

# SOCIAL ACTION

A Quarterly Review of Social Trends

## NATIONAL EDUCATION POLICY 2020

- ❑ National Education Policy 2020 (Editorial)  
*Thomas Varghese (Guest Editor)*
- ❑ "Unleashing India's Potential": A Comprehensive Analysis of New Education Policy's Entrepreneurial Vision in Education Reform  
*Madan Lal, Ramesh Kumar & Rishi Rajan Sahay*
- ❑ NEP 2020 and the Future of India's Higher Education System: Improving Accessibility and Excellence  
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- ❑ NEP 2020 and Partnering between Academics and Industry to develop a Curriculum that enhances Employability  
*Neelam Tyagi*

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*October-December 2023*

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**Democracy, Civic Literacy and Political Participation  
in India**

*January-March 2024*

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## National Education Policy 2020

The National Education Policy (NEP) 2020 was enacted on 29 July 2020. The purpose of this policy is to address the many growing developmental imperatives of our country. It proposes revising and revamping all aspects of the education structure while building upon India's traditions and value system. It lays particular emphasis on the development of the creative potential of each individual. Accordingly, the teacher should take the lead for the fundamental reforms in the education system. NEP 2020 provides all students with a quality education system, focusing on historically marginalised, disadvantaged and underrepresented groups.

The education system aims to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. NEP 2020 helps students recognise, identify, and foster their unique capabilities. Accordingly, it gives the highest priority to achieving Foundational Literacy and Numeracy by Grade 3. It offers students the flexibility to choose one's learning trajectories and programmes. There is no rigid separation between science and arts, curricular and extracurricular, and vocational and academic streams. This policy talks of multi-disciplinary and holistic education across streams. It emphasises conceptual understanding, creativity, critical thinking, ethics and human and constitutional values.

NEP 2020 promotes multilingualism, the power of language, life skills, regular formative assessment for learning, extensive use of technology, respect for diversity and the local context and total equity and inclusion. According to NEP 2020, teachers and faculty are the heart of the learning process. It gives importance to outstanding research and continuous review of progress. It also provides a 'light but tight' regulatory framework to ensure integrity, transparency and resource efficiency. It emphasises rootedness and pride in India and considers education as a public service as the fundamental right of every child.

NEP 2020 aims to achieve a 100% Gross Enrolment Ratio in school education by 2030. For this, the expected initiatives provide sufficient infrastructure and innovative education centres to bring the dropouts back to mainstream education. Schools will have counsellors or well-trained social workers connected to them. The teachers will work with students and

their parents to ensure no one is left out of school. Early Childhood Care Education (ECCE) will provide quality early childhood care and education for all children between 3-6 years by 2025. The Anganwadis or preschools will cater to the first three years. The following two years will be included in the schooling system.

To make learning holistic, integrated, enjoyable and engaging, school curriculum and pedagogy are restructured in a new 5+3+3+4 design. The plan is to have reduced curriculum content to enhance essential learning and critical thinking. Students will be provided with experiential learning and empowered through flexibility in course choices. It emphasises promoting multilingualism to know and learn about their country's rich and vast array of languages. NEP 2020 also aims to ensure that every child, regardless of background, gets an opportunity to learn and excel. So particular emphasis would be given to Socially and Economically Disadvantaged Groups (SEDGs), including gender identities, sociocultural identities, geographical identities, disabilities and socio-economic conditions. A special Gender Inclusion Fund also would be created with Special Education Zones for disadvantaged regions and groups. Teachers have to be well-trained with a 4-year integrated B.Ed. Programme and TETs. Teachers would be recruited through robust, transparent processes.

Similarly, for higher education, the aim is to increase GER to reach at least 50% by 2035. The undergraduate degree will be three or four years, with multiple entry and exit options. It also emphasises catalysing and expanding research and innovation across the country. It also plans to facilitate the internationalisation of education through institutional collaborations and student and faculty exchange.

Thus NEP 2020 is a very ambitious plan. It faces many challenges with a wide range of opportunities. At the same time, it has met much criticism from across the nation. One of the criticisms raised is that there are many hidden Hindutva ideologies in it, and the secular aspect of the country is downgraded. It also does not mention minority education which has been the backbone of education in our country for a long time.

This Social Action issue contains articles highlighting the challenges and opportunities before the National Education Policy 2020. Prof. Madan Lal, Dr Ramesh Kumar and Dr Rishi Rajan Sahay in 'Unleashing India's Potential: A Comprehensive Analysis of New Education Policy's Entrepreneurial Vision in Education Reform' analyse the NEP's entrepreneurial vision, its Implications for education reform, and its potential impact on India's socio-

economic growth. The study examines the NEP's historical context, key objectives, and components while assessing the role of entrepreneurship education and the challenges and opportunities in its implementation. The paper also evaluates the policy's effectiveness in promoting entrepreneurial mindsets and skills in school and higher education settings. Finally, the article provides recommendations for enhancing the NEP's entrepreneurial vision, focusing on policy adjustments, scaling up successful initiatives, and fostering a supportive ecosystem for entrepreneurship education. The findings suggest that effectively implementing the NEP's entrepreneurial vision can nurture innovation, drive economic growth, and position India as a global leader in entrepreneurship and innovation.

Dr Abhiruchi Ojha & Dr Leslie Keerthi Kumar SM in 'NEP 2020 and the Future of India's Higher Education System: Improving Accessibility and Excellence' argues that India's Higher Education system needs reform and reorientation to meet global standards while catering to a diverse population characterised by socioeconomic disparities. This article examines the present status and prospects of India's higher education system in light of NEP 2020's vision, using accessibility and excellence as critical markers. It highlights the disparity in access to higher education faced by many marginalised sections from different castes, classes, genders, and regions. It stresses the need to improve the excellence of India's higher education system by strengthening the teaching-learning process, incentivising research, and fostering internationalisation. Some robust ways to improve access and excellence have also been discussed in the article.

The article, 'Partial Implementation of NEP 2020 in Nagaland: Students' Perspective' by Dr Somingam Mawon, uses the probability sampling method and open-ended and closed-ended questionnaires for primary data collection. This research seeks to obtain the perspectives of 230 students impacted by this new education policy. Although the policy allows students to choose their preferred courses, practical challenges, such as budgetary constraints, limit the institution from restricting the complete application of the choice-based credit system. As a result, the institution specifies the courses students must take, thus weakening the essence of 'choice' and 'flexibility' of CBCS.

Dr Roshni Kujur, and Srikant Nayak, in their paper 'Inclusive Education Goal of NEP 2020: Elongate Rhetoric, Abbreviate Realities Undermining the Tribal Students' examine NEP 2020 from the Standpoint of tribal education in Odisha. The research analyses the educational opportunities

available to children from tribal backgrounds. There are some promising ideas for improving education in the new NEP, but it's unclear how much attention was paid to those from disadvantaged backgrounds. This article analyses the NEP 2020 to determine where the tribes are, where the problems lie, and how to address those problems head-on in the classroom for tribal children.

G. C. Pal, in his paper 'Preschool Education Through Downward Extension of the School System: Opportunities and Challenges' examines this model's viability, equity and inclusive aspects through the lens of 'social pedagogy', which combines 'care' and 'learning' in developing motivation and confidence among young children. It sheds light on missing links and potential challenges, which may have implications for the effective implementation of the policy reforms on preschool education, particularly for socio-economically disadvantaged children in rural areas. It is argued that bringing small children into the formal schooling system and enhancing their school readiness using a structured learning pattern may fail to provide a protective and enabling environment to deliver quality education to children from diverse backgrounds.

In his paper 'A Critical Analysis of the Legality and Practicality of New Education Policy 2020', Sasha Alfred Murray attempts to holistically evaluate the New Education Policy 2020 by focusing on three pertinent aspects: its legality, practicality, and credibility. The examination areas include the clash of central and state legislatures, threats to secularism posed by the Indian Knowledge Systems, problems of the digital divide and numerous other areas of concern.

Vipin Chandran K P, Vimal V and Sandhya P in their paper 'Empowering Tribal Education In India: Understanding The Impact of National Education Policy 2020' delve into the comprehensive impact of the policy on tribal education, highlighting its potential to bring about transformative changes in the lives of tribal communities. By analysing the challenges faced by tribal education in India and the provisions outlined in the new policy to address these challenges, this study sheds light on the potential outcomes of these provisions. Furthermore, the economic implications of empowering tribal education are examined, highlighting education's vital role in the country's holistic development.

Finally, Dr Neelam Tyagi, in her paper, 'NEP 2020 and Partnering Between Academics and Industry to Develop a Curriculum That Enhances Employability', analyses this policy, its salient features and its impact,



especially on the Higher Education framework. The paper delves into an understanding of the ways skill development and vocational course can be aligned with academics for better employability among future graduates. Concerning these objectives, the paper evaluates the relevance of an effective curriculum, curriculum development approaches and strategies to maximise the achievement of this policy. She also proposes a few practical action recommendations based on this conceptual framework and research.

Although NEP 2020, on the face of it, looks a very ambitious and forward-looking one, all these articles reveal that some gaps in it need to be filled up. The authors have also critically analysed the policy only for improvements, as reform in the country's education is imperative. □

**Thomas Varghese**  
Guest Editor

# **“Unleashing India's Potential”: A Comprehensive Analysis of New Education Policy's Entrepreneurial Vision in Education Reform**

**Madan Lal\*, Ramesh Kumar\*\*  
& Rishi Rajan Sahay\*\*\***

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## *Abstract*

*The National Education Policy (NEP) 2020 of India envisions a transformative approach to fostering entrepreneurship and innovation in the education system. This research paper comprehensively analyses the NEP's entrepreneurial vision, its implications for education reform, and its potential impact on India's socio-economic growth. The study examines the NEP's historical context, key objectives, and components while assessing the role of entrepreneurship education and the challenges and opportunities in its implementation. The paper also evaluates the policy's effectiveness in promoting entrepreneurial mindsets and skills in school and higher education settings. Finally, the paper offers recommendations for enhancing the impact of the NEP's entrepreneurial vision, focusing on policy adjustments, scaling up successful initiatives, and fostering a supportive ecosystem for entrepreneurship education. The findings suggest that effectively implementing the NEP's entrepreneurial vision can nurture innovation, drive economic growth, and position India as a global leader in entrepreneurship and innovation.*

**Keywords:** National Education Policy (NEP), Entrepreneurship education, Education reform, Socio-economic growth, Implementation challenges

## **Introduction**

The National Education Policy (NEP) of India, introduced in 2020, catalyzes transforming the country's education system in response to the evolving needs of the 21st century (Government of India, 2020). This groundbreaking policy addresses critical challenges in accessibility,

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equity, quality, and innovation, aiming to shape India into a knowledge-based society and global leader in education (Srivastava & Singh, 2021). An entrepreneurial mindset and skillset within the education system are essential for capitalizing on a country's young and rapidly growing population (Shane, 2003). One key aspect of the NEP is its emphasis on fostering an entrepreneurial mindset and skillset within the education system. Entrepreneurship has long been recognised as a driver of economic growth, job creation, and innovation, making it an essential aspect of India's socio-economic development (Acs & Audretsch, 2003).

The NEP results from an extensive consultative process that considers the views of various stakeholders, including educators, policymakers, industry leaders, and civil society organizations (Government of India, 2020). This study examines the policy's entrepreneurial components and their potential impact on India's future growth and development. Through a combination of policy analysis, case studies, and recommendations, this paper seeks to contribute to a better understanding of how the NEP's entrepreneurial vision can be effectively implemented and enhanced to maximize its potential in shaping India's educational landscape and socio-economic trajectory.

The National Education Policy (NEP) of India is a comprehensive framework introduced in 2020 to guide the transformation of the country's education system, catering to the evolving needs of the 21st century (Government of India, 2020). The policy builds upon the legacy of the previous policies of 1968, 1986, and 1992, which aimed to address various challenges in the Indian education landscape, such as access, equity, and quality (Tilak, 2020). Developed through an extensive consultative process involving a wide range of stakeholders, including educators, policymakers, industry leaders, and civil society organizations, the NEP is the product of a collaborative and inclusive approach (Government of India, 2020).

The NEP envisions an education system that fosters critical thinking, creativity, and a problem-solving mindset, focusing on holistic development (Srivastava & Singh, 2021). It encompasses various reformative measures, including restructuring school and higher education, integrating vocational education, and promoting multilingualism (Government of India, 2020).

Entrepreneurship is vital in driving economic growth, generating employment opportunities, and fostering innovation, making it an essential factor in India's socio-economic development (Acs & Audretsch, 2003). The potential of entrepreneurship is particularly crucial for a country like India, which has a young and rapidly growing population (NASSCOM,

2019). Developing an entrepreneurial ecosystem can help harness this demographic advantage by creating new enterprises, boosting economic activity, and improving the overall quality of life (Shane, 2003).

India has experienced a remarkable surge in entrepreneurial activity in recent years, leading to several successful start-ups across various sectors, such as technology, healthcare, and education (NASSCOM, 2019). Government initiatives, such as the "Start-up India" program, have supported this growth, which promotes a conducive environment for start-ups by providing funding support, mentorship, and regulatory assistance (Government of India, 2016). Furthermore, the role of entrepreneurship in addressing pressing social issues, such as poverty alleviation, financial inclusion, and gender equality, is increasingly being recognized as critical to India's overall development (Banerjee & Duflo, 2011).

In this context, integrating entrepreneurial education within the NEP can significantly contribute to nurturing the next generation of innovators and entrepreneurs who can drive India's socio-economic growth and help the country achieve its sustainable development goals (Srivastava & Singh, 2021). The following section will outline the objectives of the study, which seeks further to explore the potential of entrepreneurship education in India and identify the best practices to facilitate its effective implementation.

### **The Objectives of the Research Paper**

This research paper aims to thoroughly examine the entrepreneurial components of India's National Education Policy (NEP). To achieve this objective, the article will:

1. Examine the NEP's entrepreneurial vision in India's education reform context.
2. Evaluate the success of entrepreneurship education initiatives within the NEP.
3. Identify the challenges and opportunities in implementing the NEP's entrepreneurial vision, including barriers to effective policy implementation.
4. Provide recommendations for enhancing the impact of the NEP's entrepreneurial vision,

Through achieving these goals, this research study aims to contribute to comprehending the effective implementation and further improvement of NEP's entrepreneurial vision, thereby maximizing its potential impact in shaping India's educational landscape and socio-economic development.

## **Overview of the National Education Policy (NEP)**

The National Education Policy (NEP) 2020 represents a significant milestone in India's pursuit of educational transformation, embodying a strategic vision for developing a knowledge-based society. This policy overhaul aims to address the challenges of the 21st century by fostering entrepreneurship and innovation within the country's education system. This section provides an overview of the NEP, discussing its historical context, key objectives, and components explicitly promoting entrepreneurship and innovation. By understanding the foundations and aspirations of the NEP, we can better appreciate the potential impact of its entrepreneurial vision on India's educational landscape and socio-economic development.

India's National Education Policy (NEP) has evolved, with the first policy introduced in 1968, followed by revisions in 1986 and 1992 (Tilak, 2020). These policies addressed various challenges in the Indian education landscape, such as access, equity, and quality, while also responding to the country's changing socio-economic and political context. The latest iteration, introduced in 2020, builds on this legacy and reflects the aspirations of 21st-century India (Government of India, 2020). The development of the NEP involved an extensive consultative process, engaging a wide range of stakeholders, including educators, policymakers, industry leaders, and civil society organizations, which contributed to a comprehensive and inclusive policy (Government of India, 2020).

The NEP envisions an education system that fosters critical thinking, creativity, and a problem-solving mindset, focusing on holistic development (Srivastava & Singh, 2021). It encompasses various reformative measures, including restructuring school and higher education, integrating vocational education, and promoting multilingualism (Government of India, 2020). In addition, the policy aims to provide universal access to quality education, enhance the gross enrolment ratio, reduce dropout rates, and improve learning outcomes (Government of India, 2020). Furthermore, the NEP emphasizes teacher training, recruitment, and professional development to ensure a high-quality teaching force (Tilak, 2020).

## **Entrepreneurship Education in the National Education Policy (NEP)**

The NEP acknowledges the importance of entrepreneurship and innovation for India's socio-economic development and seeks to integrate these concepts into the education system (Srivastava & Singh, 2021). It emphasises cultivating students' entrepreneurial mindset and skillset

through curricular and extracurricular activities, experiential learning, and real-world problem-solving approaches (Government of India, 2020). The policy also encourages the establishment of incubation centres, innovation hubs, and partnerships with industry and academia to promote an ecosystem conducive to entrepreneurship and innovation (Sharma, 2020). Additionally, the NEP emphasizes the role of technology in education, advocating for the use of digital tools, online resources, and virtual learning platforms to enhance learning experiences and expand access to quality education (Government of India, 2020).

The literature on India's National Education Policy highlights its historical evolution, key objectives and components, and focus on entrepreneurship and innovation. The NEP seeks to transform India's education system to meet the demands of the 21st century, fostering a generation of innovators and entrepreneurs who can drive the country's socio-economic growth and development.

The National Education Policy of India (2020) recognizes the importance of entrepreneurship education in promoting economic growth and development. It emphasizes the need to foster a spirit of entrepreneurship among students and provide them with the necessary skills and knowledge to become successful entrepreneurs (NEP, 2020). The policy proposes several measures to promote entrepreneurship education, including the creation of entrepreneurship cells in educational institutions, offering entrepreneurship courses as electives or minors, and providing mentorship and incubation support for aspiring entrepreneurs.

The NEP acknowledges the significance of developing an entrepreneurial mindset from an early age and integrating entrepreneurship education across all levels of education (NEP, 2020). This includes promoting entrepreneurship education in schools, colleges, and universities through vocational training and skill development programs.

### **Implementation and Best Practices**

The National Education Policy (NEP) 2020 in India aims to create entrepreneurs of tomorrow by fostering a culture of innovation and entrepreneurship within the education system (The Hans India, 2021). By emphasizing skill development, critical thinking, and problem-solving, the NEP seeks to prepare students for the challenges of the modern economy. Additionally, the policy introduces vocational courses, internship opportunities, and experiential learning, allowing students to explore their interests and develop practical skills (The Hans India, 2021).

Several studies have examined the implementation of entrepreneurship education in India, identifying best practices and challenges faced by various programs. For instance, a study (Sarasvathy & Menon, 2004) explored the role of experiential learning in fostering entrepreneurial skills among students, highlighting the importance of hands-on projects, internships, and mentorship. Similarly, a study by (Chandra & Chandra, 2019) analyzed the factors that contribute to the success of entrepreneurship education programs, such as effective pedagogical methods, access to resources, and a supportive ecosystem of mentors, investors, and industry partners.

Given its thriving young population and start-up ecosystem, entrepreneurship education is vital for fostering innovation and economic growth in India. This paper explores the best practices for implementing such education in India, considering the country's unique socio-economic context, recent policy changes, and strategies like effective pedagogical methods, interdisciplinary curriculum, experiential learning, and industry-academia partnerships to nurture future entrepreneurs driving India's progress. Best practices for implementing entrepreneurship education in India include:

- i. **Early exposure:** Introducing entrepreneurship education early can help inculcate an entrepreneurial mindset and encourage students to consider entrepreneurship as a career option. The NEP recommends introducing entrepreneurship education in schools from the elementary level (NEP, 2020).
- ii. **Hands-on learning:** Providing students with opportunities to engage in experiential learning, such as entrepreneurship competitions, internships, and incubation programs, can help them develop practical skills and gain real-world experience (Singh & Sharma, 2020).
- iii. **Mentorship and networking:** Connecting students with successful entrepreneurs and providing them with mentorship and networking opportunities can help them learn from the experiences of others and build their networks. This can be achieved through industry-academia collaborations, incubation centres, and entrepreneurship cells in educational institutions (Singh & Sharma, 2020).
- iv. **Curriculum integration:** Integrating entrepreneurship education into the mainstream curriculum can help ensure all students have access to these opportunities and develop the necessary skills and knowledge. The NEP recommends that entrepreneurship be included as an elective subject or minor across all streams (NEP, 2020).

- v. Access to funding: Providing students with access to funding and financial support can help them turn their ideas into viable businesses and create economic opportunities. The government has launched several initiatives, such as Start-up India, Atal Innovation Mission, and Mudra Yojana, to provide financial support and incentives for start-ups (Singh & Sharma, 2020).

In conclusion, entrepreneurship education plays a crucial role in promoting economic growth and development, and the National Education Policy of India (2020) provides a framework for promoting entrepreneurship education in the country's education system. Implementing best practices, such as early exposure, hands-on learning, mentorship and networking, curriculum integration, and access to funding, can help ensure that students are equipped with the skills and knowledge they need to become successful entrepreneurs.

### **Role of Technology and Public-Private Partnerships in Achieving the entrepreneurial vision of NEP**

The NEP emphasizes the role of technology in promoting entrepreneurship education, advocating for the use of digital tools, online resources, and virtual learning platforms to enhance learning experiences and expand access to quality education (Government of India, 2020). Additionally, the policy encourages public-private partnerships and collaborations between educational institutions, industry, and other stakeholders to foster an ecosystem conducive to entrepreneurship and innovation (Sharma, 2020). Studies have explored the potential of such partnerships in enhancing entrepreneurship education in India, examining the role of incubation centres, innovation hubs, and industry-academia collaborations in nurturing entrepreneurial talent (Kumar & Kumar, 2018).

In conclusion, the literature on entrepreneurship education in India's National Education Policy highlights the importance of integrating entrepreneurship into the education system, implementing practical pedagogical approaches, and the role of technology and public-private partnerships in fostering a supportive ecosystem for entrepreneurship education. However, further research is needed to evaluate the long-term impact of the NEP 2020's entrepreneurial vision on India's education system and socio-economic development.



## **Integration of Entrepreneurial Mindset and Skills in the Curriculum**

Integrating an entrepreneurial mindset and skills into the curriculum is a crucial aspect of the National Education Policy (NEP) 2020, as it aims to nurture a generation of innovative thinkers and problem-solvers. This section delves into the strategies and initiatives implemented at both school and higher education levels to foster entrepreneurship and cultivate an entrepreneurial culture among students.

### **I. School-level initiatives**

The NEP 2020 emphasizes the importance of nurturing an entrepreneurial mindset and skills among students from an early age (Government of India, 2020). At the school level, the policy proposes the integration of entrepreneurship-focused content into the curriculum, focusing on problem-solving, critical thinking, creativity, and innovation (Srivastava & Singh, 2021). The policy also encourages experiential learning, which involves students actively engaging in projects, simulations, and real-life scenarios to develop entrepreneurial competencies (Sharma, 2020). In addition, the NEP supports extracurricular activities that foster an entrepreneurial culture, such as clubs, competitions, and workshops, which can help students cultivate leadership, teamwork, and communication skills (Government of India, 2020).

### **II. Higher education initiatives**

In higher education, the NEP builds on the foundation established at the school level by promoting advanced entrepreneurial education and providing students with opportunities to develop and apply their entrepreneurial skills (Government of India, 2020). The policy encourages establishing dedicated entrepreneurship departments or centres in higher education institutions, offering aspiring entrepreneurs specialized courses, training, and mentorship (Srivastava & Singh, 2021). Furthermore, the NEP emphasizes the importance of industry-academia collaborations, fostering partnerships with businesses, start-ups, and research organizations to create real-world learning experiences and opportunities for students to apply their entrepreneurial skills in practical settings (Sharma, 2020). Additionally, the policy advocates for creating incubation centres and innovation hubs within higher education institutions, providing resources, support, and mentorship to help students launch their ventures (Government of India, 2020).

### **III. Promoting Experiential Learning and Real-World Problem-Solving**

Experiential learning and real-world problem-solving are essential components of modern education, fostering critical thinking, creativity, and innovation among students (Kolb, 2014). These pedagogical approaches help bridge the gap between theoretical knowledge and practical application, enabling students to develop essential skills and competencies for success in their personal and professional lives (Wurdinger & Carlson, 2010).

The NEP's emphasis on integrating experiential learning and real-world problem-solving into the curriculum aligns with its broader entrepreneurial vision, encouraging students to apply their knowledge and skills in practical settings (Government of India, 2020). By promoting these approaches, the NEP aims to cultivate a generation of innovative thinkers and problem-solvers capable of driving India's socio-economic development (Srivastava & Singh, 2021).

### **IV. Enhancing Collaboration between Academia, Industry, and Government**

Strong collaboration between academia, industry, and government fosters innovation, entrepreneurship, and economic growth (Etzkowitz & Leydesdorff, 2000). By working together, these stakeholders can create a synergistic ecosystem that supports the development and commercialization of new ideas, technologies, and businesses (Rosenberg & Nelson, 1994).

The NEP recognizes the importance of these collaborations in achieving its entrepreneurial vision and seeks to facilitate closer cooperation between educational institutions, businesses, and government agencies (Government of India, 2020). By promoting joint research initiatives, internships, mentorship programs, and policy dialogue, the NEP aims to harness these stakeholders' collective resources, knowledge, and expertise to drive India's socio-economic development (Srivastava & Singh, 2021).

### **Examples of NEP-Driven Entrepreneurship Education Programs**

Several schools and higher education institutions in India have implemented entrepreneurship education programs per the NEP's vision. These programs aim to develop an entrepreneurial mindset and skills among students, ultimately contributing to the country's socio-economic growth. By examining the case studies of various NEP-driven programs, we can identify best practices, lessons learned, and challenges in implementing entrepreneurship education.

## I. Successful programs and initiatives

Several successful programs and initiatives have been implemented under India's National Education Policy (NEP). Some examples of successful programs and initiatives include:

- i. Atal Innovation Mission (AIM) is an Indian government initiative led by the National Institution for Transforming India (NITI Aayog) to promote innovation and entrepreneurship nationwide. AIM aims to create and foster a culture of innovation, problem-solving, and entrepreneurship, particularly among students and young entrepreneurs. The mission supports programs such as Atal Tinkering Labs, Atal Incubation Centers, Atal New India Challenges, and Atal Community Innovation Centers, which provide resources, mentorship, and funding to facilitate innovative solutions and entrepreneurial growth in India (NITI Aayog, 2021).
- ii. Atal Tinkering Labs (ATL): These labs, established under the Atal Innovation Mission, provide dedicated spaces in schools for students to explore, innovate, and develop entrepreneurial skills through hands-on activities and workshops (NITI Aayog, 2021).
- iii. Entrepreneurship Development Centers (EDCs): Many higher education institutions have established EDCs to offer aspiring entrepreneurs specialized courses, training, and mentorship. These centres also facilitate industry-academia collaborations, providing students with opportunities to gain practical experience and build networks (Srivastava & Singh, 2021).
- iv. Start-up Incubators: Numerous higher education institutions have launched start-ups to support early-stage ventures by providing mentorship, resources, and funding opportunities. These incubators help foster an entrepreneurial ecosystem and promote innovation within the academic community.
- v. Unnat Bharat Abhiyan (UBA): This initiative, launched by the Ministry of Education, aims to link higher education institutions with local communities to address development challenges through research, innovation, and entrepreneurship. The program promotes social entrepreneurship and encourages students to develop sustainable solutions to real-world problems.
- vi. National Initiative for Developing and Harnessing Innovations (NIDHI): Spearheaded by the Department of Science and Technology, NIDHI supports innovation and entrepreneurship initiatives in academic institutions through various programs,

including the NIDHI-EIR (Entrepreneurs-in-Residence) program and NIDHI-PRAYAS (Promoting and Accelerating Young and Aspiring Innovators & Start-ups).

## **II. Lessons learned and best practices.**

The case studies of NEP-driven entrepreneurship education programs reveal several best practices that can be applied to future initiatives. Some of these best practices include:

- i. They adopt a learner-centred approach emphasising experiential learning and real-world problem-solving, allowing students to develop entrepreneurial skills and competencies through hands-on experiences (Kolb, 2014).
- ii. Building strong partnerships with industry stakeholders enables students to access mentorship, internships, and networking opportunities, which can enhance their learning experience and career prospects (Etzkowitz & Leydesdorff, 2000).
- iii. Continuously updating the curriculum to reflect the market's evolving needs and incorporating emerging technologies and business models, ensuring that students are prepared to thrive in a dynamic entrepreneurial landscape (Wurdinger & Carlson, 2010).

## **III. Challenges faced by these programs**

Despite their successes, NEP-driven entrepreneurship education programs face several challenges, including:

- Limited resources and infrastructure can hinder the implementation of experiential learning activities and the establishment of dedicated entrepreneurship centres (Srivastava & Singh, 2021).
- Resistance to change among educators and administrators, who may be hesitant to adopt new pedagogical approaches or prioritise entrepreneurship education over traditional subjects.
- Insufficient collaboration between academia, industry, and government can limit the potential for joint research initiatives, internships, and mentorship opportunities.
- Lack of entrepreneurial ecosystem/environment in society

## **Challenges and Opportunities in Implementing NEP's Entrepreneurial Vision**

While the National Education Policy (NEP) presents a promising vision for nurturing entrepreneurship and innovation in India, the successful

implementation of this vision is accompanied by a series of challenges and opportunities. As educational institutions adapt their curricula, pedagogy, and support systems to incorporate entrepreneurship education, they must address various barriers, including resistance to change, resource constraints, and regional disparities. At the same time, leveraging technology to bridge the digital divide and ensuring equitable access to quality education remains crucial for realizing the policy's objectives. Furthermore, public-private partnerships and investment in education can significantly contribute to successfully implementing the NEP's entrepreneurial vision. Through a comprehensive understanding of these challenges and opportunities, stakeholders can effectively work towards creating a vibrant entrepreneurial ecosystem in India.

### **I. Major Challenges:**

- a) Resistance to change: Overcoming traditional mindsets and reluctance to adopt new teaching methods in entrepreneurship education.
- b) Resource constraints: Addressing limited financial resources, infrastructure, and trained educators to implement entrepreneurship education effectively.
- c) Regional disparities: Tackling differences in socio-economic conditions and educational infrastructure across various regions in India to ensure equitable implementation of the NEP's entrepreneurial vision.
- d) Evaluation and assessment: Developing appropriate methods to evaluate and assess entrepreneurship education outcomes, considering the qualitative nature of entrepreneurial skills and mindset.
- e) Digital divide: Ensuring access to digital technologies and enhancing digital literacy in rural and underprivileged areas to support the implementation of entrepreneurship education.

### **II. Opportunities:**

- a) Expanding digital infrastructure: Investing in digital technologies to improve access to quality education and facilitate remote learning opportunities.
- b) Adapting content for diverse needs: Creating educational content that caters to the needs of students from various socio-economic backgrounds, regions, and learning abilities to ensure equitable access to quality education.
- c) Public-private partnerships: Leveraging the expertise and resources of

the private sector in developing entrepreneurship education programs through mentorship and fostering innovation.

- d) Encouraging private investment: Facilitating private investment in education to build the necessary infrastructure, resources, and support systems to implement the NEP's entrepreneurial vision successfully.
- e) Strengthening collaboration: Fostering solid partnerships between educational institutions, industry, and government to create a supportive ecosystem for entrepreneurship education, promoting knowledge exchange and the sharing of best practices.

### **Assessing the Impact of NEP's Entrepreneurial Vision**

It is essential to note that the implementation of the NEP is still in its early stages. However, Quantitative indicators of the NEP's success in promoting entrepreneurship can be measured through various metrics reflecting the policy's impact on the educational system, student engagement, and entrepreneurial outcomes. Some of these indicators might include the following:

- a) The number of schools and higher education institutions incorporating entrepreneurship education into their curriculum demonstrates the policy's influence on educational content and priorities.
- b) The number of students participating in entrepreneurship programs or courses can indicate the level of interest and engagement in entrepreneurship education among students.
- c) The number of start-ups, innovations, and patents developed by students or recent graduates reflects entrepreneurship education's translation into tangible outcomes.
- d) The proportion of graduates pursuing entrepreneurial careers or launching their businesses can suggest the NEP's effectiveness in fostering an entrepreneurial mindset and encouraging students to become entrepreneurs.
- e) The amount of funding allocated to entrepreneurship education initiatives, such as Atal Tinkering Labs, Entrepreneurship Development Centers, and start-up incubators, can indicate the level of investment and support from the government and other stakeholders.
- f) The number of partnerships and collaborations established between educational institutions, industry, and government in the context of entrepreneurship education will reflect the policy's emphasis on fostering a supportive ecosystem for innovation and entrepreneurship.

Similarly, qualitative indicators of the success of the National Education Policy (NEP) in promoting entrepreneurship can help assess the quality and effectiveness of the policy's implementation. Some of these indicators might include:

- a) Curriculum relevance: The quality and relevance of entrepreneurship education curricula to the needs of the market and the specific socio-economic context of India.
- b) Pedagogical effectiveness: The effectiveness of teaching methods and pedagogical approaches, such as experiential learning, real-world problem-solving, and learner-centred teaching, in fostering an entrepreneurial mindset and developing essential skills among students.
- c) Stakeholder satisfaction: The level of satisfaction among students, educators, and other stakeholders, including industry partners and government, with the entrepreneurship education provided under the NEP.
- d) Collaboration quality: The strength and effectiveness of partnerships between educational institutions, industry, and government in supporting entrepreneurship education, fostering innovation, and promoting knowledge exchange.
- e) Faculty competence: The expertise and qualifications of educators in teaching entrepreneurship and their ability to engage and inspire students.
- f) Support system and resources: The availability and quality of resources, such as infrastructure, funding, mentorship, and networking opportunities, provided to students and educators for implementing entrepreneurship education initiatives.
- g) Inclusivity and diversity: The extent to which the NEP's entrepreneurial vision is accessible and inclusive of diverse populations, including students from various socio-economic backgrounds, genders, and regions.

Long-term impact: The perceived long-term impact of the NEP's entrepreneurial vision on the socio-economic growth of India, including innovation, job creation, and overall economic development.

### **Recommendations for Enhancing the Impact of NEP's Entrepreneurial Vision**

The National Education Policy (NEP) presents an ambitious plan to foster innovation and entrepreneurship in India's education system. However, to

maximize the impact of this vision, it is crucial to develop and implement targeted strategies that address the challenges and opportunities associated with the policy's implementation. This section provides recommendations for enhancing the impact of NEP's entrepreneurial vision, focusing on policy adjustments and improvements, scaling up successful initiatives, and fostering a supportive ecosystem for entrepreneurship education. Following are the recommendations for Enhancing the Impact of NEP's Entrepreneurial Vision:

### **I. Policy adjustments and improvements**

- a) Continuous evaluation and feedback: Periodically review the implementation of entrepreneurship education initiatives, gather stakeholder input, and make necessary policy adjustments to improve effectiveness.
- b) Customized implementation: Recognize the diverse needs of various regions and socio-economic backgrounds, and adapt the performance of the NEP's entrepreneurial vision to ensure inclusivity and effectiveness.
- c) Capacity building: Invest in the professional development of educators and administrators to ensure they have the necessary skills and knowledge to implement entrepreneurship education effectively.

### **II. Scaling up successful initiatives and models**

- a) Identify best practices: Study successful entrepreneurship education initiatives and identify critical factors contributing to their success.
- b) Replicate and adapt: Leverage the insights from successful initiatives and models to replicate and adjust them in different contexts, ensuring their effectiveness in various settings.
- c) Encourage cross-institutional collaboration: Facilitate sharing of best practices and successful models among educational institutions, fostering a collaborative approach to entrepreneurship education.

### **III. Strategies for Fostering a supportive ecosystem for entrepreneurship education**

- a) Strengthen public-private partnerships: Encourage collaboration between educational institutions, industry partners, and government agencies to create a supportive ecosystem for entrepreneurship education.
- b) Access to resources and mentorship: Facilitate access to necessary resources, such as funding, infrastructure, and mentorship, for



students and educators to implement entrepreneurship education initiatives effectively.

- c) Promote a culture of innovation: Encourage innovation within educational institutions by recognizing and rewarding innovative ideas, projects, and start-ups.
- d) Enhance industry-academia collaboration: Strengthen ties between educational institutions and industry partners to ensure the relevance of entrepreneurship education to market needs and facilitate experiential learning opportunities.
- e) Address the digital divide: Invest in digital infrastructure and promote digital literacy to ensure equitable access to quality entrepreneurship education for all students, regardless of their socio-economic background or location.

By adopting these recommendations, stakeholders can work collectively to ensure that the NEP's entrepreneurial vision effectively contributes to the socio-economic growth of India.

## **Conclusion**

In conclusion, the National Education Policy (NEP) marks a significant shift in India's approach to fostering entrepreneurship and innovation through education reform. As this paper has explored the key components, challenges, and opportunities associated with the NEP's entrepreneurial vision, it is crucial to recognize the potential long-term benefits and implications for India's socio-economic growth. This concluding section summarises the key findings, discusses the implications for India's future growth and development, and emphasizes the importance of continuing to focus on entrepreneurship education. By effectively implementing and refining the NEP's entrepreneurial vision, India can unlock the potential of its vast human resources and position itself as a global leader in entrepreneurship and innovation.

This research paper explored the entrepreneurial vision of India's National Education Policy (NEP) and its implications for the country's education reform. The paper examined the historical context and development of the NEP, its focus on entrepreneurship and innovation, and the challenges and opportunities associated with its implementation. The analysis revealed that the NEP's emphasis on entrepreneurship education holds excellent potential for fostering innovation, creating jobs, and promoting socio-economic growth in India (MHRD, 2020).

## **Implications for India's future growth and Development**

The successful implementation of NEP's entrepreneurial vision can have far-reaching implications for India's future growth and development. By nurturing an entrepreneurial mindset among students and providing them with the necessary skills and resources, the NEP can contribute to developing a thriving entrepreneurial ecosystem in India (MHRD, 2020). This, in turn, can spur innovation, facilitate job creation, and drive economic growth, positioning India as a global leader in entrepreneurship and innovation.

To sustain the positive impact of NEP's entrepreneurial vision, continuously emphasising entrepreneurship education in India is crucial. This includes periodic evaluation and refinement of policies, scaling up successful initiatives, and fostering a supportive ecosystem for entrepreneurship education (Fayolle & Gailly, 2015). By embracing these recommendations and prioritizing entrepreneurship education, India can ensure the long-term success of the NEP's entrepreneurial vision and unlock the full potential of its vast human resources (MHRD, 2020).

## **Scope for Future Research**

The present research has comprehensively analyzed the NEP's entrepreneurial vision and its implications for India's education reform. However, several areas warrant further exploration to better understand the policy's impact and inform future policy decisions. Some potential avenues for further research include:

- Longitudinal studies: Conduct longitudinal studies to examine the long-term effects of the NEP's entrepreneurship education initiatives on students' entrepreneurial intentions, behaviours, and outcomes.
- Regional and cultural variations: Investigate the regional and cultural variations in the implementation and impact of entrepreneurship education under the NEP, providing insights into different communities' specific needs and challenges.
- Comparative analysis: Compare the NEP's entrepreneurial vision and its implementation with other international education reforms and entrepreneurship-focused policies to identify best practices and potential areas for improvement.
- Impact of technology and digitalization: Explore the role of technology and digitalization in implementing the NEP's entrepreneurial vision, particularly in addressing the digital divide

and ensuring equitable access to quality entrepreneurship education.

- Teacher training and professional development: Assess the effectiveness of teacher training and professional development programs to build capacity for entrepreneurship education under the NEP, identifying potential areas for improvement and future investment.
- Gender and social inclusion: Examine the impact of the NEP's entrepreneurial vision on promoting gender equality and social inclusion in entrepreneurship education, identifying successful strategies and potential barriers to overcome.

By pursuing these research avenues, future studies can contribute to a more comprehensive understanding of the NEP's entrepreneurial vision and its implications for India's education system, socio-economic growth, and global competitiveness. □

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