Analysis of Responsible Entrepreneurship Skill Development for Urban Development through Bridging the Gap Between Classrooms to Community

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Abstract: Urban Development has been always associated with developing economic and social infrastructure. But there is much more beyond infrastructure when state is looking for inclusive and sustainable development in the heart of nation. The role of youth and potential socially responsible entrepreneurs is vital in this process of community development. This study aims to understand whether, there is association between the exposure for skill development and internships at commercial entities and development of attitude for being responsible entrepreneur. It further also explores perception of respondents on being associated with socially awaken businesses in terms of inclusiveness and sustainability. The researchers collected primary data from 176 respondents through a structured questionnaire using nonprobability sampling method. The data was analyzed through descriptive tools such as frequency and percentage and inferential analysis was done through nonparametric tests such as one sample Wilcoxon Signed Rank Test, Chi square Test and Kruskal Wallis Test. The analysis suggests that majority respondents believe inclusive growth can be achieved through responsible entrepreneurship. Also, there is significant difference in perception across the faculty of the learners as the exposure levels are different. At the same time the frequency of such exposure changes attitude of learners towards contributing to nation building through community development. In conclusion, the opportunities created by New Education Policy,2020 has been impacting positively in achieving its fundamental goal to leas India towards the Vikasit Bharat by 2047.

Keywords: Social Inclusion, Urban Development, Responsible Entrepreneurship and Community Development

1. INTRODUCTION

Urban development is beyond just development of infrastructure. It goes beyond housing, transport, sanitation, and commercial facilities. There is a broader horizon to the terminology. The comprehensiveness of urban development today includes social inclusion, sustainable development and entrepreneurial innovation. Growth in the entrepreneurial space enhances the overall growth in the urban scale-up.

Youth involvement through transformative entrepreneurship boosts economies. This makes responsible entrepreneurship a critical element for modern urban development agendas. Skill Development and Internship acts as catalysts for Entrepreneurial Mindset Formation. Skill development programs, internships, and hands-on training strengthens entrepreneurial ventures. Experiential grounding influences entrepreneurial attitudes more significantly than classroom instruction alone. Students through enrolment in subjects of varied disciplines get exposure to simulation patterns through

internships and on-the-job training programs.

Higher education institutions serve as crucial platforms for nurturing such responsible entrepreneurs. However, there still exists a traditional gap between classroom-based learning and community realities. Bridging this gap between skill development programs, internships, and engagement with socially conscious enterprises has become essential for shaping entrepreneurial mindsets aligned with inclusiveness and sustainability.

2. REVIEW OF LITERATURE

Igwe, Madichie, et al. (2022) analyzed that responsible entrepreneurship education often fails to sufficiently enhance social and environmental values in undergraduates. The Author stated that there is a "4Rs" model including re-imagining, reconfiguring, reshaping, and reforming that needs to be included in the curricula. It was also argued that the pedagogical strategies need to be reoriented. It was mentioned that there needs to be awareness of social and environmental enterprises amongst students and simulations needs to be developed. It was stated that emphasis on experiential, process-oriented learning bridges the gap between classroom and community.

Barth, Godemann, Rieckmann, and Stoltenberg (2007) analyzed that identifying and articulating skill sets required sustainable development can be enhanced through higher education. It was also stated that not just formal education but also informal engagements through social projects go a long way in building entrepreneurs.

The Author stated that competencies can be grouped into four categories specialized methodological, personal, social/communicative, and action-oriented The Author stated that integrating formal curricula and informal experiences can help achieve sustainable development.

Bhandari, Sharma, Kunwar, and Han (2022) emphasized that community-based entrepreneurship education collaborated with practical skills enhances productivity amongst undergraduates. The Author stated that the existing skill sets helps to strengthen the base, while attributing this success to the direct engagement between academic institutions and community members. The findings also suggested that participatory and co-creative educational model fosters deeper entrepreneurial knowledge, builds social capital, and promotes sustainable local impact—offering compelling evidence that community-anchored pedagogy can be a powerful mechanism for inclusive economic development.

Bhandari, Sharma, Kunwar, and Han (2022) stated that community-based entrepreneurship education is of utmost importance for the overall development of entrepreneurs. The research also stated that collaborating entrepreneurship education directly within marginalized communities especially among low-income women brings tangible development outcomes. It was found that participants gain entrepreneurial knowledge, develop or expand enterprises, and adopt locally appropriate technologies that helps in boosting productivity The authors argue that the university-community collaboration strengthens social capital but also enhances local livelihoods thereby demonstrating that experiential learning.

3. OBJECTIVES

To understand the landscape of higher education in the context of skills development for community upliftment.

To measure the impact of including skill development and exposure for entrepreneurial opportunities for community upliftment.

To evaluate perception of learners towards being responsible entrepreneur for inclusive growth

To suggest measures for developing a model of community development.

4. HYPOTHESES

H0: There is no significant difference in perception of learners towards being responsible entrepreneur for inclusive growth

H0: There is no association between exposure to skill development and entrepreneurial opportunities and attitude of learners towards urban upliftment

1) H0: The impact of inclusion of skill development and exposure for entrepreneurial opportunities for community upliftment is different across the faculty

5. RESEARCH METHODOLOGY

Data Collection:

In the study, data is taken from both primary as well as secondary sources and further analysis of the same was done.

For collecting information as source of primary data, a structured questionnaire was circulated amongst the learners from different faculties viz. Arts, Science and Commerce to understand their perceptions and opinions. The secondary data was obtained from published sources such as articles, research papers, government websites and blogs.

Sampling:

Sampling Frame: The sampling frame of the learners is not available as the data is scattered across the higher education institutions.

Type of Population: As sampling frame is not available, the population is treated as indefinite population.

Type of Sampling: The sampling is done through Non-Probability Sampling as population is indefinite.

Sampling Method: Sampling method was chosen to be a mix Convenience sampling and snowball sampling.

Population and Sample:

Universe: Undergraduate learners under NEP

Population: Undergraduate learners under NEP from Arts, Science and Commerce

Sample Size: 213

6. SCOPE OF THE STUDY

The researchers have taken perceptions from undergraduate students studying under NEP from the faculty of Arts, Science and Commerce

The study focuses on community and urban development through entrepreneurship and skill development

The analysis is for opportunities under NEP and not any other specific mechanism developed by a particular HEI

Interpretations and Inferential Analysis:

Key interpretations:

- Decision making is the highest voted entrepreneurial skill followed by sustainability and innovation.
- Classroom learning under NEP, 2020 has motivated or strongly motivated to majority of the respondents.
- The respondents have mixed opinions on the status of entrepreneurial state of affairs
- There is strong case for i integrating entrepreneurship skill development into higher education for urban development as it has social and economic measurable outcomes
- Innovation and creativity and financial and business management have emerged to be key skills that learners have learnt for commitment to community development
- Majority of the respondents have participated in community-based projects through their institutes at least once
- Incubation centres focusing social innovations, community-based research projects can be replicated to link education to urban development

A) Inferential Analysis:

Hypothesis 1:

Researchers have used one sample Wilcoxon signed rank test for understanding whether the perception of respondents is different than assumed median of the ranks of the data.

a) NEP reshaping the thinking

Variable	N	Z	p value
	223	**-3.08**	**0.0021**

The test value is -3.08 and p value is 0.0021 where negative z value suggests that median of the data is less than assumed median of 3. This means that majority of the respondents agree to the variable above. p value is less than 0.05 reconfirms the same.

b) Community engagement leading to Urban development

Variable	N	Z	p value
	223	**-2.74**	**0.0061**

The test value is -2.74 and p value is 0.0061 where negative z value suggests that median of the data is less than assumed median of 3. This means that majority of the respondents agree to the variable above. p value is less than 0.05 reconfirms the same.

c) Community development leads to sustainable growth

Variable	N	Z value	p value
	223	**-2.52**	**0.0118**

The test value is -2.52 and p value is 0.0118 where negative z value suggests that median of the data is less than assumed median of 3. This means that majority of the respondents agree to the variable above. p value is less than 0.05 reconfirms the same.

Conclusion:

We can reject null hypothesis as all variables have p value less than 0.05.

Hypothesis 2:

Frequency of initiatives and impact on urban development

Variable	N	df	Test value	p value
	223	**8**	**26.78**	**0.044**

Researchers have used Chi square test to check the association between frequency of initiatives and urban development. The test value was 26.78 and p value was found to be 0.044. The high positive value suggests strong association between the two which is confirmed by p value too.

Conclusion: We can reject null hypothesis.

Hypothesis 3:

Researchers have used Perason's correlation between the variables and the faculty of respondents

1. Community driven Technology improves standard of living

Variable	N	p value
	223	**0.0245**

Based on 223 samples, the p value is 0.0245 which is less than 0.05, suggesting there is statistically significant correlation between the variable and faculty of the respondents.

2. Community engagement results in urban infrastructure development

Variable	N	p value
	223	0.089

Based on 223 samples, the p value is 0.089 which is more than 0.05, suggesting there is no statistically significant correlation between the variable and faculty of the respondents.

3. **Community engagement leads to urban development**

Variable	N	p value
	223	0.0451

Based on 223 samples, the p value is 0.00451 which is less than 0.05, suggesting there is statistically significant correlation between the variable and faculty of the respondents.

Conclusion: We can reject the null hypothesis as 2 out the 3 variables have p value less than 0.05.

Suggestions

- Institutions should encourage field projects based on understanding of urban development challenges.
- Social innovation, and community development should be embedded within various academic programs
- Community-Based Learning Models should be provided in colleges.
- Colleges can integrate the curriculum to leverage NEP 2020 for Structured Implementation.
- Mentors should encourage research on Urban Social Issues.
- Support for Social Start-ups will ensure community development in specific and overall urban development at large.

7. CONCLUSION

It is quite evident that there is a crucial influence of responsible entrepreneurship in advancing inclusive and sustainable urban development. Although infrastructure remains one of the most significant indicators of urban progress, the findings affirm that genuine development occurs when the right skill sets are imparted alongside experiential learning so that the right mindset can be sharpened.

It is also extremely important to understand that students with more frequent practical exposure demonstrate stronger motivation to contribute to community development and nation-building. Resonating with the goals of the National Education Policy (NEP) 2020, it is evident that multi-disciplinary education has to be collaborated with community engagement for pre-decided outcomes across courses in case of both undergraduates and post graduates.

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