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# 21<sup>st</sup> Century Entrepreneurship Skills Bridging Welfare Gaps In Education

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## Abstract

A child can learn different types of skills if the 21st-century entrepreneurship skill methodology is adopted and incorporated into the school curriculum. In today's era, an evaluation evolved in the education domain, and new teaching methodologies adopted by Western countries' schools to make the learning process more effective. This creative approach changes the lives of the students and they are learning and enhancing their knowledge to become productive members of society in their adulthood which will give them wings to think out of the box and creatively understand their inner skills. This paper derives in-depth study and a mixed-method approach is used and both primary and secondary data are collected to understand that 21<sup>st</sup> entrepreneurship skills can bridge educational gaps, these skills are beneficial for the students, and students are willing to adopt new teaching methodology in their course curriculum, and systemic process of Incorporating 21st-century skills in the school curriculum. Also, the role of social workers, educationalists, and NGOs play an important role because they are also willing to incorporate this teaching methodology into the education system to enhance the quality of education

**Keywords:** 21<sup>st</sup> Century Skills, Education, Skills, Students, India, NGO, Social Workers, Teaching.

## 1. Introduction

In the early 20<sup>th</sup> century people believe in hard work and accordingly and they involve in different manufacturing units, and factories, and work as laborers. They and their children are involved in the traditional classroom-level education to enhance their knowledge to become productive members but today in the 21<sup>st</sup> century there is a huge shift in the approach to work. Now, there are new corporate houses that don't manufacture anything they sell ideas, provide service, and improve technology to increase the efficiency of the employees. This corporate house searches for new talent that possesses 21<sup>st</sup>-century skills and helps in growing the business in an innovative manner.

Western countries adopted new approaches of teaching methodologies and course curricula to provide quality education to the students. So, after completing their K12 education they can easily adapt to new technology and be able to compete with the world with their soft skills and inner abilities (Mynbayeva, Sadvakassova and Akshalova 2017). The 21st-century skills are intended to help students keep up with the lightning pace of today's modern markets. Twenty-first-century skills can easily be taught and embedded

into the core curriculum. Therefore, this paper discusses that 21<sup>st</sup> entrepreneurship skills can bridge educational gaps, these skills are beneficial for the students, and students are willing to adopt new teaching methodology in their course curriculum, and the systemic process of Incorporating 21st-century skills in the school curriculum (Khaled Alshare&MaysoonSewailem 2018).

At the beginning of the 21<sup>st</sup> century in entire world's education system emphasized the focus on the student to accumulate knowledge and content. As a result, the school and colleges focused on providing numeracy and literacy because these skills are necessary to gain knowledge and content which is the need of the hour (Jenni Salminen, Daria Khanolainen, Tuire K Koponen, Minna Torppa&Marja-KristiinaLerkkanen 2021). In the past few years' developments in the field of technology and telecommunication made information and knowledge ubiquitous and easily accessible in the 21st century. Therefore, Literacy and numeracy skills are necessary but not sufficient to deal with the new business world and modern technological advancement. To achieve success in today's world students required skills that relied on cognitive, social, and emotional characteristics and respond to technological, demographic, and socio-economic changes. The value of teaching, specifically 21st-century skills include learning and innovation skills, Digital literacy skills, and Career and life skills (Galina Alexandrovna Abrosimova 2020)

## **2. Background**

### **2.1. Evolution of 21<sup>st</sup> Century entrepreneurship skill**

In the 19th & 20th centuries, most of the manpower in India and across the world engaged in farming, animal husbandry, working as labor in manufacturing units, factories, and big farmers' agricultural land, and involved in labor-intensive work (Edward S. Haynes 2007). They migrate from one place to another and live in small groups for some time and return home after earning some money or in-kind and they repeat this practice every year due to which the migration rate is very high across the world. The migrant workers never received any employment benefits, health benefits, and other allowances because of the unavailability of policies for the labor and Workers (Hein de Hass 2021).

The factory owner and big land owners utilized migrants' skills to earn huge money and provide them very less for their work. From Generation of migrants faced these issues and even though having good skills in handicrafts, painting, art, creation, and design they were dominated by rich owners because these people doesn't know whom, and where to sell their finished products, ideas, and innovation to earn more money and get a better price. In the 1950s people were aware of their rights and entitlement but they were not aware of to get their rights and whom to speak about their rights and get more benefits from their work (Dennis Chong 1993).

Several new industries emerged during the 20th Century and they provided huge employment to the service sector and skillful people get the opportunity to earn good money for their work but still, there is a huge gap. In the 1990s there is significant changes in the policy and amendment and new policy intervened in the form of LPG. This New Economic Policy approached International Banks for the development of the country (SanketRavan 2014). These agencies asked the Indian Government to open its restrictions on trade done by the private sector and between India and other countries for the development of the nation. Liberalization, Privatization, and globalization policy emerged for foreign trade and services. This policy created a huge impact on employment and skillful people got opportunity in the job market where foreign industries and business put their steps in the Indian market and people showcased their talent to get better earnings and opportunities. Still, there is a huge gap because segmentation of work as per the skill is not properly defined resulting in skillful people providing their services and hard work in low income(Frank Admanson& Linda Darling-Hammond 2015).

Researchers, Academicians, and policymakers played an important role in understanding this issue and segments the work as per the talent of the human being and supported them to get work as per their ability and shared this knowledge with the big business houses. This flow of information helped business houses to understand people skills. The emergence of 21st-century entrepreneurship skills came when the segmentation of nature work happened. It is found everyone cannot put themselves in labor-intensive work and there is a need for a skillful population who can provide services by using their soft skills, western schools adopted these skills to teach their students in school and now many countries adopted this for the development and growth (Shelby Hunt & Dennis Arnett 2004).

## **2.2. Entrepreneur skills improve Entrepreneur Competency**

The importance of entrepreneur skills increasing every day among students, academicians, researchers, policymakers, employees, and employers. Entrepreneur skills create a huge impact among individuals which helps them to understand their own entrepreneur competency and abilities. To grow their own entrepreneur or work for another business house with full potential as per the need of the market. The process of identifying of own entrepreneurial skills is not an easy task because of a lack of knowledge, uses of entrepreneur skills in different work, and how to apply the skills in the practical world.

The lack of knowledge of entrepreneur skills is the biggest challenge for the individual. The individual doesn't know how to identify their own entrepreneur skill they don't have any source to gather this knowledge and they never heard about these skills and doing all the work without knowing their potential. Every entrepreneur required a "pathfinder" or some sort of inspiration to identify their skills. The Pathfinder is the person who supports individuals in the identification of their entrepreneurial skills. The pathfinder can be teachers, trainers, academicians, researchers, policymakers anyone who can support

individuals or groups to identify their entrepreneur skills in different ways by telling skill stories, skills-based activities, providing them classroom sessions, providing them some sorts of course, etc.

Once the individual receives knowledge and understanding about the entrepreneur skill. In the second stage the individual need to identify their own entrepreneur skill which is not easy to identify because this needs regress thinking to identify own skill by performing daily work and connecting our work and skills together. To perform this process the person required a pathfinder who helps them to understand their skill by providing individual counseling sessions, and some material, involving them in activities. This is time taking process where individuals understand inner abilities and entrepreneur skills. Once the individual or group of people identify their skills the next stage is applying those skills in the real world. In this stage, the individual needs to give extraordinary effort and need to use his/her identified skill to full potential to get the best out of it.

<b>Stages</b>	<b>Individual Learn</b>	<b>Supported by</b>	<b>Materials</b>
Stage 1	Knowledge and understanding of 21 <sup>st</sup> Century entrepreneur Skill	Pathfinder, teachers, trainers, academicians, researchers, policymakers	Skill stories, skills-based activities, Classroom Sessions, Course material
Stage 2	Identification of entrepreneur skill	Pathfinder, teachers, trainers, academicians	Counseling sessions, Skill-based Activities, Course material
Stage 3	Applying identified entrepreneur skill	Pathfinder	Counseling

### 2.3. Entrepreneurship skills for the Individual

After the research, the 15 skills were identified which were divided into three different sections as per their characteristics mentioned below:

learning and innovation skills	Critical thinking	It is a process to identify new things
	Problem Solving	It is to solve problems and bring out the solution
	Creativity	It is the process of creating something
	Collaboration	It is the process of meeting new for the growth and development
	Communication	It is the process of interaction with people
	Innovation	It is the process of generating new ideas

Digital literacy skills	Information literacy	Stakeholders
	Media literacy	Media literate people can skillfully create and produce media messages
	Technology literacy	It is the process of using technology safely
Career and life skills	Flexibility	It is the process of dealing with challenges
	Adaptability	It is the process of learning new things quickly
	Leadership	It is the process of taking decisions quickly
	Initiative	It is the process of understanding the situation and taking necessary steps and action
	Productivity	It is the process of increasing the output
	Social skills	It is the process of communicating and interacting with each other

### 3. Research Methods

#### 3.1. Overview of Research Methods

To understand the contextual relation between 21<sup>st</sup> Century Entrepreneurship skills and entrepreneurship skill education mixed research methodology was adopted and designed to cover different stakeholders such as students, teachers, and research scholars (Donna Mertens 2010). Primary and secondary both types of qualitative and quantitative data were collected through interview questionnaires, focused group discussions, publications and journals. This approach was adopted and the research question is framed to understand the requirement of the students and teachers. The qualitative research information was collected for the study to understand how school students can adopt and master on 21<sup>st</sup> Century entrepreneurship skills and how teachers can support students in their studies and incorporate 21<sup>st</sup> entrepreneurship skills in the course curriculum and bridge the education gap.

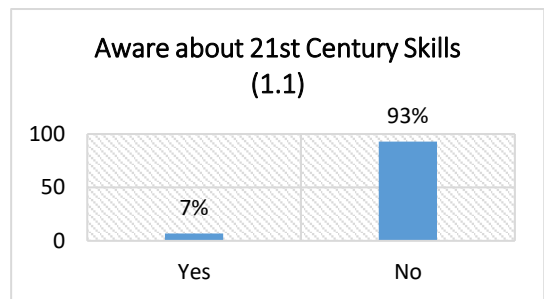
To know students' understanding and perception of how 21<sup>st</sup>-century entrepreneurship skills support their educational development the data collection was undertaken through in-depth structured interviews with grade VIII & IX students and a 400-sample size is selected through 95% confidence and 5% margin of error (Dennis Gilliland 2010). As part of a qualitative data-focused group discussion conducted with 12 students each in a 6 location with grade VIII & IX students (Tobias O. Nyumba, Kerrie Wilson, Christina J. Derrick, Nibedita Mukherjee 2018). The FGD was conducted to explore the student's understanding of entrepreneurship skills and the types of activities that help them to learn 21<sup>st</sup>-century entrepreneurship skills.

To know the understanding of School teachers focused group discussions were conducted with them involved in formal school education to understand their viewpoint and how 21st-century entrepreneurship skills can be involved in school education and types of activities can be framed to create a better understanding among students about 21st-century entrepreneurship skill. 1 School teacher group of 12 teachers is identified for this focused group discussion.

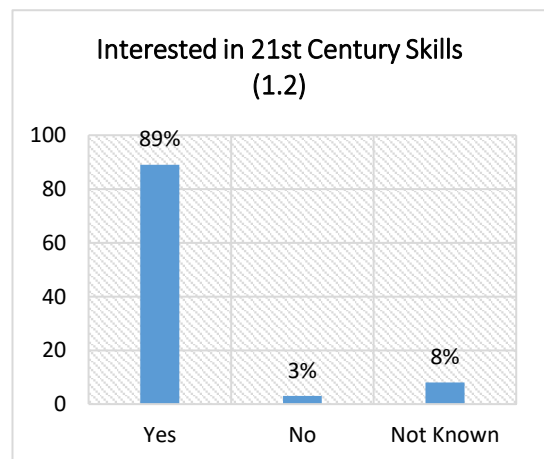
#### 4. Study Findings

A questionnaire is developed to understand the need of the children concerning 21st-century skills and what is their understanding and how much they know about 21st-century soft skills. The questionnaire is prepared for Grade VII to IX students studying in different schools of Ranchi, Jharkhand. Due to the Covid pandemic school were closed. So, a home visit is conducted and Students between VII to IX took part in this study.

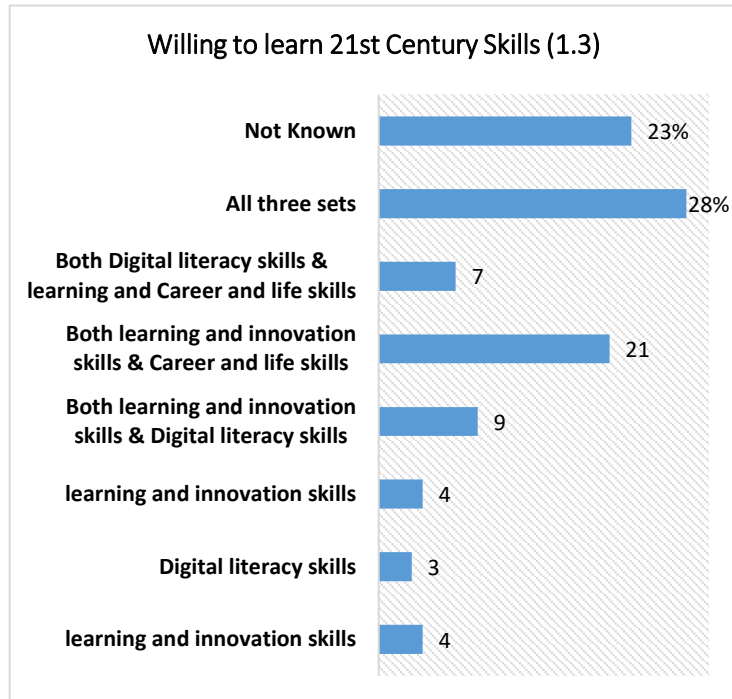
a. Graphs 1.1 show only 7% of students are aware of the 21st-century skill and the rest 93% never heard about 21st-century skills. Out of 7% of students, 4% of students heard about these skills on the internet and the rest 3% of students heard about this skill from their teachers, friends, and parents.



b. Graph 1.2 shows, 89% of the students are interested in learning 21st-century soft skills, 3% of the students are not interested in learning and 8% percent of students are not confident whether they are interested or not. Out of 89% of students, 49% of students are willing to study these skills through a skills story book, Skill-based activity, and classroom session. The rest 40% of the students are willing to learn these skills through online android applications.



c. Graph 1.3 shows students willing to learn different types of skills for education development. 4% of the students willing to learn Learning & innovation skills (Critical thinking, Problem Solving, Creativity, Collaboration, Communication & Innovation), 3% students willing to learn Digital literacy skills (Information literacy, Media literacy, Technology literacy), 4% students willing to learn Learning & Innovation skills.



28% of the opted they want to learn all the 3 types of skills which will enhance their inner abilities. 21% of the students are willing to learn learning and innovation skills & Career and life skills, 7% of the students are willing to learn Digital literacy skills & career and life cycle skills, and 9% of the student willing to learn learning & innovation skills and Digital literacy skills and rest 23% of the not known which types of skills best suited to them.

d. In this study, all the students engaged in formal schooling education but due to Covid Pandemic, they were unable to go to school and take online classes. While interacting with students they mentioned the need for something new in their formal education studies. i.e. some types of activities through which they can analyze and explore new areas as per the current market situation. They need some types of learning and interactive tool to understand how they engage their skill to innovate something new in this modern era.

e. While discussing with students in the group they engaged and connected themselves to learn something new and they need some story-based activity which includes stories of real entrepreneurs with the photos, their nature of work, types of skills they are using in their skills and activities through which they can understand and learn their skills.

f. In the focused group discussion students mentioned that 21st-century entrepreneurship skills can be introduced in classes VIII & IX because at this age & class category students and easily take & understand activities and stories of entrepreneur and their skills and they can make their foundation easily and incorporate these skills in their life to become a productive member of the society.

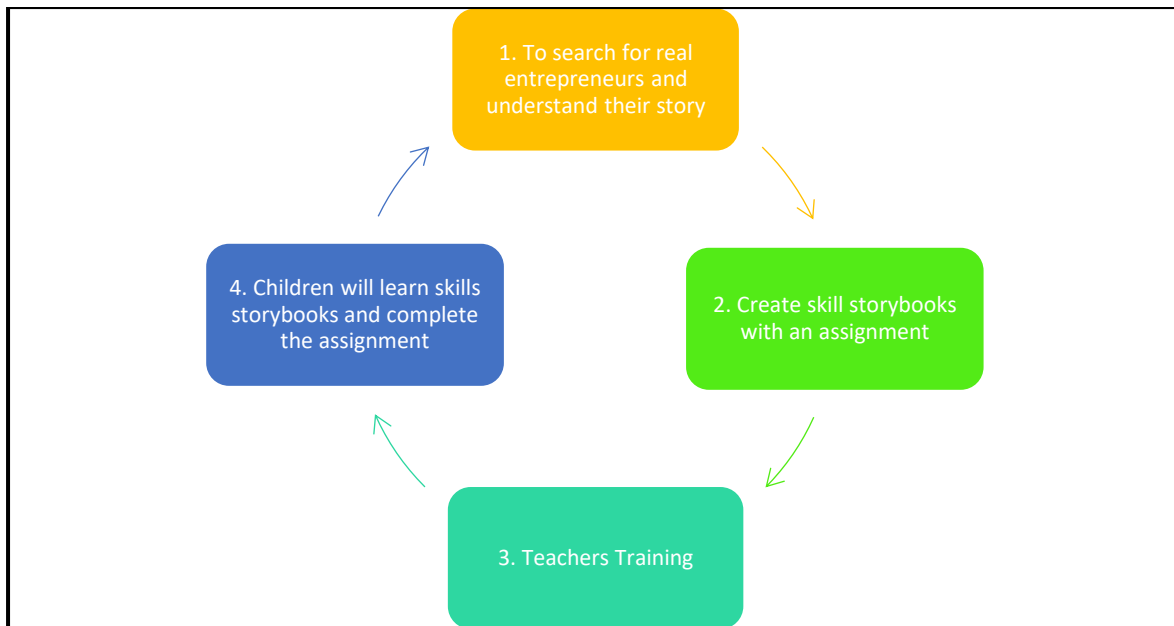
- g. 66% of the teacher informed they are aware of 21st-century entrepreneur skills but have never gone through any kind of study material related to this area. 33% of teachers said, “while surfing the internet they read about these entrepreneur Skills and understood the importance but due to lack of resources they unable to take a session with children”.
- h. In the focused group discussion, it is informed by the teacher they need a trainer or pathfinder who can train them on these skills, and also provide them resource materials. Then they can further take sessions with the students. In this manner, this type of skill-based course can easily be reached out to the students.
- i. Teacher informed this type of skill-based course can be disseminated to the students through real entrepreneur skill stories and Research & analytical-based activities which them to understand the logic of this course and their own skills.

## **5. Methodology to implement 21<sup>st</sup> Century Skills in School**

Various methodologies can be used to implement 21<sup>st</sup>-centuryskills in the school to bring out the proper outcome and it is essential to put the real entrepreneur in front of students who used their skills to solve societalproblems and establish their entrepreneurship. The study findings and outcome lead below mentioned strategy to incorporate 21<sup>st</sup>-century entrepreneur skills in the schools with grade VIII & IX students:

1. To search for real entrepreneurs and understand theirstory: In this process, the researcher will meet the entrepreneur who solved the societal problem and started the enterprise from scratch and who faced lots of challenges but used his/her skills to overcome the situation and establish own enterprise.
2. Create skill storybooks with an assignment: After collecting the stories from different entrepreneurs the researcher will write stories mentioning different skills usedby entrepreneurs during their establishment.
3. Teachers Training: Teachers’ training will be organized with the school teacher toaware them about 21st-century skills and develop their understanding for the proper implementation at the school level through skills storybooks and assignments.
4. Children will learn skills storybooks and complete the assignment: Students will take classroom sessions/online classes by the trained teachers and understand different types of skills and correlate with their real-life instances and understand their inner abilities which they use in a day-to-day manner and after completing the story they will work on the assignment and submit to their teachers.





## 6. Conclusion

- a. With this study it is evident that 21<sup>st</sup> entrepreneurship skills can bridge educational gaps because approx. 20% of the population between the age of 4 to 16 Years are school aged category and this age group need to become productive member of the society in coming 10 to 20 Years. Looking at the job market employment is increasing if these students studying in school are unable to understand their entrepreneurial skills, then they are unable to relate them in the changing market. This skill helps identifies and explores new opportunity in today's market and they can easily establish their own entrepreneurship and help other to engage in their entrepreneurship model.
- b. The 21st-century entrepreneurship skills are beneficial for the students because with the help of this skill they will identify their inner abilities and core areas where they can put their effort and enhance their abilities to deal with the current market.
- c. In this study it is evident that teachers are willing to adopt this new teaching methodology in their course curriculum and students are willing to adopt new skill-based course because this help to understand and identify their abilities

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