



Entrepreneurship Education: An Approach Toward Sustainable Development In Uttarakhand

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Abstract:

This paper emphasizes the importance of entrepreneurship education towards enhancing sustainable development in Uttarakhand. The main problems of the state of Uttarakhand range from high rates of migration, youth and graduate unemployment; The state's excessive dependence on other states and foreign goods and technology leads to low industrial growth and development. As a result of these reasons, this paper argues that the inclusion of entrepreneurship education in the curriculum will equip students with the skills to become self-reliant. New initiatives and schemes to give a new shape to entrepreneurship education have also been discussed. The paper also recommends that educational programs at all levels of education should be made relevant to provide the youth with the necessary entrepreneurial skills, as entrepreneurship is vital drive toward job creation and overall economic growth. It is also recommended that the government should pay adequate attention to entrepreneurship development in the state through provision of good economic environment.

Keyword: Entrepreneurship, Education, youth Empowerment, Migration, Employment, Uttarakhand.

Introduction:

Unemployment among youth in the state of Uttarakhand has reached worrying heights. This is due to the fact that the state is facing a continuous increase in the rate of migration due to inconveniences related to employment, health and education system. Graduates/youth struggle for the few available jobs leaving many people unemployed. Due to lack of effective directions for self-employment, very few people step into self-employment. For this reason, entrepreneurship education gains importance as a way to expose students to various skills and knowledge of businesses while in school and colleges so that after graduation, they become employable instead of looking for a job. The paper discussed the concept of entrepreneurship education and youth empowerment, youth empowerment strategies, barriers to entrepreneurship education in Uttarakhand and ways to promote entrepreneurship among the youth of Uttarakhand. Entrepreneurship education should be an integrated pedagogical approach for all level of students' curriculum i.e. primary school, secondary education and higher education curriculum in order to inspire entrepreneurial thinking among students. Entrepreneurship Education is in a quite early stage of development in Uttarakhand and it is regarded as an ingenious but insignificant approach driving much interest and confusion among various stakeholders. A concerted effort is required from all stakeholders, including educational institutions, government bodies, industry, and the community is must for Entrepreneurship Education to thrive in Uttarakhand's Higher Education System.

Methodology:

In the presented research paper, the analytical tools adopted to carry forward the research process (from collection and gathering of information and data to its analysis and logical interpretation) have been used. The study is mainly based on various secondary sources. Under this component of research methodology, information and data have been collected by studying various published books, research papers, digital and e-books available on the subject.

Literature Review:

The roots of entrepreneurship education can be traced back to the early 20th century. Initially, it was centred around practical business skills and vocational training. Schumpeter, J.A. (1934). In the latter part of the 20th century, EE evolved to include a more holistic approach, focusing on innovation, opportunity recognition, and entrepreneurial mindset. Katz, J.A. (2003). Examines how entrepreneurial intentions are formed and influenced by educational interventions. Ajzen, I. (1991) EE focuses on developing specific competencies such as opportunity recognition, risk management, and business planning. Man, T.W.Y., Lau, T., & Chan, K.F. (2002). Effective EE programs integrate theoretical knowledge with practical applications. This includes case studies, business simulations, and experiential learning. Rae, D. (2006). Pedagogical approaches such as experiential learning, problem-based learning, and mentorship are crucial for effective EE. Kolb, D.A. (1984). Entrepreneurial Education is defined as a Content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes (Moberg et al.,2012, p.14). Educating “about” entrepreneurship means a content-laden and theoretical approach aiming to comprehend the phenomenon. It is the common approach in higher education institutions (Mwasalwiba,2010). Educating “for” entrepreneurship means a professionally oriented approach aiming at nurturing entrepreneurs the vital knowledge and skills. Entrepreneurship Education is an exercise of experience-based approach where students endure an actual entrepreneurial educating process (Kyrö,2005). It’s the perception of some people that entrepreneurship is a talent with which one is born and cannot be taught however this can also be said of other professions, such as engineering or medicine, and nobody will conflict about the need to teach students these subjects (Fayolle, 2013). EE programs contribute to the development of critical entrepreneurial skills, such as creativity, problem-solving, and resilience. Fayolle, A., & Gailly, B. (2015).

Need for Entrepreneurship Education in Uttarakhand

Uttarakhand has a large rural population dependent on agriculture and traditional crafts. Entrepreneurship can diversify income sources and improve the rural economy and can be met to stop migration in Uttarakhand and for sustainable progress of the state by promoting balanced regional development and equitable redistribution of wealth, income and even political power in the interests of local people. Entrepreneurship can effectively mobilize capital and skills and utilize resources. The economic process can be stimulated by strengthening the backward economic structure by establishing industries. By providing entrepreneurship education, local talent can establish businesses small and large-scale enterprises in their hometowns, employment can be created on a large scale in Uttarakhand and many jobs can be provided to the youth and local people addressing the issue of youth migrating to other states for better opportunities. In this way the entrepreneurship education may lead to reduce the problem of unemployment in the state, solving the root cause of all socio-economic problems encouraging sustainable livelihood models.

The rich climate, natural beauty and cultural heritage of Uttarakhand are very helpful for many entrepreneurship opportunities here. Uttarakhand has rich biodiversity, suitable for agro-based businesses like organic farming, herbal products, and food processing. The state's natural beauty offers vast potential for tourism-related ventures, such as homestays, adventure tourism, and wellness centres. Promoting local crafts and food through entrepreneurship can help preserve cultural heritage while generating income. Entrepreneurship education equips individuals with essential skills like problem-solving, financial literacy, communication, and management, which are vital for running successful ventures. It encourages innovative thinking, enabling people to create products or services that cater specifically to local needs and markets.

The need for entrepreneurship education is great due to destructive factors like corona, there is an urgent need for plans and policy making to face all kinds of dire challenges for any country and society so that economic strength is strengthened and students perceive new business creation as a catalyst for helping them overcome challenges and find opportunities. Educating women about entrepreneurship opens avenues for their economic participation, leading to social and economic empowerment. Entrepreneurship can uplift marginalized communities by offering skills training and business opportunities, fostering inclusive development. Encouraging entrepreneurship supports the larger vision of a self-reliant Uttarakhand, contributing to the national agenda of self-sufficiency (Atmanirbhar Bharat).

Challenges in Implementing Entrepreneurship Education in Uttarakhand

Implementing effective Entrepreneurship education in Uttarakhand needs to address the following challenges:

- 1. Traditional Mindsets:**
 - Preference for Stability: Many families in Uttarakhand value stable, government or corporate jobs over entrepreneurial ventures due to perceived security and societal status.
 - Risk Aversion: The fear of failure and the uncertainty associated with entrepreneurship often deter students from pursuing it as a viable career option.
- 2. Resource Constraints:**
 - Financial Limitations: Many institutions in Uttarakhand may lack the funds needed to develop robust entrepreneurship programs.
 - Limited Access to Infrastructure: Inadequate facilities, such as incubators or research labs, can hinder the practical aspects of entrepreneurship education.
- 3. Lack of Role Models:**
 - The visibility of successful entrepreneurs from Uttarakhand is limited. Without prominent local role models, students may struggle to envision entrepreneurship as a viable path.
- 4. Faculty Expertise:**
 - Lack of Trained Educators: Many faculty members may not have the experience or training in entrepreneurship, leading to gaps in teaching quality.
 - Resistance to Change: Traditional academic culture may resist integrating entrepreneurial practices into the curriculum.
- 5. Educational Gaps:**
 - Insufficient Entrepreneurship Education: Traditional education systems may not emphasize or adequately teach the skills needed for entrepreneurship, such as critical thinking, innovation, and resilience.
 - Lack of Practical Experience: Students may not have enough opportunities to engage in hands-on entrepreneurial activities or real-world projects, limiting their practical understanding of business creation and management.
- 6. Cultural and Social Barriers:**
 - Risk Aversion: Students and their families may prefer secure, traditional career paths over the uncertainties of entrepreneurship.
 - Lack of Role Models: Limited visibility of successful entrepreneurs from the region can reduce students' interest and confidence in pursuing entrepreneurship.
- 7. Regulatory and Policy Issues:**
 - Rigid Educational Frameworks: Educational institutes often follow rigid structures that do not easily allow for the flexibility needed in entrepreneurship education.
 - Lack of Government Support: Insufficient policies and incentives for promoting entrepreneurship education can slow progress.
- 8. Geographical and Demographic Challenges:**
 - Remote and Rural Areas: Uttarakhand's challenging terrain and dispersed population can make it difficult to provide uniform access to entrepreneurship education.
 - Brain Drain: Talented students mostly migrate to metropolitan areas or other regions for better opportunities, reducing the local entrepreneurial talent pool.

Devbhoomi Udyamita Yojana- an initiative of HED Uttarakhand

Department of Higher Education, Govt. of Uttarakhand Government has introduced a new initiative called the "Uttarakhand Devbhoomi Udyamita Yojana" implemented by Entrepreneurship Development Institute of India (EDII), Ahmedabad to address the issue of unemployment and foster a prosperous future for its youth. The plan is in line with a number of current initiatives launched by the national government to empower young and reduce unemployment nationwide. 122 Devbhoomi Udyamita Kendra have been established in the Government Colleges. To empower educators and mentors in fostering entrepreneurship development, an immersive and comprehensive initiative Faculty Mentor Development Programme (FMDP) at the Entrepreneurship Development Institute of India (EDII) is designed, under the Devbhoomi Udyamita Yojana. This program is customized to furnish the faculty members of the government colleges with the necessary skills, knowledge and tools to effectively mentor and foster the prospective entrepreneurs. 92 faculty members have completed this programme in the session 2023-24. Through 2-Day Startup Bootcamp participants are being sensitised under the Devbhoomi Udyamita Yojana at a mass level across the state. The Objective of Boot Camp program is to orient students towards entrepreneurial skills and self-employment

opportunities, Govt schemes and support for new ventures and legal and managerial resources needed to start a new venture. The Boot Camps focuses on Student Business Plan Development. 7884 students attended in these Boot Camps in the session 2023-24. EDII organized a One-day workshop to sensitise Higher Education department officials and academicians on the objectives and the mandates of 'Devbhoomi Udyami Yojana'. Two-week Entrepreneurship Development Programmes (EDPs) conducted in almost every Government Colleges of Uttarakhand to train and mentor selected youth for enterprise creation. Beneficiaries, between 18 to 45 years, selected through an entrepreneurship mapping test. They are imparted information and training on multiple aspects of setting up and managing a business, financial literacy, networking and business management, etc. 3701 students attended in these Two-week Entrepreneurship Development Programmes (EDPs) in the session 2023-24. Startup Event & Seed Fund- State-level events will be organised for select shortlisted startups, based on submitted business plans. These events will provide them a platform to present their plans and collaborate with existing entrepreneurs and startups, to build their enterprises. Seed funds for Student Startups have been envisioned to support select startups, which will be mentored and handheld for enterprise creation. Centers of Excellence -20 leading institutions of the state will be identified, specialising in a particular sector/theme, for establishment of Centre of Excellence (CoE). Focus will be on Institutions working in various fields, including AYUSH, Organic farming, Tourism, Agri-Food Processing, Heritage Management, Electronics and Communication and Artificial Intelligence/Machine Learning/Robotics, etc. The Institutions will undergo a selection process and will be further supported for hosting and supporting startups and MSMEs, through various capacity building interventions. Besides the students the Youth of the nearby region will also be invited to participate in the programme at these Centres of Excellence, through timely updated communication and information in local domain. Till date 10 institutes have been identified for Center of Excellence in the State. Following Online Trainings have been conducted under this scheme:-

Online DUY Startup Boot Camp –

1. Online DUY Startup Boot Camp -
2. Online DUY Startup Boot Camp - Devbhoomi Udyami Varta
 - o Build your Startup Business Model
 - o Know Entrepreneurship Ecosystem and grow Your Business idea
 - o Learn how to file Patent and Copyright (Source- <https://duy-heduk.org>)

The Devbhoomi Entrepreneurship Scheme is actively focusing to promote entrepreneurship in order to boost the state's economy. Education programs align with these policies, ensuring entrepreneurs can effectively leverage available resources and schemes.

SUGGESTIONS

Embed entrepreneurship education at all levels of education, starting from school to higher education, with focus on creativity, problem-solving and innovation should be introduced. We require strong intellectuals, experts and conceptual foundations from the fields of entrepreneurship and education in Uttarakhand to strengthen the entrepreneurship curriculum. A sufficient supply of trained teacher is needed to develop an entrepreneurship education mindset in Uttarakhand. The success of the curriculum implementation depends upon the teacher, as the teacher are the one who adapt and implement the ideas and inspirations of the designers. Challenges faced due to implementation of educational reform NEP 2020 and lack of support, time and resources is a matter of concern for the teachers to adopt effective and efficient entrepreneurial education pedagogy, which should be dealt by the government promptly. Teachers should be empowered to participate in externships during long vacation in order to gain business and industry experience.

The growing number of entrepreneurs can be used as role models and as a trainer. Entrepreneurship training materials relating to idea generation, innovation, success stories, failure stories etc. available online should be supplemented to case studies under curriculum. All Higher Education Institutes of Uttarakhand can be used as business incubators. More and more collaborations are needed between teachers, researchers and practitioners in the both domain of education and entrepreneurship. Efficient and effective Mentorship Network should be established where students can learn from local and national entrepreneurs who can provide guidance, inspiration and practical advice. A culture that values innovation, risk-taking and self-reliance should be developed among students and teachers. Learning by doing activities in educational institutes can trigger the development of entrepreneurial competencies. Field trips and business tours must be arranged for students to gain authentic knowledge about the content studying.

Most of the Higher Education institutes offering entrepreneurship education are not fully equipped. Technology education and skill development facilities should be upgraded to provide entrepreneurship

educational experiences in order to prepare youth to adopt the entrepreneurial culture while in college and once out of college as a potential solution to unemployment and migration in Uttarakhand.

There is need for studies in other states, who witnessed the exponential growth of Entrepreneurship Education in higher education institutes overall leading to Entrepreneurship development. Tremendous initiatives are needed to be undertaken by the stakeholders towards entrepreneurship education to develop effective and efficient entrepreneurial competencies at all levels of education.

CONCLUSION

A concerted effort from all stakeholders including educational institutions, government bodies, industry and the community is needed in order to thrive entrepreneurship education in Uttarakhand's education system. As entrepreneurship education is in a quite early stage of development, limited to some higher educational institutes, tremendous changes are required in the educational system at all levels to successfully impart the effective and efficient entrepreneurship education for a majority of people.

Benefits of entrepreneurship development has positioned entrepreneurship education as a means to achieve sustainable development goals which aims to address issues related to poverty, health, management of natural resources, education, gender equality, waste production, migration etc. overall empowering people and organisation to create social value for the public welfare. Effective and efficient addressing the challenges and fulfilling the essential requirements for entrepreneurship education at all levels can unlock significant economic potential of the state and empower the youth of Uttarakhand to become successful entrepreneurs. Entrepreneurship education, therefore, is not just about creating businesses; it's about transforming Uttarakhand's economy, reducing migration, promoting sustainable practices, and empowering communities. Entrepreneurship education will surely play an important role in the sustainable development of Uttarakhand.

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