

Social Entrepreneurship Education in Social Work Colleges in Gujarat: Evaluation of Curriculum, Pedagogy and Teaching Practices

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Abstract

Higher education institutions across the world are considered as the hotspot of ideas and innovation. It has influenced the local ecosystem and transformed not only the business and science and technology but also metamorphosed the social sector. The transformation in the social sector may be witnessed in the form of a wave of entrepreneurship in the social sector. This means infusing business principles in the social development sector has the potential to solve many problems the social sector has been facing for a long time. Social entrepreneurship as an area of study is at a nascent phase in India. Educational institutions across India are finding traction in this emerging area of study. Some universities have started degree programmes on social entrepreneurship. Some of them are offering it as a course within the degree programme. However, higher educational institutions have started pushing social entrepreneurship but systematic intervention is required to make such efforts more meaningful and lucrative.

Against this backdrop, the proposed paper will assess the infusion of social entrepreneurship in the syllabus, pedagogy, and teaching practices of the Social Work Institute located in Gujarat. Social Work College in Gujarat offers undergraduates (BSW), post-graduates (MSW), and Doctoral Programme (PhD). The state of Gujarat has been chosen for the study because it is considered one of the favoured business destinations. The changes in the syllabi of the discipline of social work will be perused for the study across Gujarat. The paper's outcome will help in knowing

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the actual status of social entrepreneurial education in curriculum, pedagogy, and teaching perspectives. It may also help in designing a skill-based & focused approach to prepare students for social entrepreneurship through curriculum, pedagogy & teaching practices intervention.

Keywords: Social Entrepreneurship, Social Entrepreneurship Education, Teaching Pedagogy

Introduction

The significance of social entrepreneurship has gained a spot in the curricula of prestigious academic institutions and is the critical main topic of debate in many academic forums. But in the Indian context, Non-Governmental Organizations (NGOs) often use charities as their primary source of growth model. Although known for a specific purpose, they depend on external funding bases such as government grants, donations, Corporate Social Responsibility (CSR) support, foreign aid, or private charities. However, many NGOs are now moving towards a self-sustaining model of social change. Due to the complexity of social entrepreneurship, it is challenging to develop a model and a fixed definition of it. An excellent example of social entrepreneurship is the Self-Employed Women Association (SEWA), Barefoot College, Akshaya Patra Foundation, Goonj, Smile Foundation, Give India, Swaniti, etc. These are a few examples of non-profit social transformation that could be featured. Especially in Gujarat, social entrepreneurship does not have much weight for many reasons. "In today's contemporary society, there is an emergence of social enterprise which has been considered as responses to inabilities of the commercial and public sector in solving the social problem faced by the society which includes problems like unemployment, poverty, and inadequate social services" (TAM, 2017). "Because Social Entrepreneurship is considered as an approach to resolve the social and societal problems through innovative solutions that ensure the sustainability of social value" (Mort et al., 2003). Furthermore, the term "social entrepreneurship" has a solid foundation in a business context (Peredo & Mclean, 2006).

India is just the second-largest democracy after the United States, where economic development is supported by such a democratic framework, considering the resemblance between India and other developed countries based on their various political backgrounds (Khanna, 2007). Another essential characteristic is that private ownership was unrestricted in the earliest market economies. Even though there are many

different religions, ethnic groups, cultures, and languages spoken in India today, English is still regarded as the business language. Due to its vast population and fastest-growing economy, India has a severe shortage of resources and a high demand for meeting social and environmental concerns. Additionally, India is experiencing critical social issues such as poverty, healthcare system, unemployment, environment, water, and sanitation. Therefore, social entrepreneurs may play a key role in addressing such massive challenges

Entrepreneurship Ecosystem in Gujarat

Gujarat is known for its community and enterprising industries. In addition, Gujarat has become a natural choice for entrepreneurial investors due to its friendly business environment, robust infrastructure, rich natural resources, and skilled workforce. And government support policies. The government has promoted start-ups by identifying business ideas and opportunities and facilitating networking, mentoring, and incubation.

- High investment potential in India, according to The National Council of Applied Economic Research
- According to the World Bank and Department of Industrial Policy, the most convenient to do business.
- According to SME Forum India, Gujarat is one of the best states for start-ups.

To promote entrepreneurship in the social sector and look at the entrepreneurial opportunity in Gujarat, this fact motivates researchers to study social entrepreneurship education in higher education institutions in Gujarat regarding social work colleges in India.

Social Entrepreneurship

“Bill Drayton was the first person to be given the term social entrepreneurship in 1980. As of now, social entrepreneurship is gaining significant importance in education, showing that societal problems can be solved through innovation, value creation, sustainability and outcomes associated with entrepreneurial efforts have emerged as a critical area” (Austin et al., 2006). The view of social entrepreneurs depends on the country’s geography, culture, and ecosystem of each country. “There are several studies on social entrepreneurial topics, including multiple definitions, concepts, theories, and discussions” (Seelos & Mair, 2004).

Researchers did not recognize social entrepreneurship as a term (Peredo & Mclean, 2006). “Researchers with opposing opinions and those who supported social entrepreneurship then came after them. As a result, the idea of social entrepreneurship has generated debate ever since the start of the previous decade” (Choi & Mazumdar, 2014).

Social Entrepreneurship Education in India

According to the latest statistics on the University Grants Commission (UGC) website, India has over 1000 universities, 37,000 colleges, and 11,000 independent educational institutions (*Higher Education in India*, n.d.). The higher education sector in India is a significant source of start-up growth and promotion for the social business sector. Academic institutions increasingly offer graduate-level or certificate programs that include academic courses for social entrepreneurs. Due to the involvement of numerous higher education institutions in social entrepreneurship, social entrepreneurship education is now progressing in India. e.g., Tata Institute of Social Sciences, Mumbai; Institute of Rural Management, Anand and Entrepreneurship Development Institute of India, Gandhinagar; Azim Premji University, Bangalore; SVKM's Narsee Monjee Institute of Management, Mumbai; Deshpande Foundation, Hubli are institutions that offer a course either as a certificate, diploma or postgraduate degree on social entrepreneurship.

Social Entrepreneurship Education in Gujarat

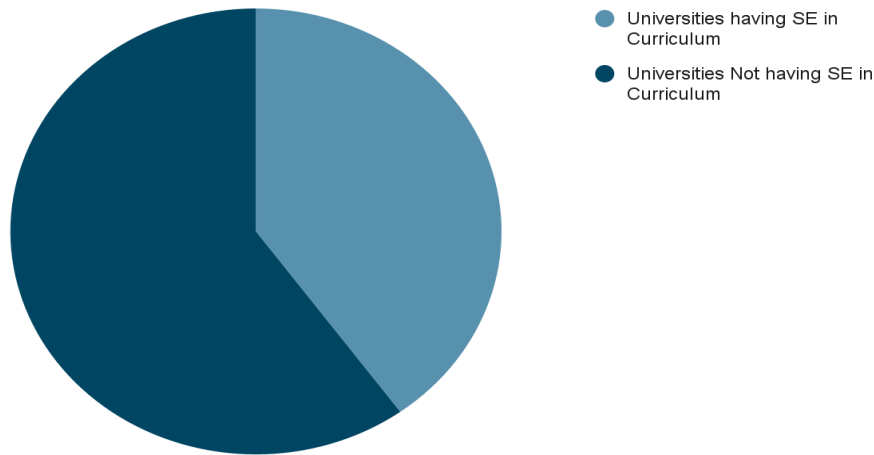
Gujarat has more than 76 universities and 2659 affiliated colleges, according to the All-India Survey on Higher Education 2019-20. However, only a few institutes offering specialized courses in social entrepreneurship in Gujarat, such as Sardar Patel University in an undergraduate program and the Institute of Rural Management, Anand. Since Gujarat is known as the "land of entrepreneurs" therefore social entrepreneurs have a higher chance to grow. I-Hub and some other government-recognised incubation centres sometimes organize an awareness programme through virtual mode or physical mode to create awareness about social entrepreneurship but from the researchers' perspectives, it is not sufficient to address the need as well-trained social entrepreneurs.

Entrepreneurship Teaching Practices

All activities intended to promote entrepreneurial mindsets, attitudes, and abilities fall under the category of “entrepreneurship education” which encompasses a wide range of topics, including idea development, start-up, growth, and innovation (Fayolle, 2009). “To improve students' entrepreneurial learning, teaching practices are vitally important. Education in entrepreneurship calls for active learning techniques, which put the students at the center of the learning process and provide them the freedom to experiment and discover things about themselves. Teaching practice must, therefore, possess the necessary professional skills to support students. At the same time, they learn rather than using the "chalk and talk" method, which was the conventional way, to convey knowledge and information primarily” (European Commission, 2013).

Methods of Data Collection & Analysis

Evaluation of the curriculum, pedagogy, and teaching practices in Social Work College in Gujarat is the primary goal of this research. To accomplish this, we'll examine the global body of social entrepreneurship literature. The most noteworthy contributions are covered in this work, which is crucial to notice. For finding and approving treatises, Google Scholar is the primary database cited in this instance. Additionally, one of the approaches researchers employed was locating graduate schools, universities, and independent organization that offered full-time, part-time, or remote learning social entrepreneurship courses. Desk investigation and analysis were used to accomplish this. Narration is created using the relevant documentation available on the appropriate website. In this research, content analysis techniques are used to compare the documents helpfully. To better understand the ratio of social entrepreneurship programmes in the existing curriculum, the researcher collected data on the social work curricula of 20 universities/institutions. This data is shown in Chart 1, along with wider images obtained from the institutions' websites that access the program's syllabus and curriculum.



Course Ratio in Gujarat (Chart 1)

Social Entrepreneurship Education and Pedagogy in India

Pedagogy is a core goal in education for designing the curriculum of any course, and for creating pedagogy for social entrepreneurship, there are many drawbacks and challenges. Pedagogy designed currently for social entrepreneurship education is to produce trained entrepreneurs with a wide range of teaching and learning methods to choose from the options available. These options are a blended mode of class lectures, group discussions within the classroom, fieldwork including onsite observation or interviewing social entrepreneurs, and, ideating a social business plan.

For a long time, the most common curriculum used by Indian universities to arrange post-graduation courses in social entrepreneurship is social work lectures, activities, and entrepreneurial topic discussions of the history and current situation of social entrepreneurship in India and abroad, field visits, panelists, and expert speakers' seminars. There is little research that also states that the other countries' theories highly influence the social entrepreneurship curriculum in India, so the need for Indian context social entrepreneurship education is required mainly in the social work sector.

Social Entrepreneurship Education and Pedagogy in Gujarat

Researchers have examined the curricula of 4 out of 20 universities, listed in Table 1 to understand social entrepreneurship education and pedagogy in Gujarat, specifically in the social work education curriculum. Four universities have social entrepreneurship as a separate course in their social work curricula.

Table 1 List of Universities Offering Social Entrepreneurship Courses in Social Work Curriculum		
University/Institution	Course Title	Course Objective
The Maharaja Sayajirao University, Baroda	Corporate Social Responsibility and Social Entrepreneurship (MSW)	The Course helps students to improve their skill set in social innovation, entrepreneurship in a CSR context.
Sardar Patel University	Social Enterprise (BSW)	The program is to make students involved with the emerging area of social enterprise and its effect on the social sector.
Ganpat University	Social Entrepreneurship (MSW)	This Programme is designed to cultivate entrepreneur skills among students having entrepreneurial ideas to get the network and right guidance to work in the social sector.
Saurashtra University	Entrepreneurship Development (MSW)	To teach students different concepts regarding social entrepreneurship and innovation

The social entrepreneurship course in the social work curriculum was taught by institutions using a variety of learning and teaching methodologies, as shown in Table 1. These methods include classroom instruction, online learning, case studies, practical projects, excursions to social enterprises, and a focus on social innovation. Institutions have implemented different pedagogies to teach social entrepreneurship in an easy-to-understand way. After reviewing the base year's curriculum and content, it can be concluded that to be a successful social entrepreneur, a person needs to be knowledgeable about both the business and social elements.

Data Analysis/Matrix

<p style="text-align: center;">Table 2 List of Institutions/Universities Offering Social Entrepreneurship Aligned Subjects in Social Work Curriculum.</p>								
No.	University/ Institution	Affiliated or Constituent Colleges/Dept	NGO manage- ment/ Admini- stration	Social Entrepre- neurs as a Separate	Project Manage- ment	Econo- mics or Aligned Subject	Social Leader- ship	Social Entrepre- neurship as a concept
1	Bhakta Kavi Narshih Mehta University	07	Yes	Yes	No	Yes	No	Yes
2	Central University of Gujarat	01	No	Yes	Yes	No	Yes	No
3	Children's University	01	Yes	No	Yes	No	No	No
4	CU Shah University	01	Yes	No	No	Yes	No	No
5	CVM University	01	Yes	Yes	Yes	Yes	Yes	Yes
6	Ganpat University	01	Yes	Yes	Yes	Yes	Yes	Yes

7	Gujarat National Law University	01	Yes	Yes	No	No	No	Yes
8	Gujarat University	2	Yes	No	No	Yes	Yes	No
9	Gujarat Vidhyapith	1	No	No	Yes	No	Yes	No
10	Hemchandracharya North Gujarat University	26	Yes	No	No	Yes	Yes	No
11	Kadi Sharva Vishwavidhyalaya	01	Yes	No	Yes	No	No	No
12	Krantiguru Shyamji Krishn Verma Kachchh University	02	Yes	No	Yes	No	No	No
13	MK Bhavnagar University	16	No	No	Yes	No	Yes	No
14	The M S University of Baroda	01	Yes	Yes	Yes	No	No	Yes
15	Parul University	01	Yes	Yes	Yes	No	Yes	Yes
16	Sardar Patel University	05	Yes	Yes	Yes	Yes	Yes	Yes
17	Saurashtra University	08	Yes	Yes	Yes	Yes	No	Yes

18	Shri Govind Guru University	11	Yes	No	No	Yes	Yes	No
19	Silver Oak University	01	Yes	No	Yes	No	No	No
20	Veer Narmad South Gujarat University	03	Yes	No	No	No	Yes	No
	Total	91						

To understand how universities and institutions are incorporating social entrepreneurship as a course in the social work curriculum, the researcher evaluated all of the social work curricula at the graduation and postgraduate levels of all universities and institutions from Gujarat that have at least three years of social work curriculum existence in their university or institutions. The UGC's social work curriculum is created with the Indian job market in mind. The UGC's curriculum for social entrepreneurship is based on the LOCF (Learning Outcome-based Curriculum Framework), which suggests adding some foundational courses for the entrepreneurship course to the social work curriculum. Table 2 shows how the data was gathered and used to create the matrix of available courses. It is evident from the above table that only a small number of universities in the state of Gujarat provide undergraduate and graduate programs in social work. Similarly, very few universities include social entrepreneurship as a standalone subject in the social work curriculum; instead, many integrate it into other related courses like NGO management, Project Management, Economics, etc.

Challenges in Social Entrepreneurship Education

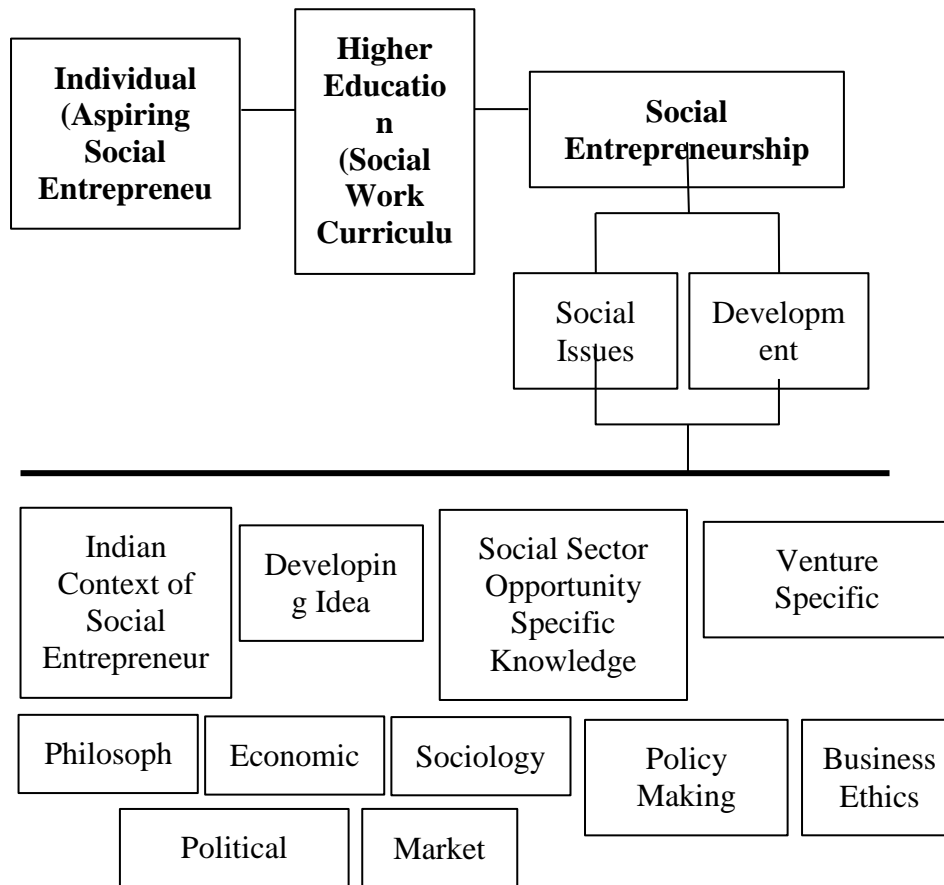
1. Traditional NGOs are not able to keep up with the pace of the fast-changing landscape of the third sector.
2. Very few educational institutions offer independent courses on social entrepreneurship, even if some offer, they are more theoretical and merely do not help to create social entrepreneurs.
3. There is orientation and awareness of students and parents regarding the potential of entrepreneurship in terms of career choices.

4. There is a lack of an adequate mix of social science and management courses in social entrepreneurship.

Discussion and Findings

In Gujarat, social entrepreneurship has primarily grown due to university professors' knowledge and students' interests. However, a focused approach is needed in developing countries like India because there are so many issues that social entrepreneurship models may address. However, this study was limited to the concept of social entrepreneurship within the Gujarat State only. A simple understanding of social entrepreneurship is an entrepreneurship principle to solve social challenges.

A different image is shown through content analysis, as seen in Table 1. The prevalent problem addressed in the course goals section calls for the training of applicants in knowledge, social approach, and administration of starting a social initiative. "These are important and experiential, but having a concept-wise transparency along with the philosophy in social entrepreneurship is core to enable individuals to apply the right tool & techniques in resolving social problems" (Salamzadeh et al., 2011). The curriculum of developed countries has a significant influence on social entrepreneurship courses. Despite India having the lowest percentage of women participating in economic development programs and social entrepreneurship courses offering great future opportunities for women, none of the four universities that offer social entrepreneurship as a course in the social work curriculum make this a priority. The following ideas should be implemented into the social entrepreneurship education model to improve the curriculum's effectiveness and create skilled social entrepreneurs for the market.



With this model, the burden on the government will be lessened as a result of the inclusion of the above-mentioned educational model in the social work curriculum to increase the participation of individuals in social change through social enterprises.

Conclusion

Gujarat's graduate and postgraduate programs in social entrepreneurship are in their infancy and are slowly gaining acceptance in universities and academies. The paper sheds light on social entrepreneurship education through curriculum, pedagogy, and teaching practices. Only a few colleges have kept some relevant subjects that are essential to promote social entrepreneurship among social work students.

The researcher has collected all data from all institutions in Gujarat that have existed for at least 3 years, indicating that there is no significant difference in course design or different educational inputs. There is a huge opportunity & significant space to mainstream social entrepreneurship through curriculum inversion in social work colleges in Gujarat.

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