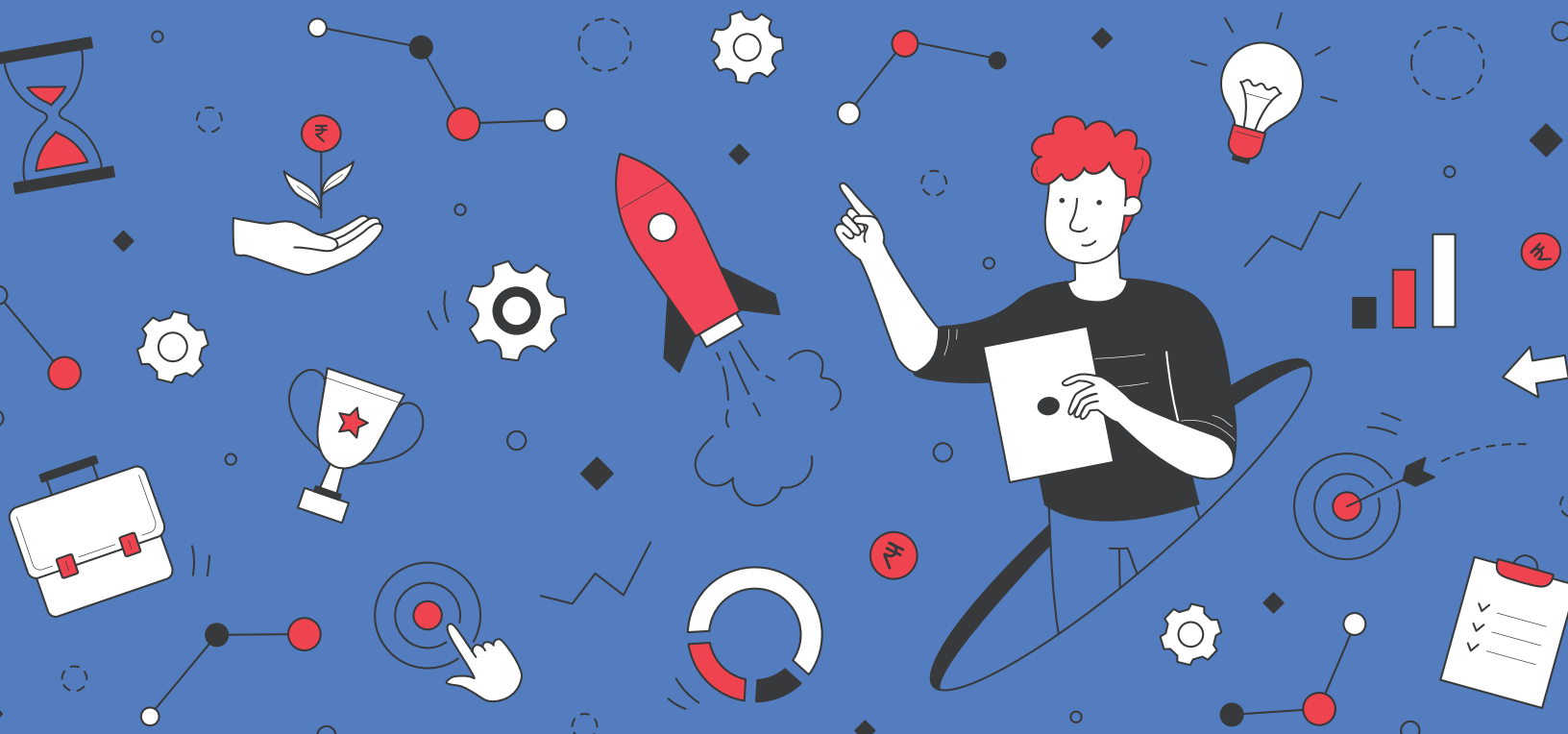


INSIGHT REPORT

# CULTIVATING AN ENTREPRENEURIAL MINDSET

How experiential learning can help youth be changemakers with an entrepreneurial mindset towards being work and life ready\*

\*WORK READY- CONTRIBUTE POSITIVELY THROUGH THEIR WORK TO ORGANIZATIONS AND SOCIETY AT LARGE; LIFE READY- HAVE PURPOSEFUL, SECURE AND ABUNDANT LIVELIHOODS



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**Pune, Maharashtra, India**  
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## Reflections from Changemakers in the Education, Experiential Learning, Livelihoods and Leadership Development Spaces

“Practical, timely, and highly relevant research! Having educated graduates who are unemployable is a frustrating problem in India. This study addresses the critical question of bridging the gap between talent availability and industry readiness for young folks looking for a meaningful opportunity. Based on insights from employers and select young fellows, the report identifies the lacunae in skillsets missing in the traditional academic curriculum. The authors suggest specific competencies that can be developed by engaging in opportunities, including volunteering, creating a start-up, or joining a sports team that is readily available around us.

An entrepreneurial mindset for young people can help bridge and build the drawback of the traditional academic curriculum and reap the demographic dividend for young Indians. The approach provides a better-trained workforce, reduces unemployment, and builds crucial life skills for young adults. I hope this message gets wide circulation.”

**Amit Nandkeolyar** - PhD, Professor of Organization Behaviour, Indian Institute of Management, Ahmedabad, India

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“Like this report suggests, we need to encourage youth to be active community members and have diverse life and work experiences from a young age. Whether it is voluntary work, co-creating projects that meet community needs with friends, getting a part time job, supporting their family or family business, hosting events or raising awareness about something they are passionate about. It can really support and kickstart their careers.

The bonus is that they will not only get great skills, but also see how rewarding it is to be connected and of service to their community and the world.”

**Anna Durward** - Leadership Coach, OLI Wellbeing, Australia

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“This paper offers a blueprint to create a generation that sees the importance of learning in and out of the classroom. In school, we learn within the four walls of a classroom. When we pursue activities outside the classroom like music, arts, theatre, advocacy work, the world becomes our classroom and playground.”

**Anna Oposa** - Executive Director & Experiential Learning Facilitator, Save Philippines Sea, Philippines

“The report, Cultivating an Entrepreneurial Mindset, could not be timelier. To properly prepare young people for the challenges that await them, education must move beyond an industrial age model that emphasises linearity, conventionality, and standardisation. Today, it is less about being able to repeat the answers and more about learning how to frame the problems.

By first igniting the passions of young adults, and then making the city their classroom, Let’s Enterprise has created a model for educators, industry leaders, parents, and students alike.

Hopefully, more and more educational programs will embed experiential learning into their curriculum design. However, given the challenges with scaling and diffusing such solutions across the system, the idea that emerges out of this paper needs to become the new narrative-

The idea that young people can develop this entrepreneurial mindset i.e., understand themselves better and build the competencies that are necessary, by simply spending enough time experientially working on real projects alongside their formal education.”

**David L. Gould** - Professor of Life Design, University of Iowa, US

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“Life is a beautiful journey, and we need to encourage youth to enjoy and experience each moment without making it an unnecessary race.

The findings of the paper indicate that if young people spend time experiencing things beyond the academic race, they will understand themselves better and have purposeful livelihoods, and build competencies needed to positively contribute to the world.

This experiential learning process is more important than the destination. It will help our youth be self-aware and stay unconditionally happy!”

**Deepak Khaitan** - Founder Director, Sunshine Worldwide Secondary School Goa, India

## Reflections from Changemakers in the Education, Experiential Learning, Livelihoods and Leadership Development Spaces

“Let's Enterprise has built a program that is consistent with decades of research on how to facilitate learning and career achievement with college students. Classroom learning is foundational, but enrichment via work and other experiences is transformative.

This research shows why out-of-class learning experiences are so critical to work/life readiness. The experts and students interviewed in this report make clear that classroom learning matters but it must be supplemented with real world opportunities for reflection, discussion, and creation.

This report offers a way forward for transforming education by marrying curricula and co-curricular experiences. If this idea catches on widely, then we can help students, employers, and society at large benefit with an entire generation of students who are ready for life, and ready for work”

**Kenneth G. Brown** - PhD, fmr. Associate Dean & Professor of Management, University of Iowa, US

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“This idea of youth developing an entrepreneurial mindset by building a body of work beyond academics needs to be the new way we as a society think of education.

For all changes and transformations to be sustainable and to really address the scale of the problem, we need to act at a systems level, and engage key stakeholders like parents, educators, employers and youth themselves with both envisioning and implementing this new way of learning.

It's important that these stakeholders must be fully onboarded onto this new narrative, so that they can teach themselves and others the need for and the futuristic vision for this change.

**Lakshmi Kumar** - Founder Director, The Orchid School Pune, India

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“Wandering, one gathers honey” - as the Sanskrit shloka goes, this report captures the essence of experiential learning in developing entrepreneurial mindsets in our youth. This report also provides a simple, yet powerful framework to inculcate work-life ready skills in our young people”

**Madan Padaki** - Co-Founder, 1BRIDGE & G.A.M.E. and Strategic Advisor, UNICEF & YuWaah!, India

“Around the world we need to empower youth to have purposeful livelihoods and positively contribute to their organisations and society at large. For this, I believe education should see the child as a whole and facilitate for them to know themselves, and help develop the empowerment and ability to initiate their own endeavours.

This can be achieved by experiential learning programs in or beyond schools and colleges like the ones of Let's Enterprise in India. And where that's not possible, encouraging students to get involved in activities beyond academics will help effectively achieve this. And it will be useful for India and beyond.”

**Nathalia Mesa** - Co-Founder, aeioTU & Morpho Project, & Pioneer in Early Childhood Development, Colombia

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“The Enterprise India Fellowship is a well-designed and structured approach that cultivates the inherent changemaking potential of young people through experiential learning.

The core idea of the paper strongly suggests that even if all young people cannot go through a program that facilitates experiential learning, they can build an entrepreneurial mindset by building a body of work through getting involved with activities alongside their college and school.

Such a simple idea, that serves as a decentralised solution with exponential impact potential of the idea becomes a powerful new narrative for young people to become changemakers.”

**Rajendra Joshi** - Co-Founder, Saath & Pioneer in Empowerment Programs for Youth & the Informal Sector, India

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“Experiential and multi-disciplinary learning processes are critical for creating an entrepreneurial workforce. Significant efforts need to be made to embed such processes in all formal and informal educational spaces.

And where that's not possible, participation in extracurricular activities complements such creative learning processes in contributing to building an entrepreneurial mindset.”

**Rakesh Basant** - fmr. Professor of Economics, Indian Institute of Management, Ahmedabad, India

## Reflections from Changemakers in the Education, Experiential Learning, Livelihoods and Leadership Development Spaces

“Encouraging young people to volunteer, take up leadership positions in student organisations or participate in other non-academic activities builds their entrepreneurial mindset, resilience and street smarts and increases their chances of thriving in a business or job right from the start.

If this idea becomes the new narrative (way of thinking), it will enable development of entrepreneurial mindset and employability skills on a societal scale.”

**Simon Mtabazi** - Co-Founder, Mingati & Facilitator of Education & Livelihood Opportunities for Youth, Tanzania

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“For ultimate success in life, we cannot solely rely on the traditional education system. We must encourage our children to step outside the confines of their schools and seek to build critical entrepreneurial skills in their communities. It is these real life experiences that will allow them to realise their power to create change in all aspects of their life, be the employee that can think outside the box and work fluidly on teams, and live life empathetically for the good of all.

This notion of making changemaking a non-negotiable part of growing up is truly for everyone. It is a critical concept applicable beyond borders, geographies, socio-economic divides.”

**Tia Johnston Brown** - Global Director, Ashoka Youth Years, US

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"I think this idea of also prioritising things beyond academics to build an entrepreneurial mindset is excellent - whether it is parallel to formal education or during a gap year. And seems like it really addresses the gap between industry reality and academic curriculum in helping build an entrepreneurial mindset to get ready for work and life"

**Tina Molund** - Co-Worker Engagement Lead, IKEA Social Entrepreneurship, Sweden



# FOREWORD

This much needed piece of research seeks to find answers to a simple but confounding problem - employers are unable to find people with the 'right' kind of mindset, and job seekers are unable to find satisfying and rewarding jobs.

Firstly, this paper attempts identifying and naming that 'right' mindset that we need everyone, especially youth, to have to positively contribute to their organisations and the world and create purposeful livelihoods for themselves. I have personally struggled with this and almost everyone I know who is in a leadership capacity has. Assigning this mindset a meaningful name that can be understood and accepted by all the stakeholders in the education system - teachers, students, parents, mentors, policymakers - will by itself be a tremendous achievement and relief for both job creators and seekers. The mindset we refer to here is actually an 'entrepreneurial mindset' - made up of a set of competencies (knowledge, skills and attitudes). This research also proposes that these competencies are acquired by building a body of work by being involved with activities beyond academics.

Secondly, this paper does the important job of identifying and explaining exactly what knowledge, skills and attitudes (KSA) are

needed according to industry practitioners. The focus here is on transferable KSAs needed rather than technical or domain specific skills.

The authors have done a very thorough research of several papers written on the subjects of skills gap, future ready-ness, and work/life readiness and also conducted in depth interviews with 17 Employers (business leaders, entrepreneurs and professionals) and studied the learning journeys of 18 young people who have supplemented their academic learning with experiential learning. It is important to note that this paper addresses the gap that exists between industry and educated (at least graduate) students. Hence the gap exists beyond the baseline literacy levels of reading, writing and arithmetic. Even a student who is average or above average on these parameters and possesses knowledge of various current and relevant subjects - faces the gap.

India is surely moving confidently into the 21st century, and all eyes around the globe are zooming in to participate in our growth into a 5 trillion economy. This growth is led by changemakers who are entrepreneurial minded leaders in social, business and political sectors. To sustain and accelerate this growth, in a manner that creates not just wealth, but also a happy, joyful and sustainable society, a new kind of work and life readiness which includes a sense of self awareness is needed. This paper attempts to outline a structure for this mindset that would be useful to education and industry leaders, students and parents alike.

## Aditya Jhunjunwala

Co-Founder and Co-Lead of  
Enterprise India Fellowship

## Executive Summary

### Introduction

As the world recuperates from the COVID-19 crisis and adapts to the growing number of complex socio-ecological challenges that are emerging at an increasing pace, we need people of all ages and backgrounds to channel their creativity and empathy to positively contribute towards the UN SDGs through their work, while creating purposeful livelihoods for themselves and others.

For our societies to develop sustainably by addressing these challenges and for people to have purposeful livelihoods, we need more people to be changemakers i.e., have an entrepreneurial mindset to hop onto opportunities to help address problems within and beyond the scope of their livelihoods (Ashoka, 2022; Daspit et al., 2021; The CEO Magazine, 2022).

Along with the need to address the challenges, other societal trends like the “flattening hierarchies, collapsing siloes and advancements in technology are providing individuals an opportunity to contribute more fully in society. As change accelerates, the old model will no longer work and a new inequality will emerge: those with the skills and mindset to contribute in a changing world and those without” (Ashoka, 2022).

Given the rate of change, 94% of business leaders expect that employees pick up different skills on the job (WEF 2020). However, according to the India Skills Report 2022, 75% of the employers in India struggle to even find people with the basic skills they need in their organisations, and only 48% of the youth are employable (Wheebox, 2022).

Despite the needs and opportunities of the hour, a societal challenge is that more than 50% of the young people in India do not have an entrepreneurial mindset towards being work ready (i.e., able to contribute positively to the organisations and society at large) and life ready (i.e., able to have purposeful, secure and abundant livelihoods they desire).

This stems from root causes in our societal structures and mindsets like unequal access to education, risk averse societal culture due to an underlying scarcity mindset that defines success as financial wellbeing, missing space for self-awareness in schools or colleges, only academic progress is measured through exams and grades, gap between academic curriculum and industry reality, lack of resources and infrastructure for vocational education in schools and colleges and low pace of diffusion of the education innovations developed, tried and tested by social entrepreneurs. Refer to Figure 1 for a detailed problem analysis.

There are multiple studies on experiential innovations that can address the different root causes and their limitations, what competencies youth need to build, and how they can build them, but very few of them are in the Indian context.

### Scope

Our research is scoped based on some of the recent key papers in the education and youth development spaces. The India Skills Report 2022 reports that only 48.7% of India's youth is employable. It highlights competencies that the 150+ corporations they surveyed shared are important for young people to build (Wheebox, 2022).

## Executive Summary

UNICEF, World Economic Forum and Yuwaah!'s Education 4.0 report and the Catalyst 2030 Pathways to Transforming Education report highlight tried and tested pedagogies, curricula and assessment metrics that should be leveraged and amplified across the education ecosystem (Catalyst 2030, 2022; UNICEF et al., 2022). While these innovations, just like the NEP vocational courses, are super impactful, their pace of diffusion is still slow (Catalyst 2030, 2022; MHRD India, 2022).

Our report aims to further explore these findings through a qualitative approach of interviewing Indian industry leaders to understand what competencies they value and feel are essential in having an entrepreneurial mindset towards being work and life ready, and how young people they have worked with built them. It also aims to study the learning journeys of young people who have managed to build these competencies through different experiences.

All this with the intention of understanding how students can entrepreneurially leverage the existing settings- infrastructure and resources- to build the competencies that are needed, while the tried and tested innovations, are recognized, contextualised and implemented across the education ecosystem.

### Methods

17 qualitative interviews were conducted with employers (entrepreneurs, business leaders and professionals) from different sectors, to get their perspective on the competencies youth need to build an entrepreneurial mindset towards being work and life ready,

and how they can build these competencies.

The Enterprise India Fellowship was used as a case study and learning journeys of 18 Enterprise Fellows were studied (including qualitative interviews conducted before graduation, competency self-assessments for before and after the program, reflective blogs and the forms they filled to apply for and graduate from the Fellowship.

### Results

The secondary research and the primary research interviews with Employers highlight that youth can build an entrepreneurial mindset towards being work and life ready through experiential learning i.e. learning by doing and reflecting, whether it is facilitated through the academic curriculum or whether students experience it through co-curriculars, working, internships and other activities beyond the academic curriculum (Section 4, Chapter 1 and 2).

The case study of the learning journeys of students of the Enterprise India Fellowship (Section 4, Chapter 3) showcases how a program with experiential learning integrated in the curriculum helped youth build the competencies needed to have an entrepreneurial mindset towards being work and life ready. The experiential learning components of the program include 400 hours worth of challenging internship and co-curricular style projects, complemented by workshops and reflective coaching processes.

### Discussion

Facilitating experiential learning entails an integration of classroom learning, direct experience and reflective practice (Felten et



## Executive Summary

al., 2016). The last two i.e. learning by doing and reflecting are challenging to facilitate based on the stress on the current infrastructure and capacity of the systems which are allocated based on the current norm of only academic progress being measured, and the risk averse societal mental models that define success as financial stability (Novotney, 2014; Shirobokova, 2022).

Despite multiple innovative experiential solutions -curricula, pedagogies and assessment metrics- have been developed, tried and tested by social entrepreneurs, edu-change-makers and initiatives like the Enterprise India Fellowship, the evidence of their viability is not visible, accessible, replicable and implementable enough to transform learning ecosystems and have as much impact on education systems as they have the potential to do (Catalyst 2030, 2022; UNICEF et al., 2022).

We definitely need to work on scaling experiential learning innovations that are impactful across the learning ecosystems. This will need the development of accessible, replicable and implementable toolkits, and capacity building techniques like train the trainer- which would support educational institutes with building infrastructure and capacity to implement the experiential learning aspects of the National Education Policy.

However, the current pace of these kinds of innovations spreading across the learning ecosystems is just not fast enough (Catalyst 2030, 2022) compared to the scale of the problem i.e. more than 50% of Indian youth not having an entrepreneurial mindset towards becoming work and life ready (Wheebox, 2022).

Our biggest “aha-moment” or as we have been referring to as a “duh!” but “ooh wait, it’s not rocket science” from the research interviews with the Employers is that what is of essence to building an entrepreneurial mindset towards being work and life ready is experiential learning i.e. learning by doing and reflecting.

And integrating experiential learning in the curriculum, can facilitate that. But most of them shared it can also happen by getting involved in activities beyond the curriculum like co-curriculars, internships, volunteering, organised sports and working which enable experiential learning. It can help build the different competencies that are needed to have an entrepreneurial mindset, including that of cultivating an attitude of “Building a Body of Work” (Section 4, Chapter 1 and 2).

Complementing the academic curriculum with involvement in a broad network of activities can help youth build their body of work or career portfolio can help youth develop the competencies needed to have an entrepreneurial mindset towards being work and life ready (Rinne, 2021; TED, 2017). Refer to Figure 5.

Thus, while we work on exploring how to increase the pace of experiential learning being incorporated in the curriculum widely across learning ecosystems, we need to encourage young people and stakeholders who are in positions to influence them to build a body of work by getting involved with activities beyond the curriculum that enable experiential learning.

The case study of the Enterprise India Fellowship (Section 4, Chapter 3) validates how even complementing the academic

## Executive Summary

curriculum with approximately 400 hours of work across different activities and projects that facilitate experiential learning can help youth build the competencies Employers think are needed to have an entrepreneurial mindset towards being work and life ready.

The best part is that opportunities to be involved with activities alongside the academic curriculum are abundant and decentralised, and do not necessarily always need specific infrastructure.

So if young people are encouraged to build a body of work alongside their academic curriculum, even a 30 min walk across any part of India should present them with countless opportunities to engage with different activities- from volunteering for a social or environmental cause to getting a part time job to creating a startup project to address a problem and more. There is literally so much to do!

There is potential for exponential impact if we are able to help shift the current societal narrative from “the scarcity mindset learning to encouraging youth to only focus on academic performance to have the most financially secure lives” to “encouraging youth to complement their academics with a network of activities to build an entrepreneurial mindset towards to having purposeful, secure and abundant livelihoods for themselves and contributing positively to their organisations and the society at large.” Refer to Figure 5.

### Conclusion

To work on this societal narrative shift, it is necessary to engage multiple stakeholders

including educators, parents, employers, media, influencers and youth themselves, and invite them to step in as drivers of this narrative i.e., encouraging youth to complement their academics with a network of activities and experiences that facilitate experiential learning.

Based on the Case Study and our overall experience working with youth, we have put together two activity-competency maps (Figures 6 and 7) that may be useful for youth and stakeholders who work with them to help youth get involved.

If we are able to influence the way a significant portion of society thinks about this narrative about education, and activate youth to get involved with activities alongside their academics and build an entrepreneurial mindset towards being work and life ready, it will contribute significantly in helping bridge the talent gap, increase the number of changemakers and create a purpose driven future generation.

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## Section One

# INTRODUCTION

Chapter One: Framing the Problem: More than 50% young people in India are not work and life ready

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"To get the courage to be able to design your life, believe that you can design your life."

- **DR. PALLAVI TAK**  
VICE PRESIDENT OF PROGRAMS,  
CIIE.CO



As the world recuperates from the COVID-19 crisis and adapts to the growing number of complex socio-ecological challenges that are emerging at an increasing pace, we need people of all ages and backgrounds to channel their creativity and empathy to positively contribute towards the UN SDGs through their work, while creating purposeful livelihoods for themselves and others.

For our societies to develop sustainably by addressing these challenges and for people to have purposeful livelihoods, we need more people to be changemakers i.e., have an entrepreneurial mindset to hop onto opportunities to help address problems within and beyond the scope of their livelihoods (Ashoka, 2022; Daspit et al., 2021; The CEO Magazine, 2022).

“An entrepreneurial mindset is defined as a cognitive perspective that enables an individual to create value by recognizing and acting on opportunities, making decisions with limited information, and remaining adaptable and resilient in conditions that are often uncertain

and complex” (Dasmit et al., 2021). This is especially crucial for India as given the geography, paired with its population and socio-economic disparities (UNICEF et al., 2022), India is one of the most vulnerable countries to socio-ecological challenges like climate change (IPCC, 2022).

“India will face extreme scenarios emerging from climate change on almost all fronts — from rising sea levels to groundwater scarcity, from extreme weather patterns to a fall in crop production, besides a rise in health hazards” (Jai, 2022). “By the middle of the century, around 35 million people in India could face annual coastal flooding, with 45-50 million at risk by the end of the century” (IPCC, 2022).

Thus, as the complexity of challenges increases, India will need more changemakers in each field. Looking towards the future, the next generations need to be prepared. Being a young changemaker includes having empathy, collaborative spirit, growth mindset, intrinsic motivation and self-efficacy to make a positive impact on the world and to address its challenges (Bublitz et al., 2020; Drayton, 2010; Wilcox, 2020).

Along with the need to address the challenges, other societal trends like the “flattening hierarchies, collapsing siloes and advancements in technology are providing individuals an opportunity to contribute more fully in society. As change accelerates, the old model will no longer work and a new inequality will emerge: those with the skills and mindset to contribute in a changing world and those without” (Ashoka, 2022).

Given the rate of change, 94% of business leaders expect that employees pick up different

skills on the job (WEF 2020). However, according to the India Skills Report 2022, 75% of the employers in India struggle to even find people with the basic skills they need in their organisations, and only 48% of the youth are employable (Wheebox, 2022).

**Despite the needs and opportunities of the hour, a societal challenge is that more than 50% of the young people in India do not have an entrepreneurial mindset towards being.**

- **Work ready i.e., able to contribute positively to the organisations and society at large.**
- **Life ready i.e., able to have purposeful, secure and abundant livelihoods they desire.**

But this is not fully on them. The problem roots from our social systems and mindsets, and if not addressed, will pose significant challenges in the coming years.

This report aims to dive deeper into understanding this problem, why it needs to be addressed, why it exists in the first place, and then explores how it can be addressed i.e., how can we help young people build an entrepreneurial mindset towards being work and life ready?



Chapter Two

# CONSEQUENCES OF THE PROBLEM:

Why does it need to be addressed?

---

The problem of “More than 50% of India's youth does not have an entrepreneurial mindset towards being work and life ready” is already influencing the economy, society and the environment in multitudes of ways, and will continue to do so over the next decade if not addressed. Some of the consequences of the problem now and if it is not addressed going forward are:

## 01

### High unemployability amongst youth and shortage of skilled talent for employers

---

Only **48.7%** of the Indian youth is employable and **75%** of employers identified a skills gap in their workforce, as reported by the India Skills Report 2022. It features a combination of the assessment of 3,00,000 candidates nationwide who appeared for the Wheebox National Employability Test (WNET), and 150 corporates spanning 15+ industry sectors who took part in the India Hiring Intent Survey (Wheebox, 2022).

Even as more Indians are getting degrees, employers across industries have revealed that students at the graduate level, including MBA holders, struggle with interpersonal skills - from communication, to collaboration. The researchers also found that general awareness amongst these graduates was quite poor, while also highlighting that many, even at the postgraduate level, struggled with reading and comprehension (Kumar, Patel, and Prikshat, nd).

Industries across the board are struggling with finding ambitious and competent talent for entry level roles (Epicor, 2018; Wheebox, 2022); a recent survey by Epicor Software found that only a quarter (23 percent) of businesses found it easy to attract the right talent, with the right industry knowledge - suggesting that the skill deficit has started to manifest itself in entry level hiring, which could have alarming ramifications on our national GDP (Epicor, 2018).

## 02

### People will stay in the rat race for safe and known career options

---

Despite 250+ career options being available across 40 domains in India, 93% of students were found to have awareness about just 7- “law, engineering, medicine, accounts and finance, design, computer applications and IT, and management,” (Chakrabarty, 2019).

People are often oblivious to the dynamic list of paths available today and tend to play it “safe” - which can also mean pursuing traditionally acceptable choices in favour of a steady income, regardless of future prospects and personal preferences.

Getting a job or hiring someone is one thing, but lack of self-awareness (knowing your own strengths, passions, interests and inclinations) often drives people to think with a ‘scarcity mindset’ - which can often manifest as a vicious cycle - sometimes leading to

self-deception. Individuals with this mindset are more risk-averse than average and tend to think within the confines of their resources; which is understandable but it keeps them from taking bold decisions with a higher risk: reward ratio. This probably holds true on an organisational and individual level (Steiner, 2014).

## 03

### **Discontentment-ful Careers - may lead to a generation of dissatisfied people**

---

There is a positive correlation between following one's passion and general life satisfaction. This is ofcourse, only possible after developing self-awareness through reflection and introspection - but provides people with a sense of meaningfulness, self-actualization, connection, and contribution to society (Weisman, 2021). In contrast, if people are not pursuing what they are passionate about or do not align with the values of an organisation, it could lead to dis-satisfaction, fatigued mental health and eventually burnout (Suttie, 2021).

## 04

### **Economic, Social and Environmental Challenges will Worsen**

---

When people are not self-aware and conscious of the impact their presence and actions have, they become apathetic and the decisions they take may unintentionally have a negative impact on people, organisations (Steiner, 2014) and value chains they are in a position to influence. If the lack of self-awareness stays the trend in decision makers, it will lead to further economic, social and environmental unsustainability (Robèrt et al., 2017).

## 05

### **Less young people will see themselves as changemakers and nation builders**

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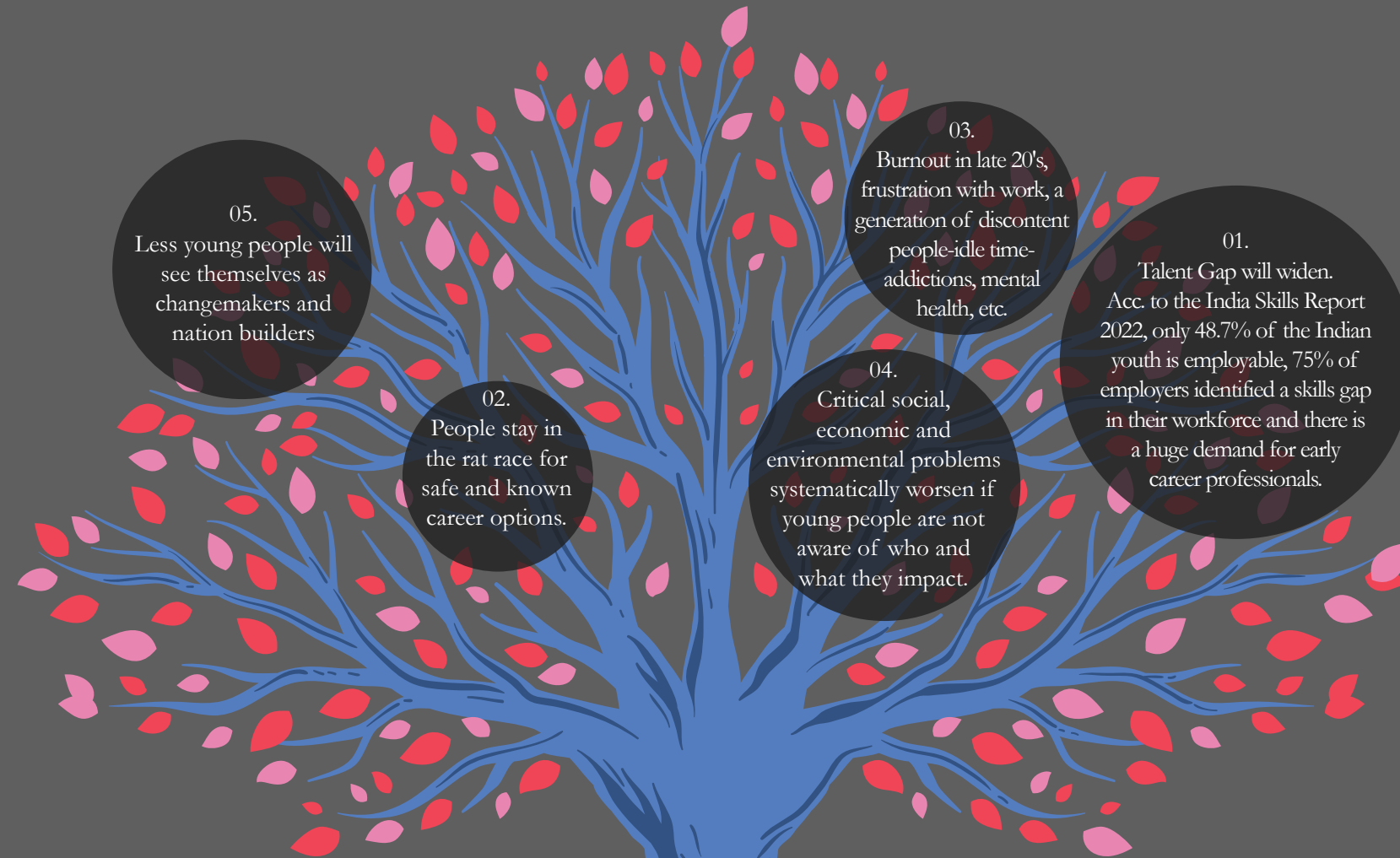
While lack of self-awareness leads to apathy and discontentment, self-awareness leads to self-efficacy, and helps people understand the strengths that they can contribute with and what they care about contributing to. If youth are not self-aware and work/life ready, they will not have the courage, vision and mindset to see themselves as nation builders and changemakers (Catalyst 2030, 2022).

“Most young people do not receive adequate motivation or support to build their changemaking skills: conscious empathy, leading through collaboration and taking action to solve problems or create opportunities for the common good” (Shirobokova, 2022).

## CONSEQUENCES >

If the problem is not addressed.

Read more in Chapter Two above



## PROBLEM

The Big Societal Challenge

Read more in Chapter One above

More than 50% of India's youth does not have an entrepreneurial mindset towards being work and life ready (i.e. being able to contribute positively to their organisations and society at large and able to have purposeful, secure and abundant livelihoods they desire).

## ROOT CAUSES >

(Societal structures and mind-sets that feed into the problem)

Read more in Chapter Three below

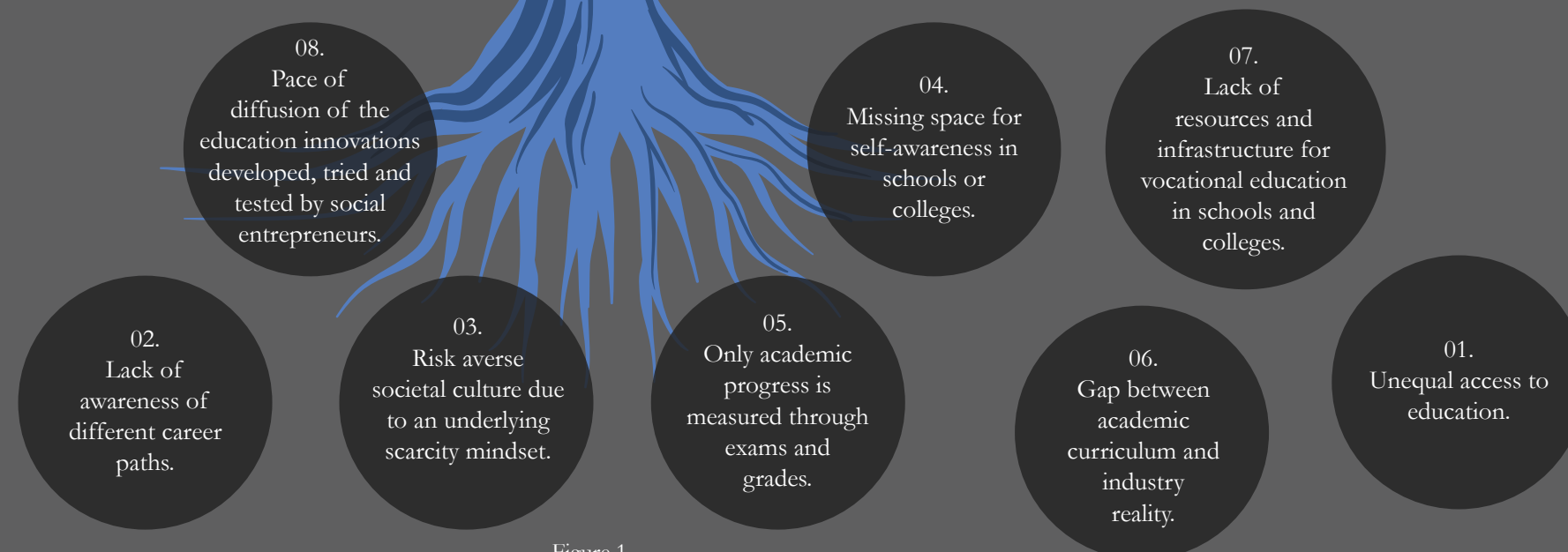


Figure 1

Chapter Three

# CAUSES OF THE PROBLEM:

Why does it exist?

---

The talent gap, employability rate, discontentment among youth and other issues highlighted above are symptoms of the problem- “More than 50% of India's youth does not have an entrepreneurial mindset towards being work and life ready . To be able to address the problem in a long-lasting, equitable and sustainable way, it is important to understand the underlying societal systems and mindsets that cause the problem:

## 01

### Unequal access to education

---

Gaps and inconsistencies in learning outcomes among school children have been amplified by the covid pandemic, especially for children from disenfranchised and vulnerable families in India who face integrated and intersectional socio-economic challenges (UNICEF et al., 2022).

As per the 2021 World Economic Forum “Shaping an Equitable, Inclusive, and Sustainable Recovery: Acting Now for a Better Future” paper, 24 million children (predominantly girls) may not have the opportunity to return to school (WEF 2021).

## 02

### Lack of awareness of different career paths

---

Many students who manage to have access to education, lack information and awareness about diverse career possibilities. According to a study conducted by Mindler with 10,000 participants, 93% of students were found to be aware of just seven career options- “law, engineering, medicine, accounts and finance, design, computer applications and IT, and management,” where as India has a variety of 250 career options available across 40 domains covering 5,000 job types (Chakrabarty, 2019; UNICEF et al., 2022).

## 03

### Risk averse societal culture due to an underlying scarcity mindset that defines success as financial wellbeing

---

Most families in India have hustled hard to earn a finite set of resources they can dedicate to their children's education and development to enable them to reach financial security at the earliest. This reality often drives families to think with a ‘scarcity mindset’. This scarcity mindset consumes what Shafir calls "mental bandwidth" — brain power that would otherwise go to less pressing concerns, planning ahead, and problem-solving. This deprivation can lead to a life absorbed by preoccupations that impose ongoing cognitive deficits and reinforce self-defeating actions (Novotney, 2014).

This mindset defines success in life as academic performance and financial wellbeing (Shirobokova 2022). Despite having

information and awareness about the different career paths, the scarcity mindset influences decisions like choosing societally-familiar career paths and educational institutions that have more “scope” and seem more likely to guarantee placements. It leads to students focusing solely on academics and competitive exams that influence admissions instead of taking time to explore and choosing a path based on where the students’ strengths, interests and inclinations lie.

## 04

### Missing space for self-awareness in schools or colleges

---

Schools not creating opportunities for students to practice their agency, creativity and empathy for addressing challenges the world faces, prevents students from seeing how the knowledge they build at school can be of use (Shirobokova 2022). 16-19 year olds who are empowered to drive change are 54% more likely to have a job the following year (The Brookings Institute 2014).

The current education infrastructure barely creates space for students to voice their opinions and participate (Shirobokova 2022) or to reflect on their strengths, interests and inclinations, and use them as a north star in exploration of career pathways.

There is a significant need to train teachers on existing tools and for facilitating space for children to better understand themselves and explore various career options (UNICEF et al., 2022).

## STORY OF TRANSFORMATION



### | Hatim Choonawaala

Change begins with your thoughts, and when Hatim Choonawaala who had been studying BCOM at the Maharashtra Institute of Technology (MIT), Pune, was confused about what he was doing with his life, and was that what he really wanted to do, it was enough to set his mind ablaze. He decided to get to know himself and explore his interests; to get his hands dirty, experiment and prototype with the ideas that kept him up at night.

Thus began his journey about creating value by working on his own ideas through engagement in multiple



co-curricular activities. Hatim signed up for S.E.A.L (Systematically Enhanced Ability to Lead), a leadership and entrepreneurship program that helps develop skills through coursework, internships, volunteer work, and other activities. He also actively sought resources from his college's EandTC department to build a prototype for one of his own inventions, a "music pillow" - a cushion with a vibration module to replace your alarm and headphone speakers with music.

From researching how to make catapults, performing stand-up comedy sketches, to hosting online community game nights, Hatim gave it all a shot. As he graduates from the fellowship, Hatim is working with his family's corrugated paper tube and container manufacturing company, Prime Containers, in Pune. In addition to concentrating on issues like data administration and site development, he is working on developing a sales pipeline, an overview of the complete stock, and production.

Now more conscious about the importance of relationships, communicating with people and learning from them than ever, Hatim is looking forward to contributing to his family business in his own special way.



**Read the  
full story here**

## 05

### Only academic progress is measured through exams and grades

---

The education system only measures academic progress and development (Shirobokova, 2022). This leads to academics being prioritised over non-academic projects and activities beyond the classroom like part-time jobs, co-curriculars or involvement in student organisations.

These non-academic activities help students build self-awareness (Youniss et al., 1999), develop adaptability (Martin et al., 2013), and most importantly, expose them to professional settings early on in their lives (McLaughlin, 2000; Eccles et al., 2002).

However, since the curriculum learning outcomes usually do not include the non-academic progress, there isn't any systematic incentive for all students to pursue anything outside of the classroom.

## 06

### Gap between academic curriculum and industry reality

---

Due to the theoretical nature of the curriculum, students often struggle to co-relate what they learn at college to professional scenarios (Ariew, 1982). They suffer from the wide gap



between “the acquired” and “the required” knowledge, as the education experience rarely involves corporate interactions, live projects with companies, and lack of active collaboration with industry leaders for curriculum and course design (MISB Bocconi, 2019).

“Students acquire qualifications but find it difficult to acquire employment because the expectations and aspirations of the employers are different from the educational institutions. The educational institutions emphasise theory and equip students with theoretical inputs and knowledge which is far away from the expectations of the employers. Employers look for ‘plug and play’ candidates to meet the industry’s expectations” (MISB Bocconi, 2019).

This gap has led to the unemployment rate amongst the youth population to rise, while amplifying the industry’s shortage of skilled workers” (Sinha, 2019).

## 07

### **Lack of resources and infrastructure for vocational education in schools and colleges**

---

The 2020 National Education Policy has set a target for schools and colleges to provide vocational education to at least 50% of the students in schools and colleges by 2025 to help students up-skill (MHRD India, 2022). However, nearly 85% of schools still have to start integrating vocational courses as a part

of school and higher education curriculums due to lack of trainers, inadequate resources and infrastructure (UNICEF et al., 2022).

## 08

### **Pace of diffusion of the education innovations developed, tried and tested by social entrepreneurs**

---

Social entrepreneurs and edu-changemakers across the public, private and social sectors have developed, tried and tested innovative and impactful solutions – curricula, pedagogies and assessment metrics - that keep the learner in the centre and address the evolving learner needs in varied contexts (Catalyst 2030, 2022; UNICEF et al., 2022).

However, the evidence of their viability are not visible, accessible and implementable enough for the different stakeholders to transform learning ecosystems and have as much impact on education systems as they have the potential to do (Catalyst 2030, 2022).

## Chapter Four

# COMPETENCIES YOUTH NEED TO BUILD:

What is needed to have an entrepreneurial mindset towards being work and life ready?

---

There are many different attempts at outlining the competencies that young people need to build an entrepreneurial mindset towards becoming work and life ready, and different ways of categorising them.

According to an analysis of millions of job postings in the US, Table 1 maps top baseline skills per career area (BURNING GLASS TECHNOLOGIES, n.d.)."

The India Skills Report highlights the key skills (showcased in Figure 2) for the digital age from their study that included 150 corporates spanning 15+ industry sectors for the India Hiring Intent survey (Wheebox, 2022).

The UNICEF, Yuwaah! and World Economic Forum’s Education 4.0 India Report mentions the skills that all youth need to build as 21st century skills. “21st century skills are understood to include skills such as critical thinking, research, public speaking, teamwork, digital literacy, civic literacy, entrepreneurialism, global awareness, environmental understanding, scientific reasoning and health and wellness literacy” (UNICEF et al., 2022).

The Skilling Challenge by Ashoka and McKinsey categorises the different competencies under digital skills, human skills and meta skills (Hoell et al., 2018), whereas the Peak Performance Centre categorises them under knowledge, skills and attitudes (The Peak Performance Centre, n.d.).

## Key Skills for Digital Age



Figure 2

# BASELINE SKILLS IN DEMAND

The table shows a ranked list of top baseline skills by career area, highlighting those skills which are more commonly requested, and thus more valued, for each particular group of jobs.

CAREER AREA	SKILL																											
	Communication Skills	Organizational Skills	Writing	Customer Service	Microsoft Excel	Word + Office	Problem Solving	Planning	Comp Skills + Typing	Research	Detailed-Oriented	Building Effective Relationship	Project Management	Supervisory Skills	Multi-Tasking	Time Management	Leadership	Mathematics	Creativity	Presentation Skills	Team Work	Analytical Skills	Bilingual	Meeting Deadlines	Self-Starter	Listener	Critical Thinking	Positive Disposition
Clerical and Administrative	#1	3	6	8	2	4	12	14	5	10	7	15	24	18	9	16	33	22	30	35	20	31	23	19	27	34	36	29
Customer and Client Support	2	3	5	#1	9	8	6	18	4	12	7	11	24	20	10	13	23	15	26	21	19	28	14	27	29	16	36	22
Design, Media and Writing	2	4	#1	15	9	7	10	13	17	5	6	19	11	25	12	14	21	27	3	16	18	29	23	8	20	31	34	24
Engineering	#1	3	2	12	8	5	6	7	10	9	11	17	4	14	19	26	15	13	22	23	21	27	34	28	24	37	39	36
Finance	#1	3	4	7	2	5	8	12	10	9	6	11	17	14	13	15	26	18	27	22	23	16	20	19	25	24	29	32
Healthcare	#1	2	3	9	12	10	7	5	4	6	14	11	19	8	15	16	18	25	22	23	21	32	17	31	38	20	13	28
Hospitality, Food and Tourism	#1	2	4	3	16	13	12	10	8	21	9	6	37	5	11	19	14	7	20	32	15	36	24	28	34	22	45	17
Human Resources	#1	2	5	11	3	4	7	10	12	8	6	9	14	18	13	15	24	35	16	17	21	23	22	19	25	32	38	33
Information Technology	#1	3	2	9	10	8	4	5	24	7	11	15	6	26	13	21	12	20	14	16	17	18	39	25	22	32	29	37
Management and Operations	#1	2	3	11	6	8	7	4	14	12	13	9	5	10	18	19	15	31	17	16	24	22	29	26	28	34	38	40
Manufacturing and Production	#1	2	3	14	6	5	4	8	7	13	9	18	12	11	15	20	17	10	26	27	19	21	25	22	24	29	38	28
Marketing and PR	#1	2	3	12	5	9	11	4	17	6	10	13	8	23	16	20	22	32	7	14	15	21	31	18	19	33	35	28
Personal Care and Services	#1	2	4	5	16	15	10	7	9	12	19	3	29	8	18	14	17	13	21	31	22	36	23	25	30	6	37	11
Research, Planning and Analysis	#1	2	4	11	3	7	5	8	16	6	10	13	9	26	14	19	17	18	22	15	21	12	36	20	23	33	28	41
Sales	#1	3	4	2	9	6	7	11	8	18	12	5	22	14	13	10	17	16	20	15	19	31	24	29	21	23	39	25

Table 1

According to an analysis of millions of job postings by Burning Glass (The Human Factor).

## Chapter Five

# SOLUTIONS:

How can young people build the competencies needed to have an entrepreneurial mindset towards being work and life ready?

---

**D**espite conversations on the global level (like the UN SDG 4.7) about education needing to equip students with the competencies needed in the 21st century, the education systems are not providing the experiential learning needed to cultivate an entrepreneurial mindset towards being work and life ready.

UN SDG 4.7 – “By 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of cultures contribution to sustainable development” (United Nations, n.d.).

There’s evidence that experiential learning requires the three things in the proportion-classroom learning, direct experience and reflective practice (Felten et al., 2016). Like Section 1 Chapter 3 highlights, the student experience in India lacks the latter two (Eccles et al., 2002; McLaughlin, 2000; MISB Bocconi, 2019; Shirobokova 2022; The Brookings Institute 2014; Youniss et al., 1999). While direct experiences provide exposure,

reflective practice is what makes it sticky - “if you get people to talk about what they learned and how it applies, they do better helping others see why their skills are transferable. Our world moves so quickly, we forget what we did last week, much less last semester. Guided reflective practice, especially when frequent, with a mentor, or in a cohort, can be critical to getting people to say that they are competent (Felten et al., 2016).”



There are multiple ways youth can experientially learn and develop the competencies needed to have an entrepreneurial mindset towards being work and life ready:

## 01

Increase vocational training and skilling programs- The 2020 National Education Policy has set a target for schools and colleges to provide vocational education to at least 50% of the students in schools and colleges by 2025 to help students up-skill (MHRD India, 2022). However, nearly 85% of schools still have to start integrating vocational courses as a part of school & higher education curriculums due to lack of trainers, inadequate resources and infrastructure (UNICEF et al., 2022).

## 02

Amplify the reach of experiential education programs that are tried and tested- Social entrepreneurs and edu-changemakers across the public, private and social sectors have developed, tried and tested innovative and impactful solutions – curricula, pedagogies and assessment metrics (Catalyst 2030, 2022; UNICEF et al., 2022). Some such innovations include:

Life Skills Collaborative (n.d.) works with local and state governments in India to contextualise and rationalise life skills.

## STORY OF TRANSFORMATION



### | Shreeya Mendiratta

Shreeya Mendiratta's, a naturally curious and vibrant girl did not want to limit her experiences to only academics; she pushed herself to pursue interests outside of her degree at Symbiosis, Pune.

When she came across the Enterprise Fellowship, she took a leap of faith and made good on her intention to explore herself and her strengths by being open minded and getting involved with different kinds of projects.

She worked on more than six projects throughout the course of the



Fellowship, including internal projects like #start, #karo, and Chandrayaan0.0 and projects for clients like Bizchamp and EcoFriends Community. She found it all fascinating because although they were learning these business concepts in class, they were also working on a project to put them into practice.

Hosting spaces for people and communities is a skill that Shreeya has started to develop mastery over. During the lockdown, she created and hosted two content-based sessions for her colleagues called 'Active Listening' and 'Demystifying Excel to Organize Data,' and she also began holding virtual game evenings for communities and organizations.

Having gained back her lost confidence, Shreeya is all set to learn different disciplines and apply them to solve problems, or to create ideas – and become a 'business engineer'.



**Read the  
full story here**

Changemaker Schools in Brazil working on creating a new narrative of “young people having the interest and ability to solve problems” (Shirobokova, 2022).

Pravah helps design curriculum to help develop leadership capacity of young people to unlock transformational change at the level of self and society (Catalyst 2030, 2022).

Lend a Hand India program focuses on integration of vocational education with existing school curricula for grades 9-12 and internships with small and micro enterprises for students from grades 11-12 (UNICEF et al., 2022).

## 03

Encourage students to get involved beyond academics.

### ORGANISED SPORTS

This includes students that played a sport individually or with a team in their school or area of residence. Students who participate in organised leagues show improved behaviour (Massoni, 2011), as a result of learning how to work better in a team, and take ownership of their performance. This also boosts their self-esteem, and increases confidence.





## SCHOOL/COLLEGE CLUBS AND SOCIETIES

This includes student organisations of any nature affiliated to the educational institution; from debate and drama societies, to contingents for other college festivals, robotics clubs, and more. By participating in such societies, students learn lessons in leadership, teamwork, organising, analytical thinking, problem solving and time management (Massoni, 2011).

## VOLUNTEER WORK

This includes volunteer work of any nature that was undertaken by the student at will, i.e., not as a prerequisite for any academic progression. This can include, but is not limited to, volunteering at orphanages, with charities, or at centres of religion or worship. Volunteer work in adolescence has been shown to reduce the likelihood of depression, and boost self-esteem in youth (Bang et al., 2020), which is a marker for developing both self-awareness, and social skills.

## INTERNSHIPS

Work-based learning can be used as a successful strategy to bridge theoretical knowledge and practice and enhance graduate employability - which directly contributes to work readiness (Silva et al., 2015).

## INDIVIDUAL INITIATIVES

This include any self-started initiatives, from NGOs, to volunteer clubs, to community pages, or even small businesses.

Students who actively take on leadership roles in different kinds of activities build an entrepreneurial mindset (Daspi et al., 2021) and report enhanced levels of self-efficacy, civic engagement, character development, academic performance, and personal development (Benson et al., 2001).



## Section Two

# RESEARCH SCOPE AND OBJECTIVES:

How can we help young people build an entrepreneurial mindset towards being work and life ready?

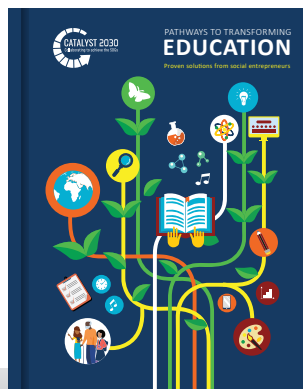
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India Skills Report 2022 reports that only 48.7% of India's youth is employable. It highlights competencies that the 150+ corporations they surveyed shared are important for young people to build (Wheebox, 2022).



UNICEF, World Economic Forum and Yuwaah!'s Education 4.0 report and the Catalyst 2030 Pathways to Transforming Education report highlight tried and tested pedagogies, curricula and assessment metrics that should be leveraged and amplified across the education ecosystem (Catalyst 2030, 2022; UNICEF et al., 2022). While these innovations, just like the NEP vocational courses, are super impactful, their pace of diffusion is still slow (Catalyst 2030, 2022; MHRD India, 2022).



Our report aims to further explore these findings through a qualitative approach of interviewing Indian employers to understand what competencies they value and feel are essential in having an entrepreneurial mindset towards being work and life ready, and how young people they have worked with built them. All this with the intention of understanding how students can entrepreneurially leverage the existing settings- infrastructure and resources- to build the competencies that are needed, while the tried and tested innovations, are recognized, contextualised and implemented across the education ecosystem.

## RESEARCH QUESTION

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How can Indian youth build an entrepreneurial mindset towards being work and life ready?

## RESEARCH OBJECTIVE 1

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Understand what competencies do employers deem essential for a young person to have an entrepreneurial mindset towards being work and life ready.

## RESEARCH OBJECTIVE 2

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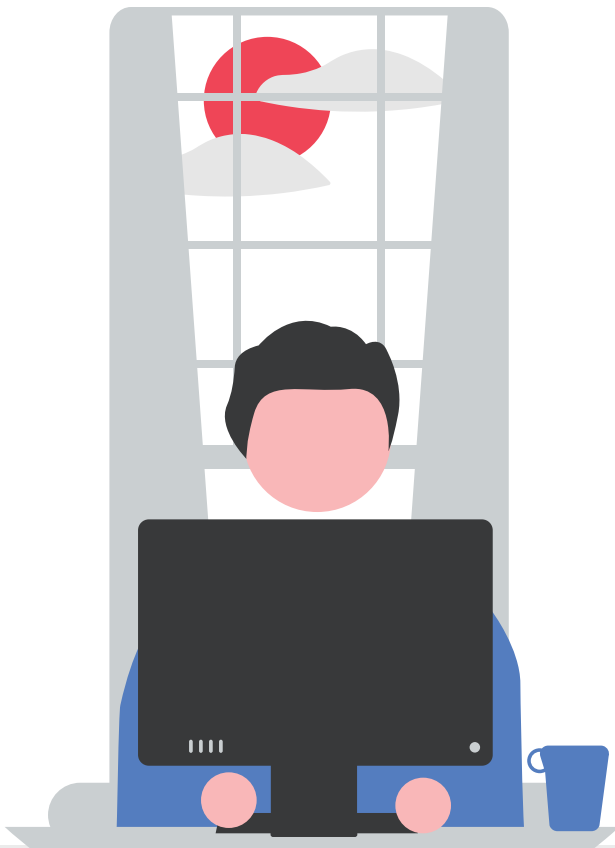
Understand from employers what they think helps young people develop an entrepreneurial mindset towards being work/life ready- i.e. how to build the competencies they think are needed?

As the above data was gathered and analysed, it became evident that if joining an educational institute that teaches through experiential learning is not possible, being involved in activities beyond academics (such as organised sports, internships, volunteer work, student organisations, and more) assists young people in developing the competencies that employers believe are necessary for young people to have an entrepreneurial mindset towards their work and life. Research Objective 3 was devised based on the data that emerged from the first two objectives.

## RESEARCH OBJECTIVE 3

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Understand how building an entrepreneurial mindset towards work and life through experiential learning works in practice, with the help of a case study. Used the Enterprise India Fellowship as a Case Study to study the learning journeys of young people who have been involved beyond academics, and the competencies they built through the duration of their involvement.



Section 3

# RESEARCH METHODS

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## DESIGN

We used the Flowerdew and Martin (2005) model iteratively to give a base structure to our research design.

Table 2 outlines the main phases for our research design. In the subsequent section (methods) each method within outlined phases illustrated in the table is discussed.




 <b>PHASES (AIM)</b>	 <b>MEANS (METHOD)</b>	 <b>INTENDED OUTCOMES</b>
A. Preparation and Secondary Data Collection	<ul style="list-style-type: none"> <li>• Big Problem Analysis</li> <li>• Literature Review</li> </ul>	Research Questions and Objectives
B. Primary Data Collection	<ul style="list-style-type: none"> <li>• Develop questions using 5LM</li> <li>• Semi-structured interviews</li> <li>• Enterprise Fellow Learning journey data consolidation</li> </ul>	Gathered qualitative data from interviews and learning journey materials
C. Analysis and Result Generation	<ul style="list-style-type: none"> <li>• Analysing coded interview transcripts and deriving themes</li> <li>• Enterprise Fellow Learning journey data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Analysed and comprehended data leading into results using the KSA model</li> <li>• Derived key takeaways for students, parents, employers and educators</li> </ul>
D. Report Writing	<ul style="list-style-type: none"> <li>• Report Design</li> <li>• Report Writing</li> <li>• Report Illustration</li> <li>• Conclusion</li> </ul>	Final document
E. Review and Thinking Partnership	<ul style="list-style-type: none"> <li>• Conversations and Consultations</li> </ul>	Validate and strengthen the research narrative.

Table 2

## METHODS

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### Phase A:

The secondary research involved a literature review of articles and journals in the education and employment ecosystems, as well as articles and content published by organisations and practitioners in the space. We used it to scope the questions we wanted to ask the interviewees.

### Phase B:

The primary research involved semi-structured interviews and learning journey document analysis with:

#### 01

Employers (business leaders, entrepreneurs and professionals from corporations, NGOs and MSMEs from different sectors).

##### a.

We conducted 17 interviews with employers from 17 organisations and 15 industries. The 17 interviewees included six entrepreneurs and eleven business leaders and professionals (as outlined in Table 4). The duration of each semi-structured interview took between 45 minutes to 1 hour 30 minutes.

##### b.

They were suitable respondents for our semi-structured interviews because of their extensive knowledge and experiences with leading aspects of their work and working closely with young people. They were selected for the interviews based on the presumption that they provide grooming and mentorship and hire and supervise the freshers in their organisations.

#### 02

Youth (Fellows of the Enterprise India Fellowship Program)

##### a.

We studied 18 interviews with Fellows from 16 industries (as outlined in Table 3). The duration of each semi-structured interview took between 45 minutes to 1 hour 30 minutes.

##### b.

They were suitable participants to study because they had each spent and documented 380-400 hours during their fellowship journey being involved in projects beyond academics, and we had access to detailed data about their learning journeys including:

- ▶ Documented data of the number of hours they spent working on projects per month

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- ▶ The recording of a semi-structured interview about their growth and development conducted right before they graduated from the program.

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- ▶ Reflective blogs and podcasts they have created while reflecting on and expressing their learnings, story and body of work in conversations and writing with the help of reflective facilitated processes

---

- ▶ Their competency self-assessments for before and after the fellowship experience i.e. ability to derive the delta.

- ▶ Their pre- and post-fellowship self-assessments. Their pre- and post-fellowship self-assessments.
- 
- ▶ Context from 9 individual coaching calls with each of them.
- 

### Phase C:

Analysis and Result Generation: Involved analysis of coded transcripts of the interviews and the learning journey documents to generate qualitative results that will help the reader get a feel of the employer needs, and student competencies. We used the

KSA model devised by the US Federal Government to categorise the competencies into knowledge, skills and attitudes (Knowledge, Skills, and Attitudes, 2020).

### Phase D:

Report Writing: The final phase of the research design involved structuring and formatting into a final document. The IMRAD (Introduction, Methods, Results and Discussion) format was adopted, which is a standard for papers. It also involved working with our partner Ideosphere on the illustrations.

### Phase E:

Send the research and it's insights to at least 15 changemakers, educators and relevant professionals to review and integrate their feedback and recommendations to validate and strengthen the research narrative.





Section Four

# RESULTS

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# CHAPTER 1: THE EMPLOYER PERSPECTIVE ON COMPETENCIES ALL YOUTH NEED



Figure 3

Figure 3 maps the competencies mentioned during the interviews, and the quotes below serve as a window to some of the themes that emerged in the interviews. The employers were not asked to rate different competencies from an exhaustive list, they were asked to share the competencies that they felt were important for young people to have based on their experiences of working with young people in their organisations. Thus, please note this is not an exhaustive list.

## KNOWLEDGE

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### Finance

Building basic knowledge of managing personal finances (How to manage your funds? How to grow your funds? How to invest your money? How to raise capital?), and finance from an organizational perspective (How is capital allocated? How is gross margin calculated? How to make financial projections?).



*You need to have financial acumen- it's a given in today's world. You can't pretend to be saying that I don't understand money. Understanding money is important, whether it is your own money, your company's money, it is very important how to manage money at every stage in life.*

**- AMEESHA PRABHU**

CEO, TRRAIN  
(Trust for Retailers and Retail Associates of India)



### Tech-Savviness

The need to be tech-savvy, to be proficient in using excel and powerpoint is a non-negotiable, And beyond that, important to be able to use technology to find information, design graphics, edit videos, and use different digital and social platforms.



*Due to the internet exposure, quite often I find that kids have clarity on what they want to do very early on in their kind of career, but not everyone in their early 20s take advantage of it.*

**- ARUN KALLURAYA**  
Director, Vitalife Health Services



### Design Thinking

Understanding the fundamentals of design thinking like taking a user centered approach, prototyping and engaging multiple points of view can bring tremendous value to any project or organization.

“

*A keen eye to user experiences and to how solution works is important.*

**- ANUPAM KULKARNI**  
CEO, iauro Systems Pvt Ltd



## Business Context

Understanding basics of how a business, and the industry it operates in, works. And the role that various stakeholders and trends play in influencing if the business model will be successful in years to come.

“

*What are the building blocks of any organization? How do operations in a company get managed? How do you manage people? How is capital allocated? What are the kinds of margins that are good? How should one plan out?*

**- ARUN KALLURAYA**  
Director, Vitalife Health Services

## SKILLS



### Communication

The ability to open up, be outspoken and be able to go up and stand in front of people or have a call with a client and communicate an idea succinctly can make all the difference.

“

*I feel communication is the key. Always, you know, you might be having the right skill. But if you're not able to, you know, articulate well, then somewhere it becomes a big challenge.*

**- JINAL THAKKAR**  
Co-Founder, Infinity Labs



### Writing

Being able to write emails and document work so that the people one is working with understand what needs to be communicated.

“

*Even when students are doing projects, writing and documentation skills at times are very poor. So when working, you need to write and document in a way that other people also understand the essence.*

**- KAYOMARZ ANKLESVARIA**  
Subject Matter Expert, Cyber Security Corporation



## Working with people

It's important to learn how to collaborate, work with a certain degree of professionalism (preparing for meetings and following up after them), give and receive feedback and learn how to be authentic, yet diplomatic.

“

*I think the most always say that no matter how bright you are, individually, at the end of the day, you have to work with people. And there's a lot of work that goes in there.*

**- HANSIKA SINGH**  
Principal Strategist, Forum for the Future



## Networking and reaching out

Being able to utilize your existing network and reach out to them for mentorship or collaborations and being reach out to new people via a cold call, cold email or a LinkedIn Invitation.

“

*The connects and networks that you build go a long way in creating synergies for your journey and your organizations. So it's very important that you are well networked, and you have a personality where people find you approachable, and you are connected to people who you can talk to.*

**- AMEESHA PRABHU**  
CEO, TRRAIN  
(Trust for Retailers and Retail Associates of India)



## Self-awareness

Important to learn to reflect on one's strengths, growth areas, emotions, overall story and potential decisions, and being able to question if what oneself is doing is correct. Also, being able to navigate the information overload and the abundance of choices.

“

*It's really about stepping back. I mean, it's more than what meets the eye, right. So, it's a little bit of stepping back and seeing the whole picture.*

**- SONALI MITRA**

Head of Strategy, Mondelez India



## Curiosity

The enthusiasm and hunger to learn, the skill to collect information to be upto date through asking good questions and listening well.

“

*Many young people are not asking questions, they are just saying yes. And that that is something that I dislike. Irrespective of the position you are, if I say something you always challenge, the moment you start challenging, the other person will also get into a debate a fruitful debate. Both will have a certain clarity of thoughts.*

**- CHIRAG MAHESHWARI**

Deputy General Manager, Porter

## STORY OF TRANSFORMATION



### | Yukti Gupta

When Yukti Gupta, an enthusiastic and optimistic 20-year old BBA student at SP Jain Institute of Management, had to drop everything in the middle of her semester in France and return to India, she didn't for a second let the pandemic take better of her, unlike most of us. She took the reins of her fate in her own hands and used this diversion to unlock multiple growth opportunities by working on 7 projects and building connections with people who can help her achieve her goals.

She didn't just stop at doing college online, she took it a step further and



joined the Enterprise India Fellowship. She wanted to take on projects and learn what all efforts and skills it would take for a project to be successful. And she did!

In less than 12 months, she augmented her skills, talent and abilities by working on outreach for the Bizchamp Premier League and supporting the SMILE Wellness Foundation with their fundraising pitch deck. She also co-designed an e-book with Dr. Alifia Cementwala to spread awareness on osteoporosis, and created a series of team-building games with innovator Rajiv Tulpule. Now that's what you call a leap of faith in oneself!

It just gets better as now this 20-year old is all set to give back to the society having decided to work with NGOs post her graduation.

When life gives you lemons, don't just stick to plain-old lemonade, take it a step further and create your own fresh blend of everything-that's-you!



**Read the full story here**



## Adaptability

Building personal resilience to be able to deal with uncertainty, inevitable setbacks and failures.



*How do you manage sort of chaos and uncertainty - when things are not seemingly stable, and they're not static? Like, how do you still maintain your sanity? How do you still maintain your balance within?*

**- MOHAMMED QURESHI**  
Director of Partnerships, BSD Education



## Organizing Yourself & Managing Multiple Priorities

Being able to manage different tasks, timelines and projects together at once.



*It is important to inculcate the habit of having an overview of all your tasks and milestones and list them down, using whatever tool that works for you- whatsapp group with yourself, diary or Trello, and use it as a way to plan your different priorities and check things off one by one.*

**- MANISHA SHAIKH**  
Proprietor and Coach, Catalyst Consultants



## Emotional quotient

Recognising and managing own and others feelings mindfully.



*Super important to learn to recognize and accept emotions that come up for you and others, and be able to hold space to deal with it, and then get moving.*

**- KAYOMARZ ANKLESVARIA**  
Subject Matter Expert, Cyber Security Corporation



*I think a growth mindset is the most important thing, which we all need to have for the entirety of our life. The most important picture which should be in front of us is that we need to keep on learning, unlearning, and relearning till the end of our life.*

**- ANUPAM KULKARNI**  
CEO, iauro Systems Pvt Ltd



## Building a Body of work

Expose yourself to a broad range of experiences - whether it is a side job, sports, internships, apprenticeships, and/or travel, and use these experiences to build a story and different skills, but most importantly, do justice to them and work on building consistency.



*Life throws a lot of curveballs. You need muscles to face those, and you can strengthen the muscles by being involved in extracurricular activities beyond academics. You should spend 60% of your time on extra-curriculars and build a body of work. You should explore as much as you can between 15-25 years of age as the cost of failure is low and as you pass 25, the cost of failure increases.*

**- ARUN KALLURAYA**  
Vitalife Health Services

## ATTITUDES



## Growth mindset

Being open to learning new things, to taking risks, to receiving feedback to improve, and being willing to learn, unlearn and relearn.





## Willingness to make things work

Youngsters should ask for help where needed, but before that be willing to try solving problems on their own instead of directly asking your senior how it should be done. Things like Googling helps. And of course after that, whether in an individual or team scenario, no matter what the challenge or dead end, important to have the attitude of, what can be done now to make this happen?



*Youngsters should ask for help where needed, but before that be willing to try solving problems on their own instead of directly asking your senior how it should be done. Things like Googling helps. And of course after that, whether in an individual or team scenario, no matter what the challenge or dead end, important to have the attitude of, what can be done now to make this happen?*

**- KAYOMARZ ANKLESVARIA**

Subject Matter Expert, Cyber Security Corporation



## Authenticity

Being honest about stories, achievements, failures and setbacks in conversations, interviews, and on CVs, LinkedIn and personal websites is a plus point.



*When you put something in your CV, I expect you to have a reason for it, not a silly narrative. Personally, I like it when people say, you know what, I made a terrible mistake. And this is the reason why I made the mistake. This is what I've learned from it, and I'm ready to move ahead in life.*

**- HITENDRA SINGH**

Sr Director, Emcure



# EMPLOYER COMPETENCY MAP

The following table maps the knowledge, skills and attitudes that the interviewed employers shared are some of the most important for young people to build (according to them) to have an entrepreneurial mindset towards being work and life ready

EMPLOYER NAME AND ORG	Raman Nanda Step Transformations	Manisha Shaikh Catalyst Consultants	Hitendra Singh Emcure	Mohammed Qureshi Build Something Different	Dr Pallavi Tak CIEE.CO	Jinal Thakkar Infinity Labs	Arun Kalluraya Vitalife Health Services	Ishaan Kanoi Cummins Inc.	Sharang Shah Chase India	Mohit Khandelwal TCS	Anupam Kulkarni iauro Systems Pvt Ltd	Sonali Mitra IKEA	Kayomarz Anlesvaria Cyber Security Corporation	Hansika Singh Forum for the Future	Bindu Nair Ishanya Foundation	Chirag Maheshwari Porter	Ameesha Prabhu TTRAIN
Finance		✓		✓		✓	✓	✓		✓							✓
Design Thinking			✓								✓				✓		
Tech-Savviness			✓	✓	✓		✓			✓					✓		✓
Business Context		✓								✓							
Communication	✓				✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Writing													✓				
Working with People	✓				✓	✓	✓	✓		✓		✓					
Networking and Reaching Out				✓	✓	✓				✓							✓
Self-awareness				✓				✓			✓	✓	✓	✓	✓	✓	
Curiosity			✓									✓		✓			
Adaptability	✓	✓		✓				✓			✓						
Organizing Yourself and Managing Multiple Priorities			✓						✓				✓				
Emotional Quotient								✓				✓					
Growth Mindset	✓		✓			✓		✓			✓	✓		✓	✓	✓	
Building a Body of Work		✓	✓	✓			✓	✓		✓					✓		
Willingness to Make Things Work	✓	✓					✓		✓				✓	✓	✓	✓	
Authenticity			✓														✓

COMPETENCIES

Table 3

## CHAPTER 2: THE EMPLOYER PERSPECTIVE ON ACTIVITIES THAT CAN HELP YOUTH BUILD THE COMPETENCIES

After the employers shared the competencies, they shared about what helped the entrepreneurial young people who they have worked with build different competencies, and based on that what all do they think could help young people at large build the kinds of competencies needed to be work/life ready. Some of the things that they mentioned are:



### Experiential

Developing any skill is a gradual process and one has to start from the basics and cannot learn it overnight. Programs with experiential learning integrated in the curriculum give students time to develop different competencies and an incentive to prioritize learning by doing and reflecting.



*Development of these soft-skills need to be included in the curriculum. Things such as how to explore, how to multitask, how to be ready to face any challenges must be included in the syllabus.*

**- BINDU NAIR**

Sr. Project Manager, Ishanya Foundation



### Mentors/Coaching oriented supervisor

Whether it is an internship, a sports team, or a student organization, it is important to make sure there is someone to groom, mentor and coach youngsters.



*It's important for new employees to try to connect and work with a boss who has the inclination, aptitude and ability to teach and coach to ensure that there is good learning for the new employee.*

**- RAMAN NANDA**

Founder and CEO, STEP Transformations



### Exposure to new Ideas, Concepts and People

Explore different avenues to learn about different opportunities, gain knowledge and build skills.

“

*You can learn by calling in experts or doing online courses, peer-to-peer learning, and constantly keeping yourself updated with new things. I think a lot of visual content consumption has gone up.*

**- HANSIKA SINGH**  
Principal Strategist, Forum for the Future



## Co-curricular and Extra-curricular activities

The activities that students take on beyond their academics. They include sports, volunteering work, student organizations, startups, internships and more.

Co-curriculars - Extra-curriculars help young people learn working with people, build adaptability, reflectiveness, strategic thinking, communication and networking skills.

“

*Life throws a lot of curveballs. You should explore between 15-25 years of age as the cost of failure is low and as you pass 25, the cost of failure increases.*

**- ARUN KALLURAYA**  
Director, Vitalife Health Services



## Internships

Get exposure to different business functions, organizational cultures, people, and types of work by taking on internships or apprenticeships in different industries

“

*Go for as many internships as you can. Internships should last at least three months, because it takes time to understand the company, the processes, and then actually getting onto delivering something.*

**- MOHAMMED QURESHI**  
Director of Partnerships, BSD Education



## Working

Starting to work helps get into the rhythm and routine of working, build professionalism, consistency and reliability.

“

*Work? I think working is very important, whether it's in your home, whether it's in a company, whether it's in a friends company or startup, it doesn't matter because it teaches you so many different facets of life!*

**- ISHAAN KANOI**  
Sr. Internal Auditor, Cummins

## CHAPTER 3: THE INVOLVED YOUTH PERSPECTIVE: CASE STUDY OF THE ENTERPRISE INDIA FELLOWSHIP

“Building a Body of Work” emerged as a competency- an attitude young people should have (in Results from Research Objective 1), and Building a Body of Work (getting involved with co-curriculars, internships and more) emerged as the approach to build other competencies (in Results from Research Objective 2).

The Case Study of Enterprise India Fellowship helps validate the findings of the Results of Research Objective 2, as the fellowship program is designed in a way that encourages the Fellows to build a body of work by working on 4-5 live projects, and document the work using the in-house credit system that measures the work done.

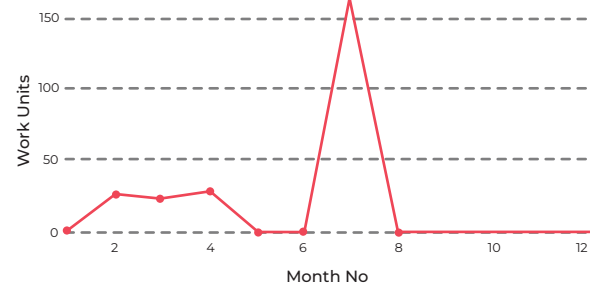
The Fellowship is customizable, allowing students to work at their own pace on projects. In the graphs below, the work units, i.e., number of hours a Fellow spent and documented as working on projects (Y axis) are plotted against the number of months it took them to complete it (X axis).

On an average, Fellows work on

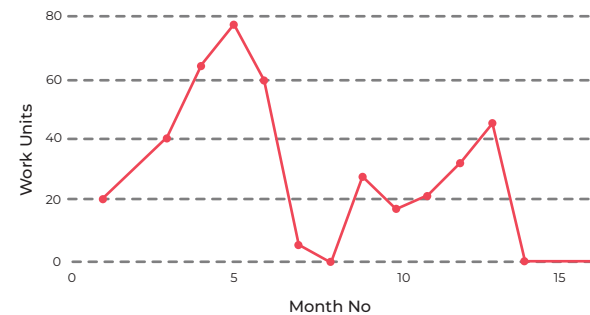
# 400+ HOURS

worth of projects in 14 months.

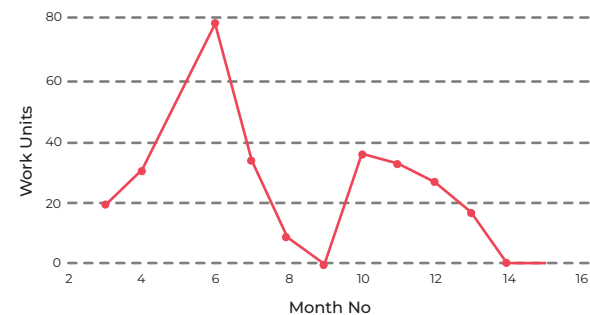
Documented Working Hours – Fellow 01



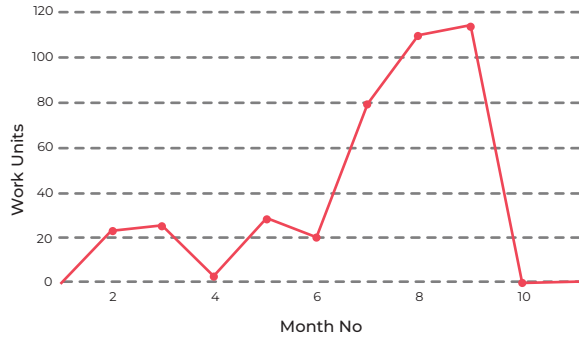
Documented Working Hours – Fellow 02



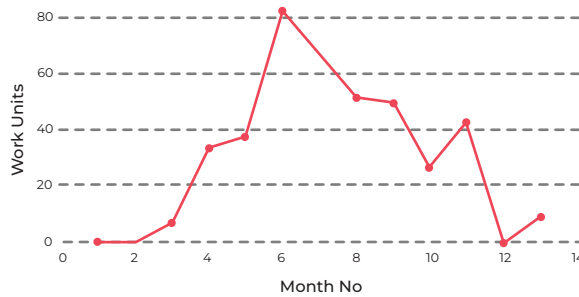
Documented Working Hours – Fellow 03



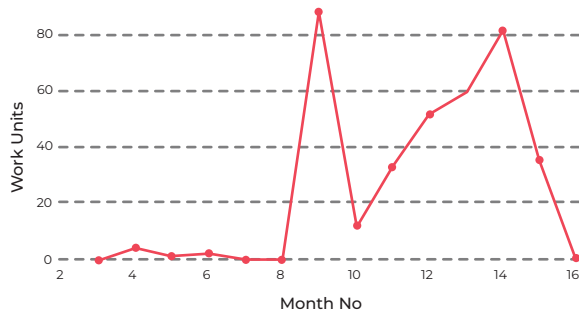
### Documented Working Hours – Fellow 04



### Documented Working Hours – Fellow 05



### Documented Working Hours – Fellow 06



## STORY OF TRANSFORMATION



### Mrunmayee Padmagariwar

We live in a generation so ahead of itself that it's not surprising that today's youngsters are experiencing more mental health issues than ever. According to the World Health Organization (WHO), around 10-20% of children and adolescents worldwide experience mental health disorders, and Mrunmayee Padmagariwar was no different.

An artist at heart from Nagpur, Mrunmayee was stuck in Pune by herself when she went to pursue a Bachelor's degree in Media and



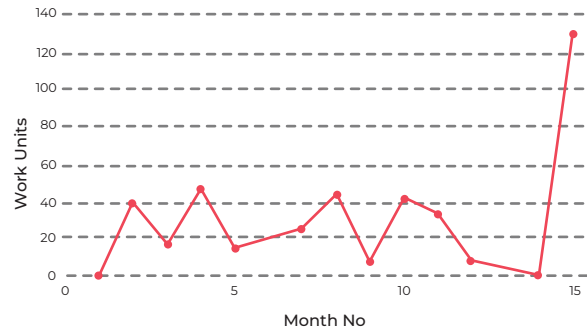
Communication from Symbiosis Centre of Media and Communication, away from her family and had a challenging time with her mental health when the Covid crisis hit India. As the restrictions eased, she went back to her home in Nagpur, took a break from work and decided to seek professional help for her mental health. She opted to continue her studies in psychology during her hiatus after becoming aware of her desire to be an advocate for mental health through some introspection and meditation. She then decided to attend the Enterprise India Fellowship in order to develop these abilities by working on actual projects since she realized that having entrepreneurial skills will help her magnify her work as a mental health expert.

From working on a client project called Jeevan Gaane with Nidhi Jain, the Director of Pride Group to create (conceptualize, compile and edit) an e-book of Marathi poems, to channeling her creativity, ideas and talent in whatever she does, Mrunmayee has carved a niche for herself through sheer willpower, perseverance and faith.

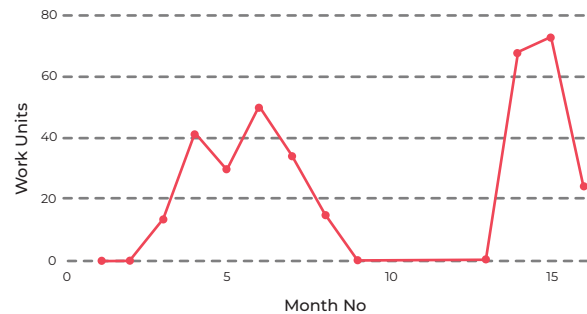


**Read the full story here**

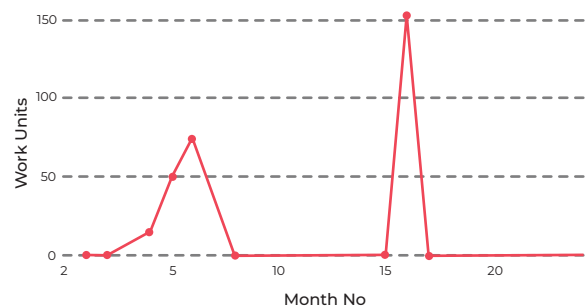
### Documented Working Hours – Fellow 07



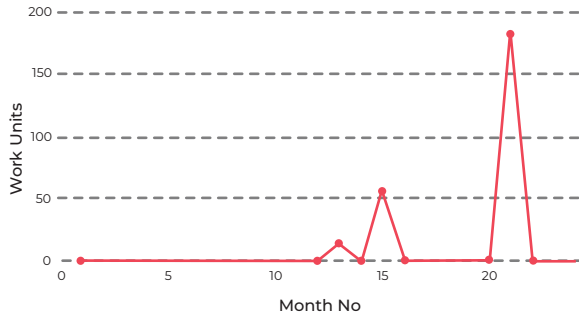
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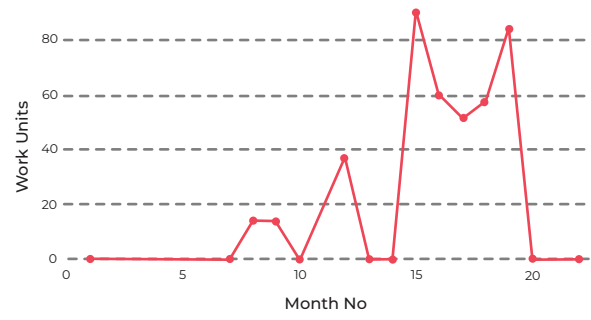
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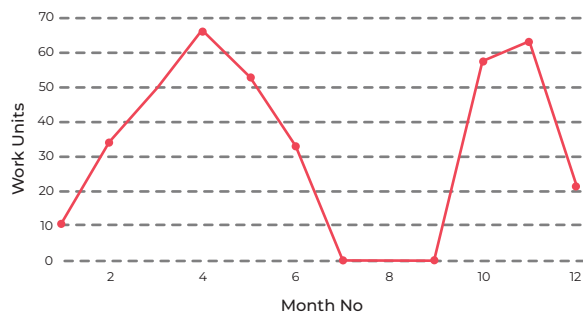
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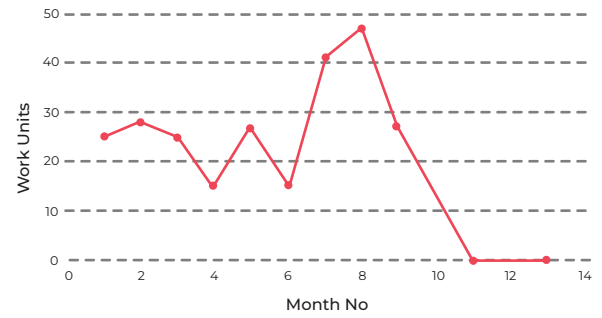
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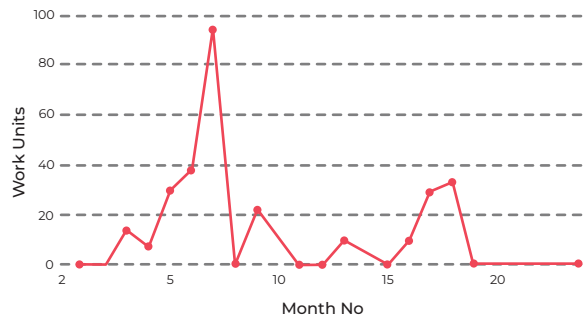
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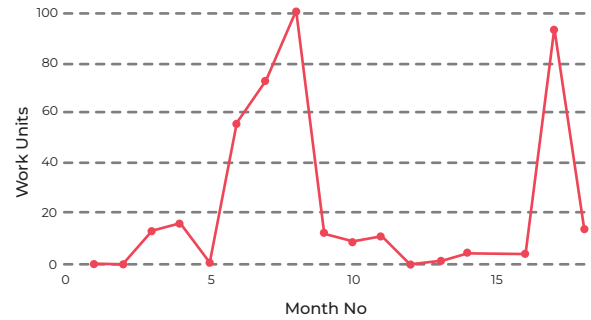
### Documented Working Hours – Fellow 14



### Documented Working Hours – Fellow 12

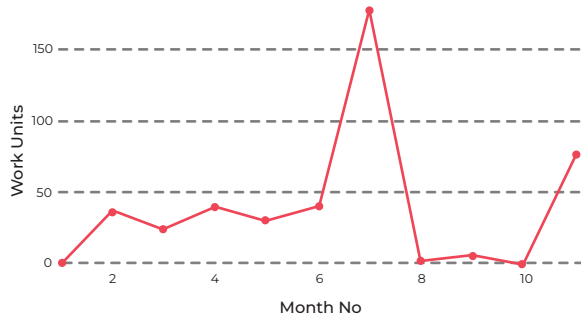


### Documented Working Hours – Fellow 15





### Documented Working Hours – Fellow 16



### Documented Working Hours – Fellow 17

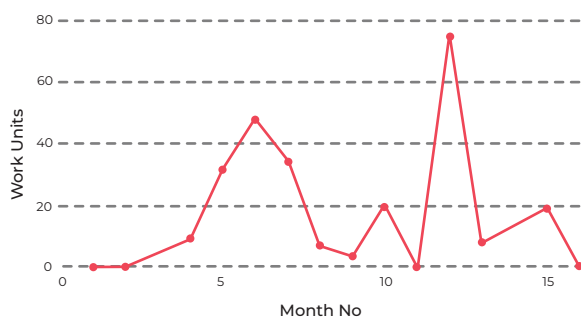


Table 4 maps the competencies mentioned during the interviews, derived from the reflective blogs and podcasts as well as if there was an increase in the competency score for the self-assessment done post-fellowship from the one pre- fellowship. It essentially maps the competencies Fellows have built after “Building a Body of Work” by spending approximately 400 hours working on 4-5 projects.

Below are blurbs from the reflective blogs written by the students that serve as a window into their self-awareness about the different competencies they were building.

## STORY OF TRANSFORMATION



### | Swaran Singh Matharu

When 24 year old college dropout from Pune, Swaran Singh Matharu, realized he was not learning anything substantial in his chosen field of study, he set out to look for opportunities that would help him experience more ‘hands-on’ learning.

He started learning the art of capoeira while participating in gymnastics, eventually perfecting it and passing it on to young students. Within a month of attending one of a community meeting, he also made the choice to apply for the Enterprise India Fellowship with the



aim of being involved in various initiatives and experiencing the college life that he was missing.

During his time at Enterprise, Swaran worked on more than six projects, including three Enterprise projects like #karo, a website team page, and two client projects for YellowSkye (a drone technology pioneer) and Pratha (a handcrafted jewelry studio in Pune).

You'd think he would stop at that, but no, he challenged himself further and worked on a personal project where he investigated the world of graphic harvesting under the guidance of Stephanie Heckman, a graphic facilitator from Ireland.

Going forward, Swaran wants to continue teaching capoeira, and let life take its own course. As he now knows, no matter what he decides to do or where he chooses to go, he'll always come out victorious.



[Read the full story here](#)

## “ Writing

Through this blog, I am overcoming the fear of expressing myself, not waiting for the perfect content for my blog but just moving ahead with what seems right and doing this with a purpose of doing something productive rather than thinking how is this going to be useful for me in the future! This was an attempt in relating real life with Scalars and Vectors. Writing this blog is like being scalar, just putting in work with no definite goal and direction, but I believe that one day this would start taking shape in some form and point me in a direction that would transform me and help me achieve that I've always wanted for myself.

(Shah, “It Always Makes Sense In The End,” pars.21-22)

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## “ Self-awareness

Green room, a story-sharing evening that happens once every month at The Enterprise India Fellowship took the majority of my time in the lockdown. I co-hosted this space for 4 months and while answering one of the questions, I mentioned how co-hosting is not just a task for me rather it's about understanding my skills, getting to know about my flaws, getting feedback on what I could improve on. The word self-reflection has been the “go-to” for a year now but its seeds were sown long before.

(Mendiratta, “I Just Want to Run Away,” Said My Avoider.”, par.17)

## “ Working with people

According to us, leadership, above all else, is about taking responsibility for the people we work with. It's about being prepared to deal with outcomes you hadn't thought of, leveraging serendipitous opportunities that come your way, and most importantly – being able to roll with the punches.

(Rayate, “Leadership Is Not a Position but a Mindset”, pars.11-12)

---

## “ Communication

If we really care about the person who is speaking, we will genuinely listen and put our point across tactfully. Rather than finding faults in others, we need to put aside our biases and actually listen. This shows that we care about them and what they say matters to us.

(Rathod, “What You're Missing When You're Not Listening”, pars. 16-21)

---

## “ Adaptability/ Resilience

I may not even have a ‘pla-’ yet, but I'd rather work on being more comfortable with not knowing what to do than agonize over the uncertainty that plagues me, much like it does every other twenty-something.

(Gupta, “I Don't Even Have a Pla-”, pars.11-15)

## “ Body of Work

I started working on different projects when it dawned on me how inaccurate was my perception. I worked on several projects, and each time I did I peeled a layer. Running a business is like an onion. There are so many layers I need to peel before I reach the core. Since I had a lot of time on my hands, I worked on a lot of projects, which mainly involved me working with a lot of different people each time.

(Gupta, “Lemonade”, pars.7-8)

---

## “ Willingness to make things work

And as the structure of the fellowship was evolving, the team introduced LEAPS to us. LEAP is a 3-month project with real clients. That's where I got the opportunity to work with Dharohar, a Jaipur-based company. Our team met twice everyday. 7 am and 4 pm for three months straight. Yes, it may sound impossible, but we actually did! Focusing on the learnings here, my productivity level was insanely high at the time. I was so focused. I prioritised it. Worked on it sincerely. Learned how to work in a team with equal responsibilities. I still haven't met our clients in person but that didn't stop me from making new friends. That's how powerful working online is.

(Jethwani, “Turning Every Page There Is – My Fellowship Journey!”, par.6)

## “ Networking

According to us, leadership, above all else, is about taking responsibility for the people we work with. It's about being prepared to deal with outcomes you hadn't thought of, leveraging serendipitous opportunities that come your way, and most importantly – being able to roll with the punches.

(Rayate, “Leadership Is Not a Position but a Mindset”, pars.11-12)

## “ Curiosity

If we really care about the person who is speaking, we will genuinely listen and put our point across tactfully. Rather than finding faults in others, we need to put aside our biases and actually listen. This shows that we care about them and what they say matters to us.

(Rathod, “What You're Missing When You're Not Listening”, pars. 16-21)

## “ Authenticity

I may not even have a ‘pla-’ yet, but I'd rather work on being more comfortable with not knowing what to do than agonize over the uncertainty that plagues me, much like it does every other twenty-something.

(Gupta, “I Don't Even Have a Pla-”, pars.11-15)

## STORY OF TRANSFORMATION



### | Dnyanesh Chandewar

So when Dnyanesh Chandewar, a young techie from Nagpur, decided he did not want his growth to be limited by just what was offered during the time he did Computer Engineering from the D Y Patil Institute of Engineering Management and Research, in Pune, he took the lead and started participating in options beyond college to explore different things and prioritized the kind of opportunities he wanted.

Saying ‘yes’ to everything changed his life!

From joining various tech-learning



## “ Managing Multiple Priorities at Once

I slowly implemented tools like Kanban board and Trello board in my daily life. These visual tools helped me keep track of the small steps I needed to get to my big goal. Finally, in August, I felt confident that I'm more organized than earlier. I can't believe that it's been over a month and I'm achieving all my daily tasks around my enterprise project, family business, and my diet! I believe that this change is because of the fellowship environment which instills values of self-discipline.

(Devkar, “Visualization – An Important Tool for Discipline”, pars.7-9)

## “ Growth Mindset/ Openness

At Enterprise, each task is thought out and deliberately made in such a way that it pushes you out of my comfort zone. For example, making sales calls to unknown people, going out and doing a project with a street vendor, presenting my work to a client etc., I would never have done any of these on my own. I have encountered a transformation from me being in my comfort zone to me looking for opportunities which can help me get out of my comfort zone. I believe now that for progress, I should get comfortable being uncomfortable and that's how I am creating myself.

(Rayate, “My Pleasant Encounters with Change”, par. 4)

groups to a meditation group, and from practicing public speaking to winning a couple of hackathons, Dnyanesh saw a ‘winning chance’ in everything that he did; a chance to amplify his skills.

Building anything from scratch was Dnyanesh's first real entrepreneurial challenge, and with a little help from Enterprise coaches and direction from Professor David Gould of the University of Iowa, he and two other Enterprise Partners co-created a community story-sharing platform called the Green Room.

Having successfully launched the Green Room, with over 200 people joining the platform; Dnyanesh then set out to find CyberCore, an IT consultancy firm in order to assist small businesses, entrepreneurs, and non-profits in developing their brands through the use of websites, Google Business Optimization, automations, digital marketing, and other tools. Now that's what we call seizing the day!

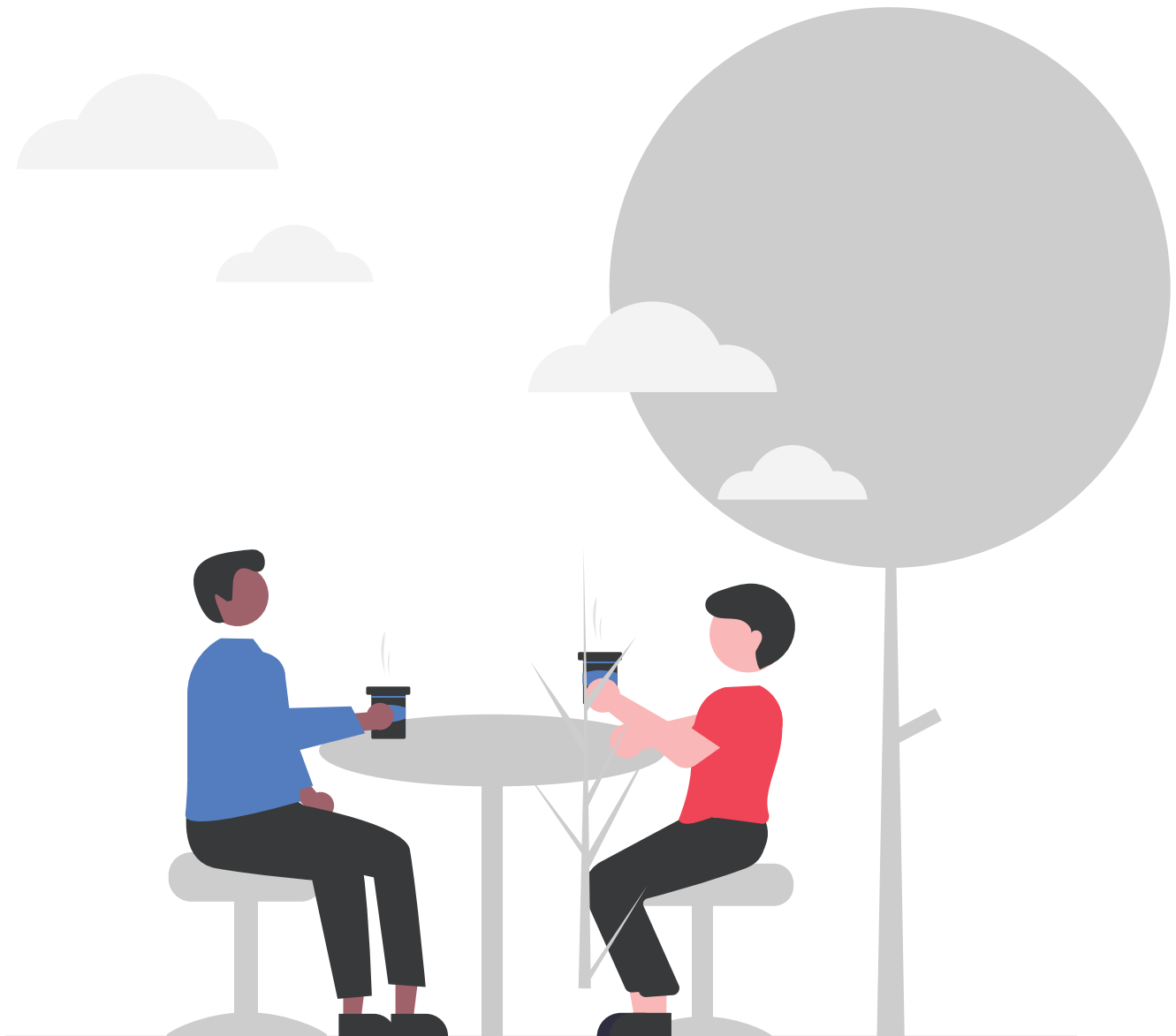


Read the full story here

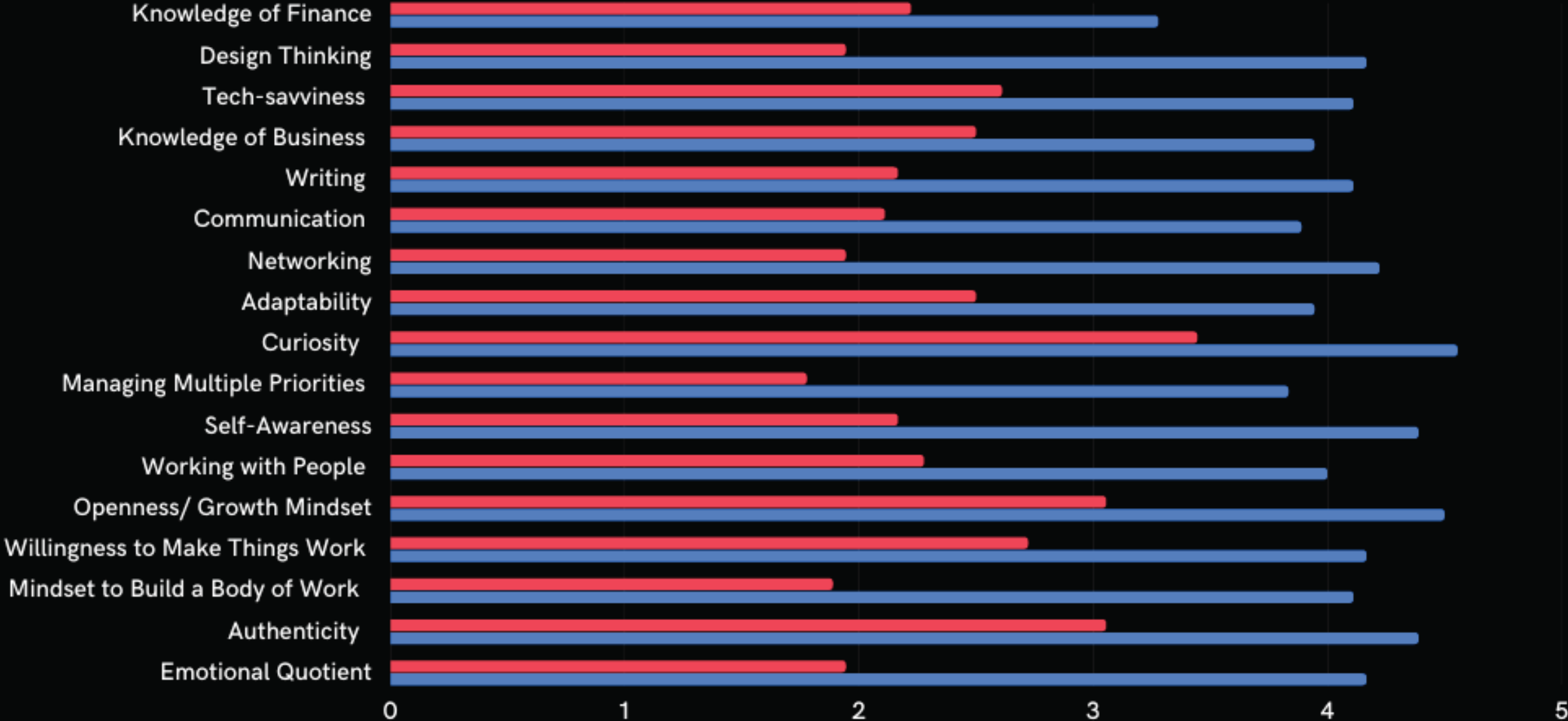
## “ Emotional Quotient

I had started to realize patterns where I couldn't make my friendships stronger, relationships deeper because whatever we discussed and whatever we did was very much on a basic level. There was hesitancy in being vulnerable. I then realized that 1) For people to know who I am on the inside, 2) To connect with them more on a personal level and share a good bond, I had to be vulnerable, shed off whatever doubts, fear of judgment, fear of losing people and I did so.



(Shah, "The Change Which Is FELT and Not SEEN," pars. 3-5)



# Fellow Competency Map



Fellow Competency Map before and after working on **400 hours** of learning by doing and reflection via engaging with enterprising people from different fields through projects, events and more

-  Kickstarting the Program
-  Graduating the Program

The following table maps the knowledge, skills and attitudes that the Enterprise Fellows developed (according to interviews, a self assessment + an in-depth analysis of their reflective blogs and podcasts) by engaging with the fellowship component activities

Figure 4

Section Five

# DISCUSSION

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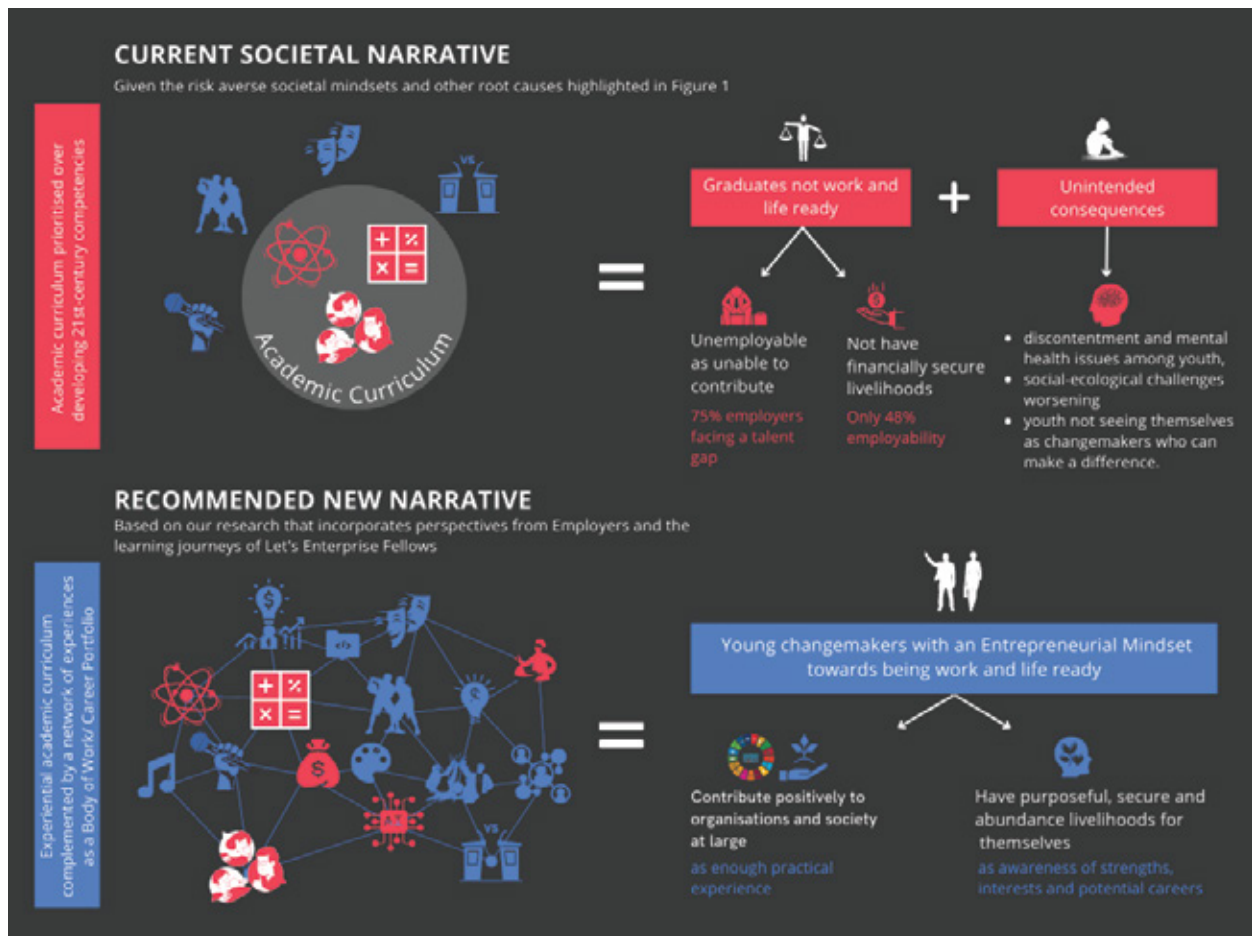


Figure 5

“The secondary research and the primary research interviews with Employers highlight that youth can build an entrepreneurial mindset towards being work and life ready through experiential learning i.e. learning by doing and reflecting (Section 4, Chapter 1 and 2).

The case study of the learning journeys of students of the Enterprise India Fellowship (Section 4, Chapter 3) showcases how a program with experiential learning integrated in the curriculum helped youth build the competencies needed to have an entrepreneurial mindset towards being work and life ready.

While it is crucial for experiential learning approaches to become the norm in our learning ecosystems, it is important to acknowledge its limitations.

Facilitating experiential learning entails an integration of classroom learning, direct experience and reflective practice (Felten et al., 2016). The last two i.e. learning by doing and reflecting are challenging to facilitate based on the stress on the current infrastructure and capacity of the systems which are allocated based on the current norm of only academic progress being measured, and the risk averse societal mental models that define success as financial stability (Novotney, 2014; Shirobokova, 2022).

Despite multiple innovative experiential solutions -curricula, pedagogies and assessment metrics- have been developed, tried and tested by social entrepreneurs, edu-changemakers and initiatives like the Enterprise India Fellowship, the evidence of their viability is not visible, accessible, replicable and implementable enough to transform learning ecosystems and have as much impact on education systems as they have the potential to do (Catalyst 2030, 2022; UNICEF et al., 2022).

We definitely need to work on scaling experiential learning innovations that are impactful across the learning ecosystems. This will need the development of accessible, replicable and implementable toolkits, and capacity building techniques like train the trainer- which would support educational institutes with building infrastructure and capacity to implement the experiential learning aspects of the National Education Policy.

However, the current pace of these kinds of innovations spreading across the learning ecosystems is just not fast enough (Catalyst 2030, 2022) compared to the scale of the problem i.e. more than 50% of Indian youth not having an entrepreneurial mindset towards becoming work and life ready (Wheebox, 2022).

Our biggest “aha-moment” or as we have been referring to as a “duh!” but “ooh wait, it’s not rocket science” from the research interviews with the Employers is that what is of essence to building an entrepreneurial mindset towards being work and life ready is experiential learning i.e. learning by doing and reflecting.

And integrating experiential learning in the

curriculum, can facilitate that. But it can also happen by getting involved in activities beyond the curriculum like co-curriculars, internships, volunteering, organised sports and working which enable experiential learning.

It can help build the different competencies that are needed to have an entrepreneurial mindset, including that of cultivating an attitude of “Building a Body of Work” (Section 4, Chapter 1 and 2).

Complementing the academic curriculum with involvement in a broad network of activities can help youth build their body of work or career portfolio can help youth develop the competencies needed to have an entrepreneurial mindset towards being work and life ready (Rinne, 2021; TED, 2017). Refer to Figure 5.

Thus, while we work on exploring how to increase the pace of experiential learning being incorporated in the curriculum widely across learning ecosystems, we need to encourage young people and stakeholders who are in positions to influence them to build a body of work by getting involved with activities beyond the curriculum that enable experiential learning.

The case study of the Enterprise India Fellowship (Section 4, Chapter 3) validates how even complementing the academic curriculum with approximately 400 hours of work across different activities and projects that facilitate experiential learning can help youth build the competencies Employers think are needed to have an entrepreneurial mindset towards being work and life ready.

The best part is that opportunities to be involved with activities alongside the academic

curriculum are abundant and decentralised, and do not necessarily always need specific infrastructure.

So if young people are encouraged to build a body of work alongside their academic curriculum, even a 30 min walk across any part of India should present them with countless opportunities to engage with different activities- from volunteering for a social or environmental cause to getting a part time job to creating a startup project to address a problem and more. There is literally so much to do!

There is potential for exponential impact if we are able to just help shift the current societal narrative from “the scarcity mindset learning to encouraging youth to only focus on academic performance to have the most financially secure lives” (Section 1, Chapter 3) to “encouraging youth to complement their academics with a network of activities to build an entrepreneurial mindset towards to having purposeful, secure and abundant livelihoods for themselves and contributing positively to their organisations and the society at large.”

To work on this societal narrative shift, it is necessary to engage multiple stakeholders including educators, parents, employers, media, influencers and youth themselves, and invite them to step in as drivers of this narrative i.e., encouraging youth to complement their academics with a network of activities and experiences that facilitate experiential learning.

If we are able to influence the way a significant portion of society thinks about this, and activate youth to get involved with activities alongside their academics and build an entrepreneurial mindset towards being work and life ready, it will contribute significantly in helping bridge the talent gap, increase the number of changemakers and create a purpose driven future generation. Based on the Case Study and our overall experience working with youth, we have put together two activity-competency maps that may be useful for youth and stakeholders who work with them.

Fig 6 highlights the different experiential learning components (activities) of the Enterprise India Fellowship that we think helped our students develop the different competencies that the Employers have mentioned.

Based on our learnings from our program components, Fig 7 highlights the different activities that could enable experiential learning and help any young person build the different competencies that the Employers have mentioned.

For both these figures, in the middle row you can see the activities that enable experiential learning, and arrows stemming from them to the competencies they could help young people build.

# ACTIVITIES THAT CONTRIBUTE TO OUR FELLOWS BUILDING THESE COMPETENCIES (EXPERIENTIAL LEARNING COMPONENTS OF THE EIF)\*

Based on the program impact data and from the assessment of the EIF design and delivery team

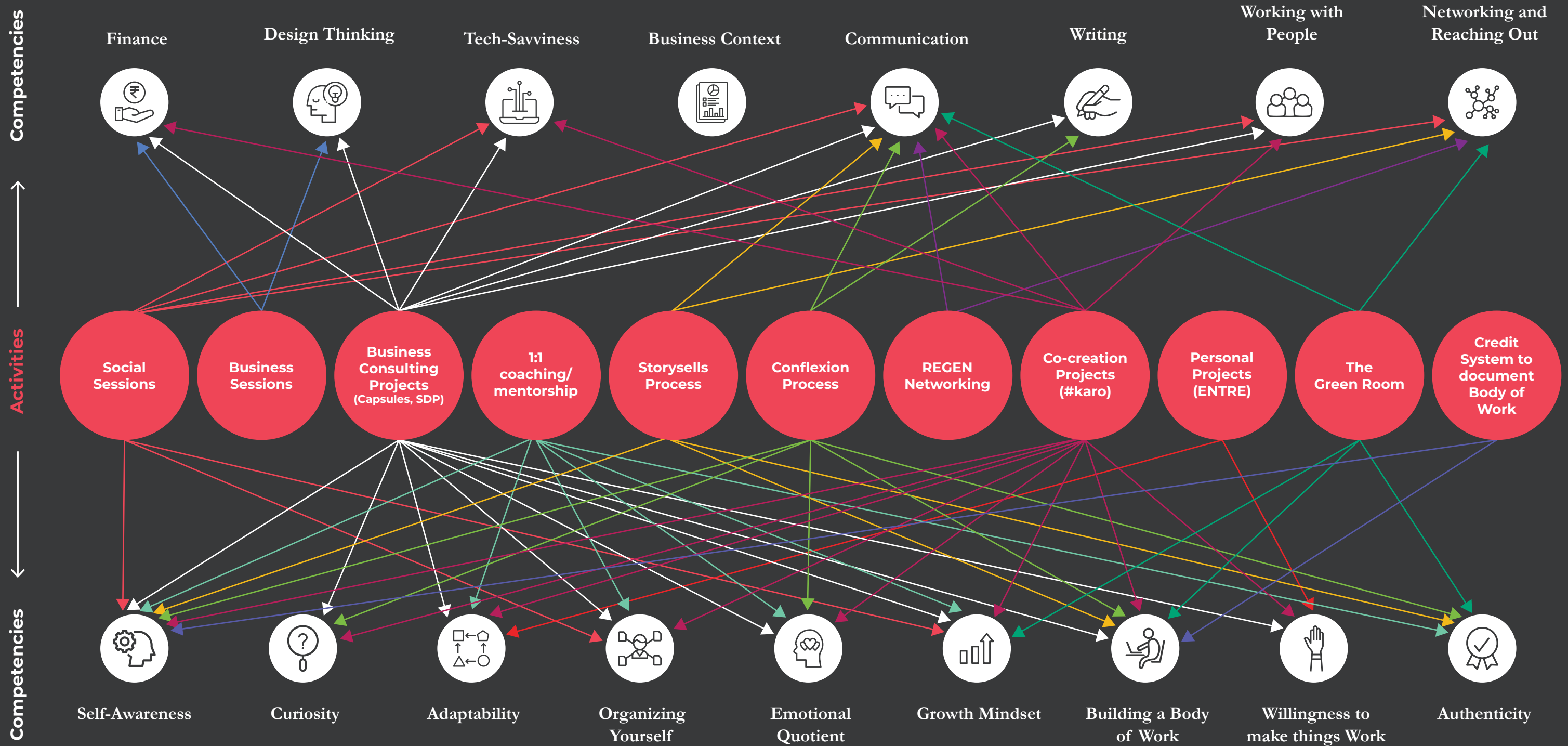


Figure 6

\*read about the EIF components in the Glossary

# ACTIVITIES THAT CAN CONTRIBUTE TO YOUTH BUILDING THESE COMPETENCIES (THAT FACILITATE EXPERIENTIAL LEARNING)

Based on the coaching experience of the EIF design and delivery team with over 1250 students

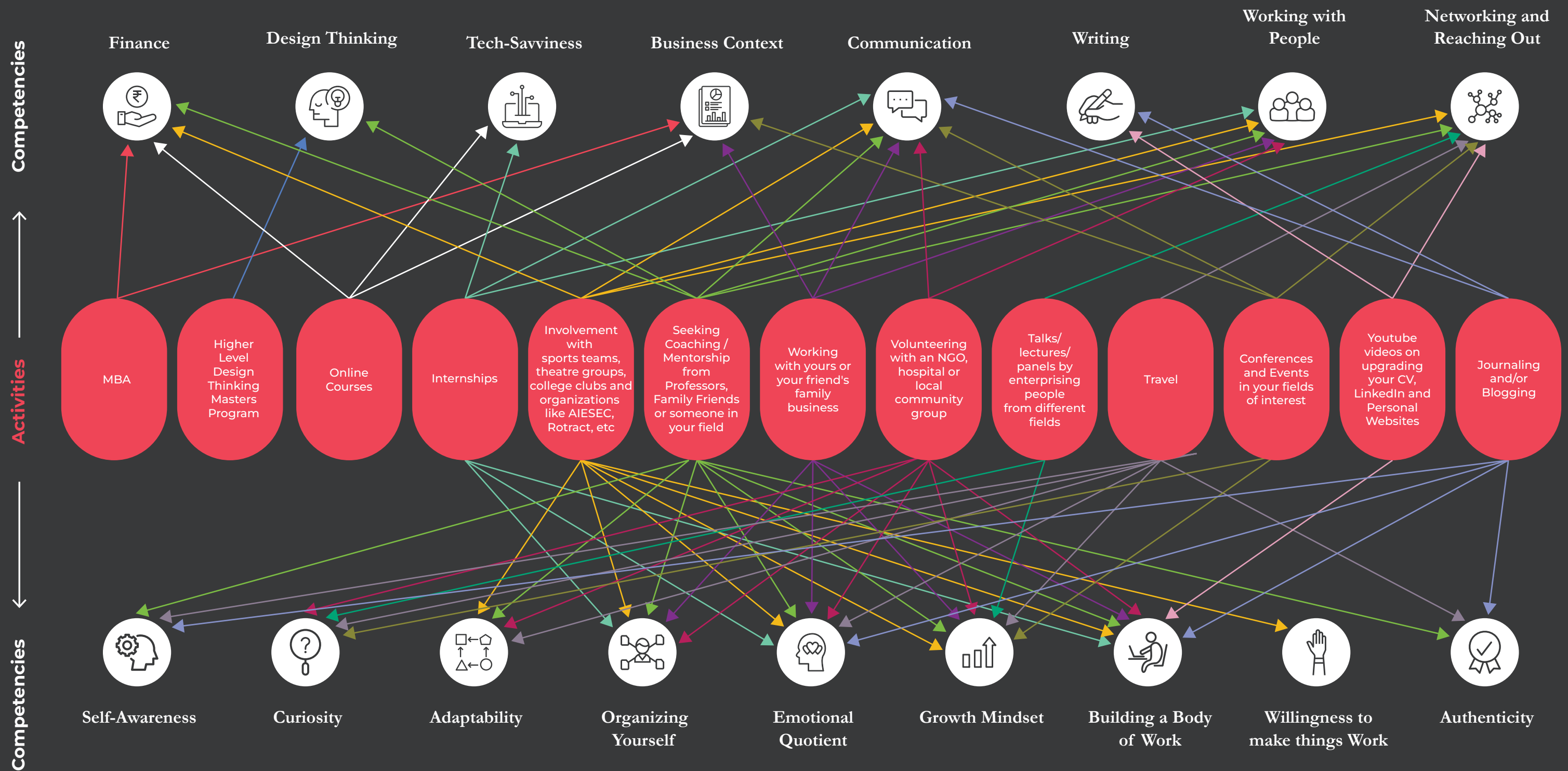


Figure 7

Section Six

# CONCLUSION

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While addressing the gap between academics and the industry through the cutting-edge, tried and tested experiential learning curricula and pedagogy seems more promising than ever, the diffusion of these innovations is happening at a slow pace.

As we explore how to accelerate that, we must also see how to support young people to build a body of work by complementing their academics with a network of activities and experiences. These will help them build the competencies needed to have an entrepreneurial mindset towards contributing positively to society and having purposeful livelihoods.

Here are some recommendations that we would like to share with different stakeholders based on this preliminary insights report:

## All Relevant Stakeholders

researchers, influencers, media, educators, social innovators, governments and social sector organisations in this space need to innovate to see

- ▶ How to embed experiential learning into the academic curriculum
- ▶ How to shift influence the mental models of educators, parents, students and employers to value, encourage and prioritise complementing academics with a network of experiences and activities.
- ▶ How to measure progress beyond academics

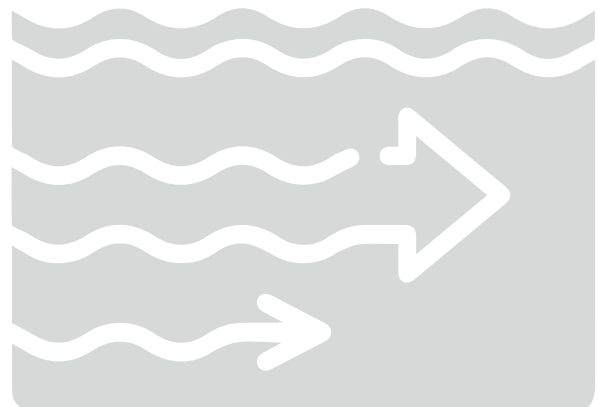
## Students

to create a meaningful livelihood and career trajectory for yourself, and to contribute positively to the world, do spend time working on a variety of activities alongside your academics, to

- ▶ build specific competencies that industry leaders think are essential.
- ▶ develop self-awareness about your interests and strengths to be able to see the potential impact your work can have.

## Parents

encouraging your children to go beyond the definition of success being “academic performance” and actively engaging with activities along with academics, will also increase the prospects of their financial and mental wellbeing as they will enter the workforce with competencies that the Employers said they are looking for in young professionals.



## Educators

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As you can see from the responses of Employers as well as references from multiple reports linked above, there is a huge gap between what the students are acquiring through their academic education and what the industry is requiring from young professionals. To help your students be equipped to make the most of opportunities in the face of constant change and contribute to society as changemakers, you can

- ▶ Take a look at the Catalyst and UNICEF reports referenced which highlight multiple innovations in the education space that embed experiential learning into the curriculum. We are also happy to share the processes we have developed.
  - ▶ Encourage your students to be engaged in activities beyond the classroom, and complement their academics with at least 400 hours of work on a network of experiences and activities.
  - ▶ For students applying to your institutions and programs, communicate that a certain amount of engagement in activities alongside academics is preferred in applicants.
- 

## Employers

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to find entrepreneurial young talent who are work/life ready, you can

- ▶ Actively communicate that a certain amount of engagement in activities alongside academics is preferred in applicants.
  - ▶ Ask applicants to articulate in their cover letters how some of their academic and non-academic engagements have prepared them to be able to contribute to your organisation and the role they are applying for.
  - ▶ Take time during job interviews to ask reflective questions about their engagements beyond academics- volunteering, internships, and so on- even 2-3 really good questions can help you sense how deeply they were engaged and how evolved their competencies are.
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## GLOSSARY & ABBREVIATIONS

### **Business Consulting Projects**

Lets Enterprise's process through which Fellows get to work closely with leadership teams of MSMEs to help solve a real business challenge, with support from Lets Enterprise mentors

### **Business Sessions**

Lets Enterprise's sessions and workshops designed to help Fellows get an overview of different business topics like user research, e-commerce, recruitment, sustainability and more.

### **Changemaker**

People willing to activate their entrepreneurial mindset to address problems within and beyond the scope of their livelihoods for the greater good.

### **Co-creation Projects (#karo)**

Challenging projects (3D printing and selling something, planning an event in a week, etc.) given to the Fellows to crack together, by just doing it!

### **Competencies**

Knowledge, skills and attitudes that Employers think all young people should have.

### **Components**

Lets Enterprise programs and processes that make up the meta programs like the Enterprise India Fellowship.

### **Conflexion Process**

Lets Enterprise's reflective process to help Fellows understand themselves better and have space to make sure the insights, new skills and ahas from different experiences are "sticky" and "transferrable".

### **Credit System**

A framework that helps measure the progress of the Fellows through out the program and assigns credits to the Fellows based on their Work Units.

### **EIF**

Enterprise India Fellowship, Lets Enterprise's customizable and intergenerational flagship program designed to help youth build an entrepreneurial mindset by learning by doing and reflecting i.e. over 400 hours of experiential learning.

### **Employers**

Business leaders, entrepreneurs and professionals.

### **Entrepreneurial Mindset**

“An entrepreneurial mindset is defined as a cognitive perspective that enables an individual to create value by recognizing and acting on opportunities, making decisions with limited information, and remaining adaptable and resilient in conditions that are often uncertain and complex” (Daspit et al., 2021).

### **Experiential Learning**

Learning by doing and reflecting; Experiential learning requires the three things in the proportion- classroom learning, direct experience and reflective practice (Felten et al., 2016).

### **Fellow(s)**

Lets Enterprise students from different geographies and education streams who have graduated from the Enterprise India Fellowship after learning by doing and reflecting i.e. over 400 hours of experiential learning.

## GLOSSARY & ABBREVIATIONS

### **Life Ready**

One is equipped to have purposeful, secure and abundant livelihoods as they desire.

### **NEP**

National Education Policy by the Government of India

### **Personal Projects (ENTRE)**

Fellows who want to take their own idea and pursue it get 1:1 support and mentorship for their ventures through the ENTRE process.

### **REGEN Networking**

Lets Enterprise's online and offline networking events for Fellows to build new connections, and keep regenerating their story by connecting and sharing with people from different walks of life

### **Social Sessions**

Lets Enterprise's sessions and workshops designed to help Fellows learn about working in teams, communicating, managing time, feedback culture, being resilient and more.

### **Storysells Process**

Lets Enterprise's own but open to all personal branding process designed to help people build their story (career narrative) and find opportunities in any industry or geography they desire.

### **The Green Room**

An innovative approach designed by University of Iowa Professor David Gould to help students reflect on and learn about life by connecting with enterprising people from different walks of life and inviting the city to school.

### **UN SDGs**

United Nations Sustainable Development Goals

### **Work Ready**

One is equipped to contribute positively through their work to organisations and society at large

### **Work Unit**

Measurement unit for each hour of work that a Fellow spends learning by doing and reflecting.



