



Study on designing a framework for the curriculum of the Social Entrepreneurship Education

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Abstract

In the era of Social Entrepreneurship Education (SEE), it is found that there is no scientifically developed and contextual SEE framework for understanding needs of the society. In this context, this paper contributes in preparation of such a framework for the curriculum of Social Entrepreneurship Education (SEE). It is based on a literature survey and feedback from social entrepreneurs. This framework considers both the practical and academic aspects. This study is designed to explore the competencies, practical and field aspects of curriculum for SEE along with the proposed framework. In this research, a mixed methods approach is used. Literature survey and primary data of both quantitative and qualitative nature were used to provide a unified understanding of this research problem. In this study, researchers have contended that project-based and experiential learning is an effective method for the delivery of SEE. This curriculum framework can fill lacunas those came out in survey with interviewing the social entrepreneurship functionaries of rural and urban area. Practice based curriculum is found useful to empower social entrepreneurs. Various methodical ways of advanced thinking processes can be applied further in this research. Research output addresses and gives more importance to practical aspects, faced by the social entrepreneurs. It also gives light on the effect of policy implications. It gives framework with consideration of field aspects faced by the social entrepreneurs with curriculum for the capacity development. literature survey and primary collected field data and its analysis gave new insight to address the identified problems faced by the social entrepreneurs.

Keywords: Community Service Organizations Social Entrepreneurs; Practice-Based Curriculum; Social Entrepreneurship; Social Entrepreneurship Education Framework; Socioeconomics.

Introduction

In the competitive world, effective capacity building through education and training is very extensive in innovative local development and at the same time this is useful for generating inclusive, sustainable, and resilient local thrifths and communities at local and global level. Social entrepreneurs, being a change agent, support creative thinking for the public welfare and upgrade the change in social structure (Oberoi et.al., 2021). Social innovation is an investigative domain that is closely connected with social entrepreneurship because all individuals are discovering new channels for upgrading their social and economic dimensions in the system (Lisetchi & Brancu, 2014). These needs SEE curriculums more robust, scientifically developed and contextually relevant to address societal problems. Recently social entrepreneurship has gained momentum due to its socioeconomic importance in the business, education, and social paradigm. The concept of social entrepreneurship in curriculum framework rises as a significant component that is responsible for the well-being of everyone in its social and economic growth and social entrepreneurship is a determining factor for social and economic sustainability (Wang, 2022).

Social entrepreneurship has significant impact on organization and institutional development which also helps them in achieving sustainable development of society, national, regional and at global level (Kozlinska et al.,



2020). Hence it is very obligatory to study the role of social entrepreneurship to utilize sustainable economic development for society's well-being. Perhaps, social entrepreneurs are competent enough in attaining sustainability by discovering new possibilities through training on online platforms. These training programs can be implemented by merging the social entrepreneurship activities in the curriculum framework on online platforms which would be accessible from anywhere for anyone. Therefore, social entrepreneurship works for the betterment of society (Barberá-Tomás et al., 2019).

The focus of social entrepreneurship is to foster new dimensions of high income and create new possibilities (Battesti & Petrella, 2013). Hence social entrepreneurial activities incline to impart positive modification into society and work toward economic development. Therefore, it is seen that social entrepreneurship is closely associated with economic and social growth. Some studies analyzed the link between social entrepreneurship and sustainable economic development. Various studies showed a significant connection between these constructs. According to Al-Qudah et al. (2022), who investigated the function of social entrepreneurship on economic development from an economic growth standpoint, the investigation found that social entrepreneurship is positively related to sustainable development.

The policymakers or system can boost their morale at higher level by giving them remarkable acceptance. Social entrepreneurs must be motivated by providing support to their numerous social entrepreneurial activities which can be in offline or online modes. Perhaps, it will boost their universal capacity building, skills development required for economic prosperity and continuity of a stable Social Entrepreneurship. Social entrepreneurs serve for society without asking for any concrete in return. Examining the policy context for social enterprises in the UK, we argue for a comprehensive educational approach to meet the needs of social entrepreneurs and other stakeholders associated with social enterprises. We separate out the requirement of business competence and entrepreneurial capability that will enable the social entrepreneur and his team to assure the sustainability of the enterprise (Chell, E., Karatas-Ozkan, M., & Nicolopoulou, K. 2007) Hence authorities support can encourage their morale. Moreover, few studies have shown that creativity and discovering the opportunities in work and upgrading your potential through social activities have significant impact on social entrepreneurship and sustainable economic growth.

Objectives of the Study

1. To explore information on the current scenario and practices of Social Entrepreneurship Education (SEE) in academia and professional practices and policies for the SEE.
2. To identify parameters for the Social Entrepreneurship Education.
3. To identify gaps between challenges and opportunities in Social Entrepreneurship Education focusing on skills.
4. To design a Curriculum Framework for SEE and provide recommendations for SEE.

Literature Review

. Skivko et al. (2023) described that the existing research on social entrepreneurship lacks an integrated framework that includes the key drivers that promote sustainable solutions for social business. It shows that there is need for developing practice-based curriculum on SEE with framework. Social entrepreneurship is gradually becoming a crucial element in the worldwide discussion on volunteerism and civic commitment. It interleaves the passion of a common cause with industrial ethics and is notable and different from the present other types of entrepreneurship models due to its quest for mission associated influence (Gandhi & Raina, 2018). Shahid & Alarifi, G. (2021) described Social Entrepreneurship (S-ENT) learning programs as context-specific and deeply influenced by the cultural and socio-economic elements characterizing the S-ENT ecosystem in which they take place. Context-specification was one of the points of view for the consideration of designing framework. The flourishing student interest in area of social entrepreneurship is another rare but hopeful start-up for skill development in entrepreneurship (Tracey & Phillips, 2007). The knowledge and skills taught from universities regardless of the academic or cultural background can be used to balance the social problems in the community with the development of social innovation to solve the issues (Roslan et al., 2022). The young



generation is gaining interest in resolving societal challenges on large scale around the world (Youniss et al., 2002). Social entrepreneurship education is one of the fastest-growing subject areas in the world. Despite these developments, scholars and practitioners are far from reaching a consensus about “what” and “how” to educate social entrepreneurship (Alourhzal & Hattabou, 2021). By the 2000s, entrepreneurship acts as a tool for the young generation in formulating as social transformers (Spinosa et al., 1999). SEE is essential to address the problems of society with consideration of local context. Here, the SEE framework plays a role to make it more practical for the field implementations. Therefore, such curiosity can be imparted as a part of curriculum which can boost deep understanding and utilize theoretical knowledge to hands-on effort in meaningful ways for students. Various business corporates can also involve and show their participation with their financial capital in such activities though there are challenges in the SEE in higher education. It was categorically described by Roslan et al. (2022) with some best practices including more SE awareness programmes, university management in solving funding problems, preparing SE coaching professionals, and setting up more university-industry collaborations.

Thinking processes to address the social problem are important with critical and complex processes as specifically narrated by Vázquez-Parra et al. (2022) as an interest in social entrepreneurship, since an alternative to solve local problems can also be noted, on topics such as alternative economies, social economy, agency for change, social activism, social work, and knowledge transfer. Thus, it is noticeable how, thematically, the studies combined social entrepreneurship and complex thinking as commonly relevant tools to address and solve environmental problems. Training social entrepreneurship through previous family entrepreneurship experiences influences the development of complex-thinking sub-competencies (Ibarra-Vazquez et al. 2023). These aspects are found useful to map the various parameters in this study.

Cognitive competencies are easy to explain and assess as compared to non-cognitive competencies. SEE is now also the part of the university courses based on certain competencies and promotion strategies for social impact. Students taking general entrepreneurship courses can be motivated by projects having a social impact; they can feel even more capable in their entrepreneurial skills than students taking social entrepreneurship courses (García-González & Ramírez-Montoya, 2021). The non-cognitive competencies require learning by doing and are more complex for the evaluation process (Moberg, 2014). The present educational policy focus on high quality standardized testing, international assessment procedures and institutional rankings emphasize cognitive competencies, not non-cognitive ones. Hence it narrows the output of the curriculum, teaching methods, and reduce the professionalization of teachers (Ball, 2003; Young & Muller, 2010). With the help of heuristic, project-based and experiential learning techniques, teachers, or teacher educators can deliver divergent necessities of budding entrepreneurs at various levels of their learning process (Kolb, 1984). The project-based learning model is effective for improving entrepreneurial learning outcomes as evidenced by an increase in the average post-test score compared to the pre-test (Affandi et al., 2021). Therefore, the ones in the learning process enhance their skills and sometimes students who already work in social enterprises or organizations are more skilled due to their experiences and working on fund-raising projects (Chang et al., 2014).

Positive beliefs play an important role in students’ achievement which is interconnected to positive performance (Bandura & Locke, 2003); it pinpoints the importance of self-efficacy. The beliefs of self-efficiency make a difference in person’s thinking of self-upgrading and progressive ways, how they maintain patience, self-motivate and face difficult situations, emotional well-being and tolerate stress and depression (Bandura & Locke, 2003). Mentor gives a positive behaviour model which replicates results and experience which proves as a powerful trigger of attitudes and values which reinforce fruitful learning (Alred & Garvey, 2000). Saripah et al. (2022) concluded in their study that mentoring is a kind of accompaniment to support and encourage students to develop their businesses. Business developed in social entrepreneurship, both commercial and non-commercial, is related to scientific development of community education. Mentoring can encourage aspiring entrepreneurs to facilitate marketing and to implement their developed business plans. Mentoring in SEE is one of the ways of developing competencies among the learners of social entrepreneurship.

Blaschke (2012) has pointed out that the term heutagogy is obtained from the Greek for “Self”. The concept of heutagogy is advanced from the study of self-determined learning and has become a popular approach to use in the higher education sector (Canning, 2010; Halsall et al., 2016; Snowden & Halsall, 2016). The benefits that accrue from a self-determined approach to learning are significant not only for individual learner, but most probably for society as a whole (Hase & Kenyon, 2013). When learners are competent, they demonstrate the acquisition of knowledge and skills; and skills can be repeated and knowledge retrieved. When learners are capable, skills and knowledge can be reproduced in unfamiliar situations. Capability is then the extension of one’s own competence, and without competency there cannot be capability Blaschke (2012).

Promotion of positive attitudes towards social entrepreneurship can be an introductory step towards social enterprise formation in young people. For this achievement, the caliber of the young generation must be attracted into the sector by merging social entrepreneurship within entrepreneurship education activities in schools, vocational education and training colleges and universities. This can be a crucial factor in broader strategies for promoting social entrepreneurship amongst young people on a large scale and in less time (OECD, 2013).

Social entrepreneurship education is a link or connection between traditional teaching methods and new experiential learning; a bridge between knowledge and practical application; a link between schools, businesses, and communities; and a bridge between nations. Through this process, teachers and entrepreneurs, along with brokers and facilitators, produce new value in the education course. Schools arranged programmes and make volunteers in order to develop and foster entrepreneurship skills in students which will be helpful for them to understand the challenges and discover opportunities by supporting schools to operate innovation labs, makerspaces and laboratories. Excellent knowledge is created, inducing the whole curriculum. Many of the best examples of social entrepreneurship education have been initiated by social entrepreneurs. They bring the revolution, vision, and expertise of the social enterprise sector into schools (OECD, 2015).

Methods, Data Collection and Analysis

Literature review was done with seventy research papers using SCOPUS and Google Scholar database. The searching keywords like Social Entrepreneurship Education, Social Entrepreneurship framework, Social Entrepreneurship curriculum, Social Entrepreneurship programs, Global scenario of Social Entrepreneurship, Parameters of Social Entrepreneurship Education, Social Entrepreneurship Policies etc. were used to access the research papers for this study. Primary data was used for comparison, collected from the thirty Chief functionaries of Community Service Organisations (CSOs) running Social Enterprises located in a state of Maharashtra. This data collection was carried out through interviews and questionnaire through online survey tools even with web and mobile phone gadgets. Google Forms, Google Meet, Slido and Mentimeter tools were used to collect the data. Questionnaire was designed with the seven parameters defined for the SE by Wagner (2010) and defined set of questions for qualitative data. The primary data set and literature review and its analysis were done for this study to draw further inferences and conclusions. The statistical data was analysed with MS Excel to define priorities given by the chief functionaries of the CSOs for capacity building and to design the curriculum of the SEE. The qualitative data of the interviews was organised in different pieces and summarised in descriptive codes to draw inferences about the practical aspects of the SEE. HyperRESEARCH was used limited to find descriptions and notes for each parameter code and further frequency of the text. It was related to the current context, available policy statements known to them, expected outcome standards of SEE, structure of training for capacity development, curriculum, contents, and specific instructional methodology.

In this research, mixed methods approach is used. it is an approach to inquiry in which the researcher links, in some way (e.g., merges, integrates, connects), both quantitative and qualitative data to provide a unified understanding of a research problem (Creswell & Plano Clark, 2007). In this research, rating scale and interview tools were used for data collections. Therefore, quantitative, and qualitative data were gathered and analysed accordingly. The extensive reviews were used for understating current scenarios and practices of Social Entrepreneurship Education (SEE) in academia and professional practices. Reports of various educational



institutions like TISS and Ashoka University etc have been duly referred for the study. It is imperative to note that the most prominent contributions are imitated in this paper. The foremost databases referred to in this case are Google Scholar, Science Direct, Taylor and Francis, Books, and training manuals to identify and review the papers. The data and information were collected to identify the need and parameters in the development of a social entrepreneurship curriculum framework. The sample was 22 people from rural area and 8 people from urban area as a social entrepreneur functionary.

Analysis and Interpretation

The present study is based on specific objectives, which it justifies also. The objectives have been selected to keep the significance and rationality of the research title in mind. The following are the objectives which this research study intends to achieve.

1. Current Scenario and Practices of Social Entrepreneurship Education (SEE) in India

The social entrepreneurship education is reinforced by various crucial skills like teamwork, problem-solving and decision-making skills with technology expertise from internet-based online platforms; and social media. It can upgrade encouragement and cooperation with exchange of ideas and other valuable information related to social entrepreneurship related to fresh ideas and new perceptions. With these benefits, the online platforms and university social media has augmented high acceptance rate among learners (Roslan et al., 2022).

There is tremendous rise of academic institutions those started social entrepreneurship academic courses in regular PG program or diploma program. Social entrepreneurship education is developing in India as many higher education institutions are engaged in social enterprises are emerging nowadays. The Tata Institute of Social Sciences (TISS) was one of the first academic institutions to introduce an academic curriculum on social entrepreneurship as two years regular PG course i.e., M.A. in Social Innovation and Entrepreneurship in 2007. The course is designed for those who trust that social innovation and enterprise can toil as a device for social change. At present, there are other universities and AICTE-approved institutions like Ambedkar University, New Delhi, Azim Premji University, Bangalore, SVKM's Narsee Monjee Institute of Management, Mumbai, Institute of Rural Management, Anand and Entrepreneurship Development Institute of India, Gandhinagar are projecting academic institutions that offer courses either as a one- year diploma or two years PG degree on social entrepreneurship. However, various higher institutions are employing their proficiency by exploring social entrepreneurship (Kumar et al., 2021).

The focus of SE in HE leads to the process of discovering experiential learning through an environment that is further shifting from the traditional role of learning process. The goal of SE in education is to have the students develop their abilities as social entrepreneurs with adequate knowledge and skills (Solomon & Ramani, 2019). In HE, SE helps to improve the quality of education and individual personalities by being sensitive to the surrounding problems and exploring innovative solutions for existing problems (Sarıkaya & Coşkun, 2015). Even though SE is a new area of learning, HE has begun attention to SE for developing students' entrepreneurship skills for social responsibility awareness. It is important to assess the scale of SE in HE, not only to inculcate entrepreneurship skills but also to define the characteristics of social entrepreneurs (Capella-Peris et al., 2020). It focuses on promoting and assisting the population and further to adopt the importance of social engagement. SE is a one of the areas that can be successfully integrated to the environment of HE to encompass giving back to society by providing actions for desirable outcomes for livelihood of the common man.

Students enrolled in cultivate SE with the communities with considering possible opportunities may carry out in the future new and innovative social initiatives. By transferring the knowledge of SE through experience, HE can increase awareness and sensitivity to social problems (Dobele, 2016). One of the ways to tackle social problems is to identify the social problems closest to the surroundings of the university (i.e., local problems) and provide innovative solutions through the SE curriculum. The students are given opportunities to engage and contribute solutions to social problems and improve their learning skills and develop professional attitudes. Government

support for SE in education will demonstrate that both employability and the more aspiring goals of a more sustainable and fairer economy will improve achievement in literacy and numeracy.

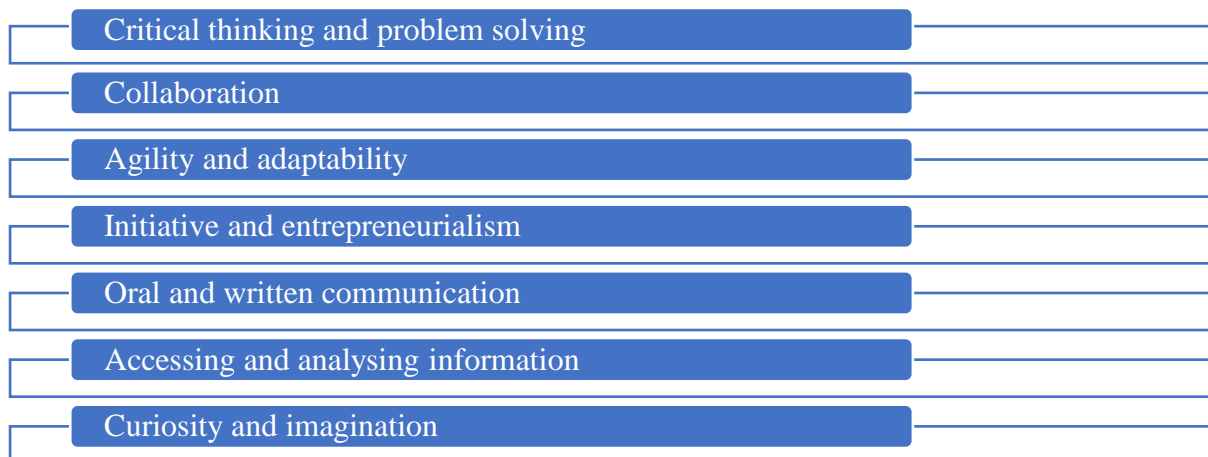
SE is an important field in academia because it helps to shape the young people especially students with positive attitudes, skills, and mindsets for addressing social needs in addition to developing sustainable economic growth. Hence, teaching SE subjects requires relevant skills and capabilities in both academic and research aspects (Dobele, 2016). According to Pache and Chowdhury (2012), Social Entrepreneurship in higher education (HE) can be developed through several implementations. These involve the introduction of SE courses as faculty initiatives, organization of SE events by the university, and comprehensive educational programmes offered to targeted students who are keen to specialize in SE. Inclusion of SE in HE benefits both the university and the community.

More social professionals at the grassroots level in the future are useful for incorporating SE programmes that address social issues and improve community living standards. The development of SE in HE can foster a sense of social responsibility, personal accountability, and spirit of creativity among the students in the HE institutions (Sahasranamam & Nandakumar, 2020). Awareness, intention, and support are the three important aspects of understanding the SE in HE.

2. Parameters of the Social Entrepreneurship Education

According to Wagner (2010) pinpoints the following seven competencies essential for academics, global citizenship, and Social Entrepreneurship Education. Critical Thinking and Problem Solving, Collaboration, Agility and Adaptability, Initiative and Entrepreneurialism, Oral and Written Communication, Accessing and Analysing Information, Curiosity and imagination are the parameters of competencies for the SEE. The listed parameters were identified for the SEE as shown in the Figure 1.

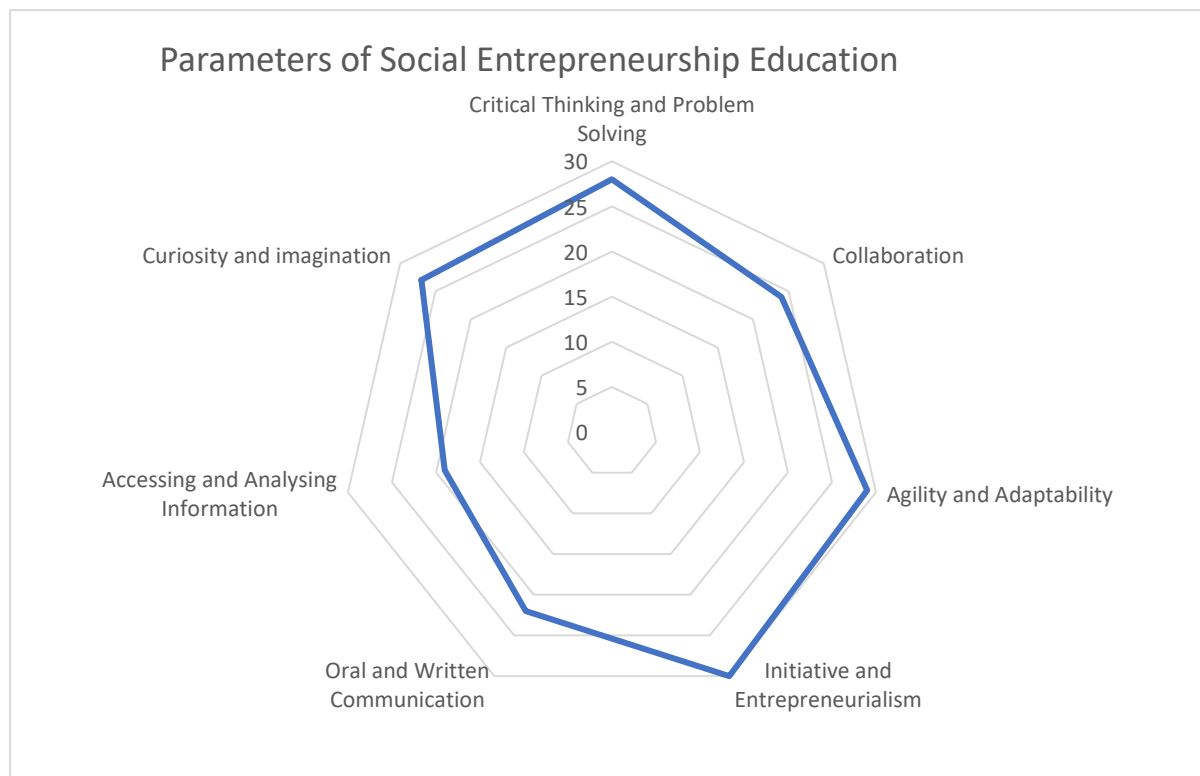
Figure 1: Parameters of Competencies related to SEE.



Source: Wagner T. (2010).

The primary data collected from the thirty Social Entrepreneurs about these parameters is shown in figure 2. It shows top priority for all the competencies except Accessing and Analysing information. To analyze the nature of these responses further, profiles of the Social Entrepreneurs were tapped with more interactions. Out of thirty Social Entrepreneurs (SEs), twenty-one SEs are from the rural area and working for the grassroots local problems faced by the micro-enterprises. It is one of the main reasons to have comparative less priority for accessing and analysing the information.

Figure 2: Responses of SEs on Parameters of Competencies related to SEE.



Source: From Primary Data and Analysis.

3. Policies about Social Entrepreneurship Education (SEE)

There are some educational institutes and organisation working on the policies of SEE and referring the action guidelines for all the new functionaries in the field of Social Entrepreneurship Education (SEE). With the rigorous review of related literature and research of various studies across the world, the following remarkable notes were found and discussed.

- It describes the various policies for training, such as universal capacity building, the development of skills needed for economic prosperity and the running of a stable Social Entrepreneurship (SE).
- The central point concerning policy development should be that the Government shall adopt a systemic method to develop capacity building and measure the SEs to promote more effectively sustainable growth and development of the economy. The main feature of the framework lies in its flexibility to acclimatize for diverse participant (students, social entrepreneurs, managers, and academicians) desires and the difficulties of the S-ENT sector. The domains in the framework are interconnected and are designed in a curriculum framework which enables the learners to progressively change the learning outcomes as they progress through the educational journey (Satar, 2016).
- Later, developing the entrepreneurship mindset will support in upgrading the entrepreneurship competencies of young entrepreneurs, and students of all levels of education (Schaltegger & Wagner, 2011). Generally, the EE strives to develop and enhance the entrepreneurship awareness, motivation, knowledge, skills, and other entrepreneurial competencies required to undertake and manage the entrepreneurial pursuits effectively (Moberg et al., 2012).
- After recognizing the importance of skilling, training and entrepreneurship for superior inclusive growth, employment and economic sustainability, the immediate directive of a separate ministry is undertaken for the first time by GOI (2014). The proposed policy signifies an unconventionality in its method as compared to earlier policies. Unlike old policies which had an “enterprise focus”, the current policy carries an “individual” focus to initiate motivation, awareness, networking, skills and opportunity with the individuals with the expectation of nurturing an entrepreneurship movement within the country. In



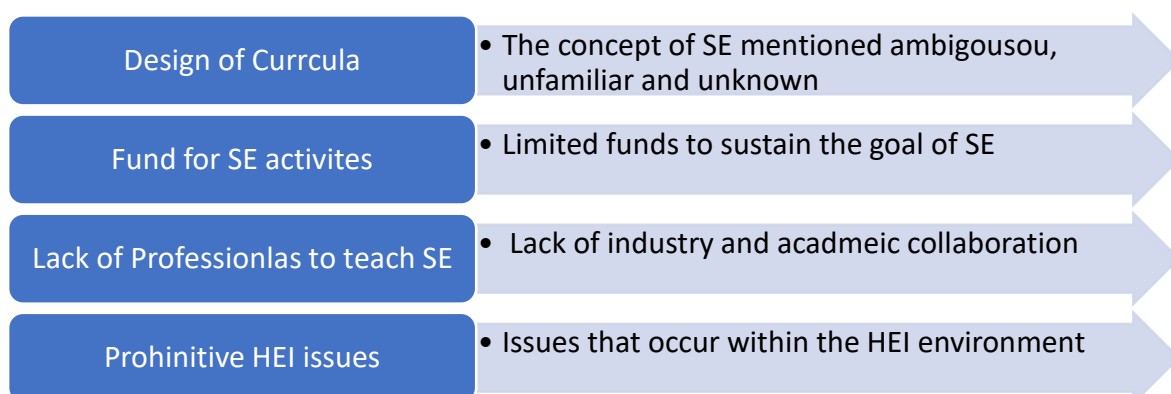
a way, the policy support would favour the social cohesion and more inclusive growth within the national economy (Bega, 2012).

- Since 2011, the OECD has functioned in advancement of policies and programmes to provide support social entrepreneurship and stand-in social enterprise development, with the financial support of the European Commission DG Employment, Social Affairs, and Inclusion (DG EMPL).
- This work has notably materialised in the production of in-depth policy reviews on social entrepreneurship that aim to assess the policy gaps in EU Member States in this field and to promote good policy practices.
- In 2020, the OECD tossed a two-year project, with the monetary support of the European Commission DG for Internal Market, Industry, Entrepreneurship and SMEs (DG GROW), to encourage the development of legal and regulatory frameworks in EU Member States that efficiently allow social enterprises to develop and flourish.
- The OECD helps nations to progress skills governance and the proposal of both VET programmes and adult learning systems that are responsible to changing skill needs. It supports policymakers through better indication on the skills of adults and employer needs as well as through advice on good policy practices. As part of its outputs, a manual providing guidance for policymakers to assess, design and improve legal and regulatory frameworks for social enterprises will be produced.
- In India Social Enterprises are get registered under the BPT act, Society’s registration act and nonprofit under section 8 company act. Recently Social Stock Exchange became operational under guidelines and regulated by the SEBI to raise funds.

4. Challenges and Opportunities in Social Entrepreneurship Education

The challenges were identified from the analysis of the quantitative data with the literature review which was hindering SE implementation in higher education can provide a better curriculum structure among the academicians in teaching, learning or research studies. It can be helpful for higher educational institutions in order to grab attention of government to provide support regarding SE implementation for system development to address the social problems. Superlative practices recommended can guide educators and researchers to build guidelines in creating suitable courses to develop comprehensive and holistic SE programs in HE. Funding from universities and government resources can enhance connections with other people engaged in social entrepreneurial activities to certify the calibre and successful information allotment and discussion. Application of social entrepreneurship must not be limited only for business school or studies, but it must be promoted across other disciplines in higher education (Roslan et al., 2022).

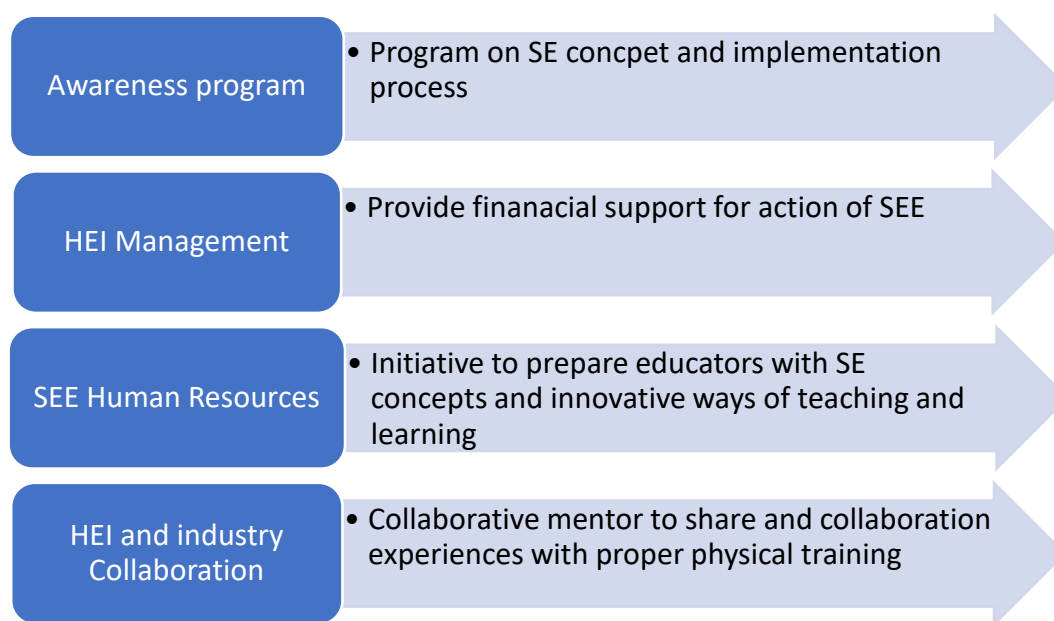
Figure 3: Challenges of SEE implementation in HEI.



Source: From Qualitative Data Analysis.

The best practises on Awareness, HEI Management, SEE human resources, and HEI-Industry collaboration has been come out with Case studies as it is specified as shown in Figure 4.

Figure 4: Best practices of SE in higher education.



Source: From Case Study Analysis.

5. Opportunities for Enhancing Social Entrepreneurship Education

In this research study to explore the opportunities for upgrading the SEE for this entry-level workforce can be understood from the literature review on SEE in terms of opportunities and upgradation of students' skills in SEE and the inputs given by the SEs in the survey. Therefore, in acquiring the right skills, competencies for the novel entrepreneurs, it is necessary to acquire the entrepreneurial ability as a form of human capital with efficient and innovative mindsets, skills, capabilities, attitudes and competencies. Recent literature shows how higher educational institutions play a significant role in creating such human capital capabilities as incubators of knowledgeable individuals who could bring novel ideas for development as well as to develop an innovative entrepreneurial mindset. Entrepreneurs act as recognizers of opportunities, innovators, risk takers, social agents who are able to tackle with COVID-19 societal and economic effects. Hence for effective SEE paradigm shift has to be realized that emphasizes on delivering educational curricula and activities that enhance the students' creativity, original thinking, and leading qualities as well as supporting activities. Perhaps, the appropriate learning technique depends on "state of knowledge" (Tece, D. J., Pisano, G., 1997), then learning before doing is essential for improving the thoughtful and exploiting the existing knowledge base; if the knowledge is unusual, then learning by doing is a more suitable approach to develop new knowledge and new explanations (Ndou & Valentina, 2021).

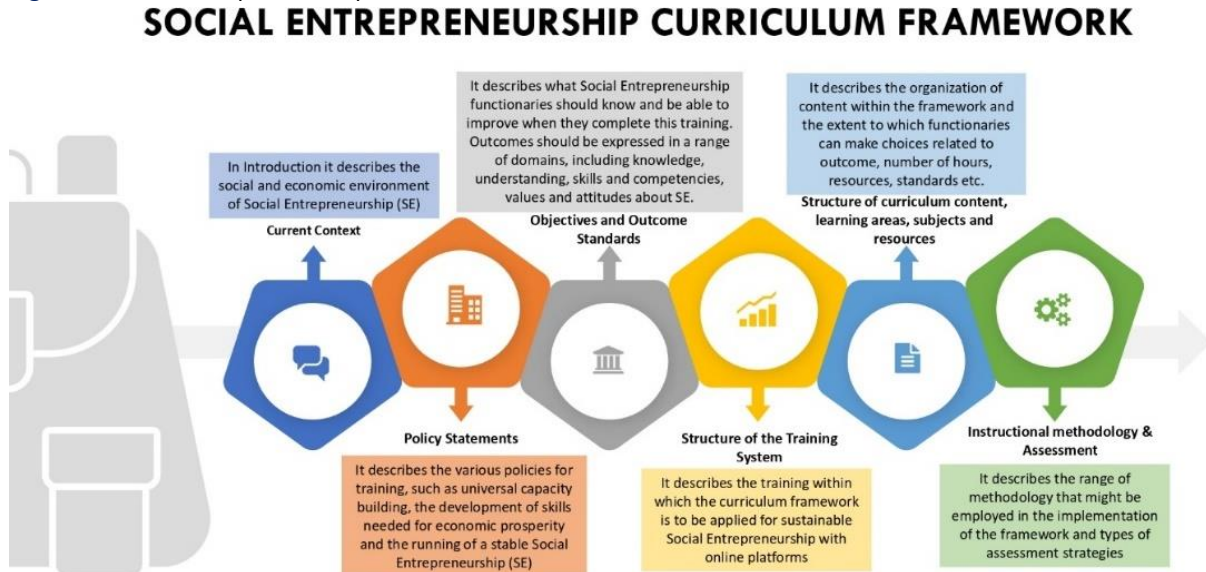
6. Recommendations for SEE and Designing a Curriculum Framework for SEE

The model is designed in a peculiar way after a lot of research, qualitative data analysis and discussion with education experts, and existing Social Entrepreneurs. The target is to produce great and efficient products for learners. The model designers gave lot of time to discover and solve real life problems and find out the root cause of the problem by applying several methods to find out more reliable information which is not seen in the first review.

The dimensions in the proposed SE curriculum framework will act as the key characteristics in structuring and organizing the SEE. The domains in the framework are interlinked and are designed in an evolutionary model as shown in Figure 5. It covers the abstract of the current context, policy statements studied, objectives and outcome standards, mode of structure of the training, curriculum, resources, and further instructional methodology with assessment parameters for a holistic approach to the SE curriculum. A remarkable feature of the framework lies in its flexibility to adapt to the participant requirements and the difficulties of the S-ENT

sector. This element enables us to answer the 'why' of the framework which thus provides perceptions in understanding how the social entrepreneurship curriculum framework works.

Figure 5: Social Entrepreneurship Curriculum Framework.



Source: From Qualitative Data Analysis.

The training focuses on developing entrepreneurial competencies of students and teachers to be ready for a better workplace for 21st century at a global level. The social entrepreneurship curriculum framework helps the trainer in leading the workshop. Activities are discussed in detail and designed after time slots with online platforms. Also, the resources required for each activity in training are listed aside.

After analysing qualitative data received from the SEs, we find that the curriculum contents should be more practical in aspects of the registration processes, mandatory requirements, annual report submissions, fund raising opportunities and avenues and related actions with the prevailing Acts associated with it. Most of the curriculums are academic in nature and not useful to the extent of day-to-day operational aspects of the SEs.

Result and Findings

Social entrepreneurship can change the face of society in India, there have been many such examples and projects which run under the banner of social entrepreneurship and proved to be life-altering for people of that vicinity. In India especially, social entrepreneurship has better prospects as the social problems are in full swing because of heavy urbanisation. Social entrepreneurship is a unique combination of entrepreneurial traits and philanthropy. The research study has various findings as detailed here.

In India, nowadays, social entrepreneurship education is the best blend of social innovation and entrepreneurial skills to overcome social problems. Social entrepreneurship curriculum framework has the potential to innovate socially. These innovations are creative explanation to social issues/problems which are dominant in India. This study explored SSE context of Indian paradigm.

At the international level, OECD recommended financial support for collaboration among the various countries to work in the field of SEE. OECD developed Information Technology Tools for the project assessment and funding processes. At the national level, the importance of skilling, training and entrepreneurship for superior inclusive growth, employment and economic sustainability is underway. The directive of separate ministry is undertaken for the first time by Government of India in 2014. The level of quality education has also augmented due to social entrepreneur education stakeholders and their growth in recent times in India at higher level. Social entrepreneurship is facing a lot of challenges in India and these challenges are very evident as the growth of social entrepreneurship is very low as compared to the other regions in developed nations. One of the ways to address this problem is by finding the relevant parameters of SEE and SEE framework to design the curriculum.



This has been addressed in this study with specific aspect of the contextualisation. Finance has been identified as one of the most vital essentials in the growth of social entrepreneurship stakeholders. The government is making special arrangements for it. Recently Social Stock Exchange has been promoted to CSOs for the activities of social entrepreneurship. It's the major initiative by the government but it's awareness among the SE functionaries needs further with capacity building for raising funds through this mode. Some government organizations, angel investors, crowdfunding etc. are being used for filling the funding gaps. Corporate Social Responsibility (CSR) is also another way of filling the funding gaps. It also observed during the survey that social entrepreneurship is subject to challenges and those challenges can be addressed by appropriate and widespread measures.

The study further underlines that the knowledge, attitude and skills of social entrepreneurship functionaries is growing despite of all the challenges which they face. It is found that acquiring the right skills, competencies for novel entrepreneurs, it is necessary to acquire entrepreneurial ability as a form of human capital with efficient and innovative mindsets, skills, capabilities, attitudes, and competencies. SE functionaries also started to use the various ICT tools for social impact capital assessment and taking advice from SE Mentors to address the challenges. Exploring opportunities for the sustainable social enterprise is possible with such ICT tools and training from international organisations like OECD, ILO and others. These main aspects came out with the primary data survey and details from the SE functionaries. This study gives curriculum framework of SEE with scope and limitations further for testing and modifications.

The government is realizing the worth and impacts of social entrepreneurship education in India and taking proper actions to renovate the guidelines and policies, and awareness programs to merge social entrepreneurship skills in the curriculum framework. On account of all literature reviews and analysis of social entrepreneurship functionaries, this study is designed for developing entrepreneurial competencies of learners to achieve *AatmaNirbhar Bharat Abhiyan* for better India's self-reliance. More Practical and field-based contents may come out for SEE in future study.

Discussion

If the educational institutions, government policies and social entrepreneurship functionaries can resolve the challenges of social entrepreneurship education successfully, then social entrepreneurship education is beyond any doubt is the most important tool which has the full capacity to change the very face of society in India (Kumar et.al, 2021). This research study states that for avoiding and minimizing the lacunas of social entrepreneurship functionaries, the present new social entrepreneurship curriculum framework is designed in order to make them self-efficient about their goals and achievements in a more practical manner. This curriculum framework must merge entrepreneurship into education to understand knowledge, and acquiring skills and mindset of students at the bottom level of their education (Lackeus, 2013). Students can become highly motivated, dedicated and upgrade their creative thinking and help societal well-being. This infusion can fuel deep learning and make them more proficient in the subject knowledge in question. Such students can select a strong interest and aptitude for value creation and then continue with elective courses and programs directing them on how to organize value creation procedures by new organizational structure. Perhaps, such an approach has extensive implications on how to plan, study, execute and assess entrepreneurship in education. Hence there is a need for a greater understanding of when, how and why social entrepreneurship education can develop skills and competencies, especially at primary and secondary levels of education with an inclusive approach (OECD, 2015).

To resolve some of these challenges an idea of putting social innovation in social entrepreneurial education. Research studies, theories and practical applications related to this awareness have been put forward with contrasting of social entrepreneurial education defined this way to other pedagogical methods, discussions, and frameworks. Various tools, methods and approaches from several fields have been outlined and stated to be capable of contributing with practical advice to teachers and students in their challenges to create social innovation to social entrepreneurship functionaries as recognized part of curriculum (Roslan & et.al., 2022).



Conclusion

In this research, we have contended that project-based and experiential learning is an effective method in the delivery of social entrepreneurship education with curriculum framework of SEE. In survey of identified population, it was found that there are some important areas of contribution in this study are perception of how SE education can be taught more efficiently through utilizing practical work on projects, upgrading our knowledge of the nature, and applying collaborative learning approach at higher education level and design a curriculum framework on which university educators can figure out the requirements of student's skills and competencies of a social entrepreneur. It is not just about students; but also, the role and responsibility of teacher educators, social entrepreneurs, and educational institutions.

According to P. Gibb's (2017), we believe higher educational institutions play a significant role in the overall development of students. Hence it just cannot be fulfilled by emphasizing only on course design and outcomes. But it needs more focus on divergent approach from university teacher educators. Perhaps, the social entrepreneurship curriculum framework was helpful in figuring out the lacunas and issues faced by social entrepreneurship functionaries at the bottom level. Therefore, we recommend an evaluation of how other sections in university and other social enterprise functionaries are positively involved in designing of the social entrepreneurship curriculum framework further with micro level contextualisation. There is an urgent need to study the different frameworks, policies and models of SE educational practices which will focus on the parameters which are responsible for enhancing the students' learning abilities, soft skills and competencies required for the novel generation of social entrepreneurs. Although our data suggest that the social entrepreneurship curriculum framework may result in increased participation of university educators, social entrepreneurship functionaries at the bottom level bring greater awareness and develop their soft skills. However, our study revealed that large number of social entrepreneurship functionaries had difficulty in understanding how to pitch for sponsorship. A few social innovation hackathons and social business incubators have programs for pitching processes and thus to raise the funds for the identified social cause.

The suggested SE curriculum framework can fill out those lacunas studied in survey while interviewing the social entrepreneurship functionaries both at rural and urban level to accomplish the achievements. The survey also revealed that social entrepreneurs were more likely to be motivated by their peers rather than academic staff due to which more quality ideas were developed in this intervention. They will become more confident with practical and field-based curriculum contents, encouraged by the teams with understanding SE case studies on how to convince the potential sponsors to fund their projects, which increased their positive attitude and beliefs.

Awareness about the various ICT and AI tools of Social Business Canvas Designing will play a key role along with the SEE framework. The holistic approach of the relevant content of SE based on the policy statements, filling gap between Objectives with standards and structure of the advanced training system, and structured curriculum contents along with specified instructional methodology further with assessment are the main conclusive approaches coming out with the contextualised Social Entrepreneurship Education framework.

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