity in entrepreneurship education can be achieved through the following strategies:

- **Collaborative Partnerships:** Foster partnerships between educational institutions, government bodies, industry stakeholders, and non-governmental organizations to pool resources and expertise.
- **Customized Support:** Provide tailored support and mentorship to aspiring entrepreneurs, considering their individual needs, backgrounds, and aspirations
- **Community Engagement:** Engage local communities and entrepreneurs as mentors, role models, and collaborators in entrepreneurship education initiatives.
- **Innovation Ecosystem:** Build a robust innovation ecosystem that connects educational institutions with startups, investors, and incubators to facilitate technology transfer and commercialization.

Conclusion: -

The stark reality depicted the developing India hungry for education, education hungry for skilling, skilling for the rising numbers of the Indian youth hungry for employability. This really is one of significant direction to itself and very long-term plan of work, but it may be brought to bear on the provision of digital integration for tech-readiness and growing need for private sector collaboration to bring theory to life on the basis of the skill economics. In the world of energy, renewable power, and hydrogen are two sectors with high potential for employment research and development, Investment, awareness and collaboration are the keys to creating scope for renewable energy in India which in turn can lead to sustainable development. There is a need to shift the focus on lifelong learning, creating a stronger base of critical thinking and emotional intelligence in the young generation which is only possible with the proper implementation of NEP throughout the curriculum. The National Credit Framework has been instrumental in integration of education and skilling, and technical subjects have been adapted to various levels of education. — The targeted approach towards integrating education with skilling is essential to skill our young, and make them gainfully employable for the burgeoning demand from industry