

# Role of Entrepreneurship Education in Development and Promotion of Entrepreneur Skills in the Youth of Madhya Pradesh

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## ABSTRACT

Education in the area of entrepreneurship plays a significant role in the development of entrepreneurial skills in the individuals. It may help youth to develop skill, ability of decision making, risk taking ability, manage any situation, and proper acquisition of knowledge which could benefit them for starting, organizing and managing their own enterprises and became helpful in economic development. The target population is 417 graduates or post graduates students from the Entrepreneurship Development Cells (EDC) of premier institutions (two government and two private institutions) in which 136 were selected randomly as a sample for study. Descriptive and inferential statistics were used for analyzing the data with the help of SPSS 22.0 software. Present study evidences the role of EDCs in the skill development of male and female is equal in all components like ability of taking decisions, creativity, Research, Development and Innovation, taking initiatives and so on. Entrepreneur development cells of any institutions, programs and their faculties haven't made any difference on the basis of gender. Their all programs are equal for all.

**Keywords--** Education, Promotion, Entrepreneur Skills, Youth, Madhya Pradesh

programs that would encourage feeling of entrepreneurship among the students in the initial level of UG and PG in their college life which will be helpful in developing small scale industries and start ups in India. Even though it is realized that the educational institutions do not offer any assurance to get access to employment to all students in the formal job market and if they provide the placement, students are not satisfied with that; in this condition whether they take break for further study or may try to search better job options. Entrepreneurship education is extremely important as it encourages innovation, foster job creation and competitiveness. With the help of Entrepreneurship education and training, new business firms can be formed which may give social recognition to the students and identify them as human capital indicators as well.

As educators, we have the responsibility to develop the discovery, reasoning, and implementation skills of our students so that they may excel in highly uncertain environment. Entrepreneurship education programs enhance the likelihood that our students will identify and capture the right opportunity at the right time for the right reason. However, this is a significant responsibility and challenge also. The basis of present approach of entrepreneurship education is the world of yesterday. It means future actions are based on individuals past behavior. Yet, entrepreneurship is about creating new opportunities and executing in uncertain and even currently unknowable environments. Entrepreneurship education and entrepreneurship development programs have more relevance today than ever before.

The purpose of this paper is to identify the development of entrepreneur skills through the entrepreneurship education by discussing various teaching programs. It also tries to know how these types of programs infuse entrepreneurial skills and behavior among the students of universities and colleges as well as train the new entrepreneurs in various types of endeavors. It also tries to understand the success rate of FDP's (faculty development Programs) and faculty members in convincing students of premier institutions of India for starting up new business and undertaking innovation instead of hunting for salaried jobs. Although, the students of these institutions have created new benchmarks in the

## I. INTRODUCTION

Entrepreneurship education in India has gained relevance in today's context, especially among youth. Education in the area of entrepreneurship plays a significant role in the development of entrepreneurial skills in any of the individuals. It may help youth to develop skill, ability of management and proper acquisition of knowledge, which could benefit them for starting, organizing and managing their own enterprises and became helpful in job creation. At the same time entrepreneurs gives their contribution in the economic development by changing the equation of searching job rather than provide employment to Indian youth through lengthen the pool of entrepreneurs. Improving quality in entrepreneurship education could act as a tool against for poverty and unemployment in India (Aluwong, 2010).

Entrepreneurship is a multi dimensional aspect. It act as a engine driving the economy and this has resulted in a growing interest in the development of education

field of Entrepreneurship, yet it is a very difficult task to convince them for choosing an unaccustomed domain.

## II. ENTREPRENEURSHIP EDUCATION IN INDIA

Among all developing countries India is known as a pioneer of entrepreneurship bases education. For the encouragement of self employment, Small and Medium Enterprises (SMEs) has been funded by India. The Industrial Policy Resolution of 1956 is one of them. It has been observed the utmost requirement of need based entrepreneurs in all the emerging sectors such as retail, manufacturing, agricultural, hardware and software and also the new aids in teaching pattern. As a result, in 1960 to 1970 the entrepreneurship education was offered in the form of training programs through higher education institutes with the government funding from the State and Central Government aegis. Some Institutions through which such programs:

1. Financial institutions like SBI, IDBI, TDICI, RCTC, CBI, etc.
2. Development boards (STEPs, EDCs, TBIs)
3. Industrial estates and in common service facilities (like tool rooms)
4. Training and counseling institutions (NISIET, SISI, TCOs, EDI)

From 80s onward primarily educational training became the most important part of the entrepreneurship education for support of the self employment among youth. Entrepreneurship education has been introduced into management and technological institutions from the 80s. For example IIMs and IITs started the programs which show the interest of faculties, one of the best programs is Achievement Motivation Training program. For the better functioning of the entrepreneurship educational programs, Science and Technology Parks (STEPs) and incubation centers are set up by the government in some technological institutions. In the starting of 90s this was the introduction time of liberalization when country saw many success stories of entrepreneurs. They all act as a role model in many sectors mainly in IT sector and service sector. It has been saw a great potential in many factors of entrepreneurship which act as a fuel of many sectors such as economic, social and changing cultural environment. It creates the opportunities

for wealth as well as employment creation. In simple sense, the whole time period has been shown a growth and strength within the ecosystem of entrepreneurship. This ecosystem works with educational modes for the better implementation of the entrepreneurship training programs. Some examples of such modes are:

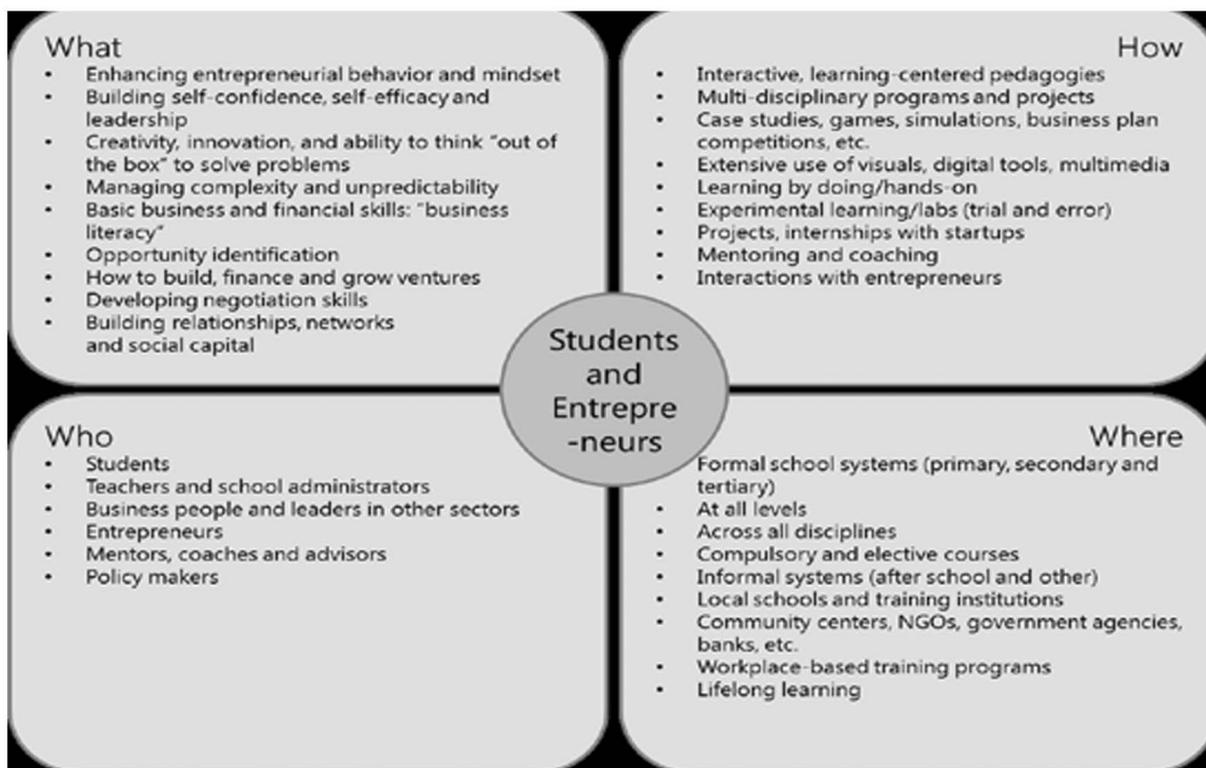
1. Entrepreneurship Development Cells (NSTEDB, AICTE, UGC)
2. Implementing Institutions for the entrepreneurship development are:
  - Technology Business Incubators (at over 30 educational institutions)
  - Engineering colleges (IITs, NITs and leading private institutions)
  - Management Business School (IIMs and leading private institutions)

2012 surveys on the entrepreneurship education in India in all over country indicates that 44,500 students are registered in entrepreneurship programs. At the end of 2012 this number probably increased at 20.4% to achieve 54,700.

## III. IMPORTANCE OF ENTREPRENEURSHIP EDUCATION

In the development of an individual entrepreneurial education plays a significant role. This education can be in any form; formal or informal. Informal model focuses on the learning and reinforcement form for the attainment of the individual behavior of the entrepreneurs. Education and entrepreneurship both are positively correlated. It has also been admitted that the percentage of educated entrepreneurs of all well being units has higher than that of sick units. For making the firm foundation for entrepreneurship education there is a need to change in the economy. Because whenever there will not be new start ups or entrepreneurs increase in the economy, we would always see longer queue of job seekers in comparison of job providers. Last few decades has witnessing the positive effect of education in the development in the entrepreneurship. It has also seen the increasing level of entrepreneurship and the participation level of young entrepreneurs in world economy.

The diagram below provides a summary of the various aspects of entrepreneurship education:



(Source: Educating the Next Wave of Entrepreneurs, World Economic Forum, 2009)

#### **Objectives of Entrepreneurship Development Cells (E-cells) of Institutions**

1. Create supportive and friendly environment for create new and innovative ideas so that student can transform into business opportunities.
2. They try to prepare students according to the need of the market so that they would able to start their own business or be able to successful partners in any growing organizations.
3. Create an eco- system for student where they learn the techniques of entrepreneurship.
4. To produce entrepreneurs who will become the participant in the economic development of country by becoming job providers instead of job seekers.
5. To enhance the entrepreneurial activities by providing the various service like training and mentoring to the students.
6. To develop the potential of entrepreneurs within the students those who are interested in startups.

#### **IV. REVIEW OF LITERATURE**

Shapero (1985) raised the question, why entrepreneurship? He further explained that about three decades ago entrepreneurial scenes were booming all over

the world. It also gained greater importance for corporations as well as government also. 'For communities and for society, entrepreneurship provides the means for achieving level of diversity, innovation, and independent decision making required for survival, development and freedom'. While analyzing entrepreneurs worldwide, Shapero emphasized on the word 'control', in his context, it's 'control over one's own life' and 'entrepreneurs made the decision to take control'. Addition to this other driving force such as creativity, decision making and self independence became major motivation for entrepreneurs. It automatically gives benefits not only to organizations but also to the societies.

It is considered to be a human development process, which offers opportunities, self-expression, diversity and dynamics to the world. Opposition of shapero, Gasse (1985) identify the importance of entrepreneurial education from the secondary level of school. He argues that the more options are always open for an individual at early stage of career.

Lessem (1986) identifies some specific characteristics in entrepreneurs. They are following: risk taking ability, need of achievement,

1. Risk-taking ability. Koh (1996) observe that entrepreneurs have a better capacity of analyzing the ambiguity and uncertainty of any new venture than any general person.

2. Need for achievement. McClelland (1961) pointed that motivation and achievements are the two main driving force for entrepreneurs
3. Locus of control. Rotter (1966) suggested that success of entrepreneurs depends on their higher internal locus of control. He pointed out the some main characteristics of entrepreneurs on which achievement and success depends.
4. Desire for autonomy. (Cromie, 2000) The sense of control further pushes their pursuit for individualism and freedom more than general public.
5. Creativity and opportunism. Timmons (1989) explained how the entrepreneurs apply their creativity in the business, they have ability to foreseen the new chances of future and create new ideas.

Ulrich and Cole (1987) has shown their disagreement on the importance of learning style preferences for motivating the learning experience and entrepreneurial behaviours.

Utilising Kolb's (1987) and chamard (1989) did research on the personality traits of the entrepreneurs as well as he suggested four- stages of learning model in the public education system. He emphasis not only on the improvement in the entrepreneur characteristics but also applicability of education in entrepreneurship from the school level.

Stumpf, Dunbar and Mullen (1991) argued the same vein that applicability of education in entrepreneurship simulates the characteristics of an individual. Their works are based on the work of Hills (1988), he concentrate on the improvement in personality traits of student through participation in the educational entrepreneurship programs. He concluded, very little can be done in the regular primary and secondary school system to encourage entrepreneurship. He pointed that some remedial work should be done at the post secondary level.

Busenitz (1999) stated that in most of the large organization managers are not more confident than the entrepreneurs. Confidence level in entrepreneurs is much higher than of managers.

## V. OBJECTIVES OF STUDY

The main objectives of this research are as follows:

- To develop an understanding on application of entrepreneurship.
- To know that how EDC impart skills and techniques to ignite entrepreneurial spark among students, inspire them for entrepreneurial career, and facilitate them to promote Enterprise.

- To find out the effectiveness of the EDC (Entrepreneurship Development Cell) of premier academic institutions.
- To explore the methodologies adopted by the EDC of an institution.
- To know about the behavioral pattern of students of premier academic institutions towards entrepreneurship programs.
- To know about the different new schemes of MP government for new start ups.
- To explore the effectiveness of faculty members in convincing students to undertake innovations and set up new business instead of going for salaried job.
- To find out how Entrepreneurship programs are Scaling-up postgraduate education and demand-driven Research & Development and Innovation.

### *Hypothesis*

**H01:** Role of Entrepreneurship Development Cells in skill development of male and female entrepreneurs is different.

**H02:** Role of faculty members in innovation, Entrepreneurship Development Cells in skill development of male and female entrepreneurs is different.

**H03:** There is a difference between the role of EDCs in decision-making of male and female entrepreneurs.

**H04:** There is a difference between the role of EDCs in demand-driven Research, Development and Innovation of male and female entrepreneurs.

**H05:** There is a difference between the role of EDCs in creativity of male and female entrepreneurs.

**H06:** There is a difference between the role of EDCs in taking initiatives of male and female entrepreneurs.

## VI. MATERIALS AND METHODS

Present study is a piece of descriptive applied survey therefore, for achieving the above objectives, both the primary and secondary data will be used.

**Population:** The target population is 417 graduates or post graduates students from the Entrepreneurship Development Cells (EDC) of premier institutions (two government and two private institutions) in which 136 were selected randomly as a sample for study. Descriptive and inferential statistics were used for analyzing the data with the help of SPSS 22.0 software. The population has consisted of youth entrepreneurs from M.P. Total area of the study covers four major districts of M.P. one institution from each district has been chosen. The selected institutions are as follows:

1. Madhav Institute of Technology & Science, Gwalior (Government institution)
2. Medicaps University, Indore (Private University)

3. Global Engineering college, Jabalpur (Private Institution)
4. Maulana Azad National Institute of Technology, Bhopal (Government institution)

The Number of students, facilities, infrastructure, faculties, atmosphere of study, track record of the institution and others are the basic reasons for choosing above institutions. Table 1 is being explaining the information of the sample size chosen by the researcher.

**Table 1:** Statistical sample of graduates/post Graduates Students being surveyed

Institute Name	No. of Graduates/ post graduates entrepreneurs	No. of total student		No. of sample	Total sample size	
		Male	Female		Male	Female
Madhav Institute of Technology & Science, Gwalior (Government institution)	120	90	30	48	28	20
Medicaps University, Indore (Private University)	103	70	33	35	20	15
Global Engineering college, Jabalpur (Private Institution)	95	65	30	17	10	07
Maulana Azad National Institute of Technology, Bhopal (Government institution)	99	60	39	36	25	11
Total	417	283	132	136	83	53

**Tools used for Data Collection:** - Primary Data will be collected with the help of questionnaire from the students and faculties. Five point Likert scale Questionnaire will be applied, questionnaire consisted with 17 questions. All questions were reviewed by the seniors, after considering their views, again some changes were made by the researcher. To determine the reliability, Crobach’s Alpha test was applied on 17 questions. Out of 17 questions only 10 subjects were found to be reliable and reliability was found to be 0.76%. All questions were being describe the qualitative traits and for measurement of all traits mean, standard deviation, standard error of mean, changing range of skewedness were calculated through the SPSS.

The secondary data will be collected through published research journals, various other journals & newspapers, reports and books open to the public in libraries. Data will also be collected from various modes such as:

- Yearly report of Premier Institution ED cells and other government publications,
- Start ups details from universities and colleges and their corporate websites,

- Last year progress report of government schemes for entrepreneurs,
- Annual report of Small Scale Industries, Govt. of India,
- Annual report of M.P. state Industrial Development Corporation ( UPIDC)

## VII. RESULT AND DISCUSSION

Hypothesis was tested for analyzing the results. In the first phase of testing, normality of role of entrepreneurship development cells in the skill development with other components like power of decision making, creativity, Research, Development and Innovation, taking initiatives has been done. Normality is being tested by the Kolmogorov-Smirnov test. Normality test is shown in the table 2. Table 2 has showing the significance level of all variable which is 0.000. If significance level is less than the 5% it means that variables are not normally distributed.

**Table 2: Result of Normality Distribution Test**

Hypothesis	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Role of EDCs In Skill Development Of Youth	.278	136	.000	.778	136	.000
Role of Faculty Members In Innovation, Entrepreneurship Development Cells In Skill Development Of Male And Female Entrepreneurs Is Different	.254	136	.000	.569	136	.000
Role of EDCs In Decision-Making of Male And Female Entrepreneurs.	.272	136	.000	.381	136	.000
Role of EDCs In Demand-Driven Research & Development And Innovation Of Male And Female Entrepreneurs	.308	136	.000	.820	136	.000
Role of EDCs In Creativity Of Male And Female Entrepreneurs.	.270	136	.000	.866	136	.000
Role of EDCs In Taking Initiatives Of Male And Female Entrepreneurs.	.308	136	.000	.303	136	.000

a. Lilliefors Significance Correction

When data is not normally distributed Mann-Whitney non parametric test is applied for testing the hypothesis.

Means of ranks were shown separately in table 3.

**Table 3: Ranks for Mann- whitney Non Parametric Test**

Hypothesis	Sex	N	Mean Rank	Sum of Ranks
Role of EDCs In Skill Development Of Youth	Male	82	65.29	5353.50
	Female	53	72.20	3826.50
	Total	135		
Role of Faculty Members In Innovation, Entrepreneurship Development Cells In Skill Development Of Male And Female Entrepreneurs Is Different	Male	82	70.11	5749.00
	Female	53	64.74	3431.00
	Total	135		
Role of EDCs In Decision-Making of Male And Female Entrepreneurs.	Male	82	66.13	5422.50
	Female	53	70.90	3757.50
	Total	135		
Role of EDCs In Demand-Driven Research & Development And Innovation Of Male And Female Entrepreneurs	Male	82	65.39	5362.00
	Female	53	72.04	3818.00
	Total	135		
Role of EDCs In Creativity Of Male And Female Entrepreneurs	Male	82	65.93	5406.00
	Female	53	71.21	3774.00
	Total	135		
Role of EDCs In Taking Initiatives Of Male And Female Entrepreneurs	Male	82	66.65	5465.50
	Female	53	70.08	3714.50
	Total	135		

Table 4 illustrated the result of all hypotheses.

Significance level of first hypothesis is 0.294, it means null hypothesis is accepted. The meaning of that, role of Entrepreneurship Development Cells in skill development of male and female entrepreneurs are not different. The treatment of EDCs is equal with both of men and women. The global entrepreneurship Monitor (GEM), 2007 explains that women’s part is approx more than one

third of in all entrepreneurs. It is also expected that the role of women participation in informal sector is significantly increasing.

Significance level of second hypothesis is 0.413, it indicates null hypothesis is accepted. It suggested the role of faculty members in innovation, Entrepreneurship Development Cells in skill development of male and female entrepreneurs is not different. Faculty interaction is

always inspire the students for achieving their ideas and validates the thought for technological support. Routine interaction with student create power to convincing them about the innovations and set up new business instead of

going for salaried job. Everything is based on their inner abilities or capability and most important point is any institutions faculties are not biased on the basis of male or female. They always treat them equally.

**Table 4:** Result of Mann-Whitney test for comparing the role of EDCs on skill development of man and women through different component

Hypothesis	Mann-whitney statistics	Z statistics	Significance level
Role Of EDCs In Skill Development Of Youth	1950.500	-1.049	.294
Role Of Faculty Members In Innovation, Entrepreneurship Development Cells In Skill Development	2000.500	-.819	.413
Role Of EDCs In Decision-Making	2019.500	-.715	.474
Role Of EDCs In Demand-Driven Research & Development And Innovation	1959.000	-1.016	.310
Role Of EDCs In Creativity	2003.000	-.799	.424
Role Of EDCs In Taking Initiatives	2062.500	-.523	.601

a. Grouping Variable: sex

Significant level of third hypothesis is 0.474 is shown in the table 4. This hypothesis is also accepted and interpretation of result is there is not a difference between the role of EDCs in skill development and decision-making of male and female entrepreneurs.

Result of fourth hypothesis is illustrated in table 4. Considering the significance level which is 0.310. So that null hypothesis is not rejected and the explanation of the result, the role of EDCs in demand-driven Research, Development and Innovation of male and female entrepreneurs is not different. EDCs are the place where research development and innovation is being promoted for pursue new business ventures after completion of the degree. Same view has been supported by the (Pennings, 1982; Vesper, 1990; Davidsson, 1991), they indicate how much research and development is importance in the creation of new ventures and economic development.

Fifth null hypothesis is accepted because the significance level is 0.424 therefore the result of the test is the role of EDCs in creativity of male and female entrepreneurs are not distinct. Finding of this hypothesis seems to be reasonable because innovation and creativity are the best motivating factor for entrepreneurs and creativity cannot be distinct on the basis of gender. Rissal (1992) worked on the same ideology that for entrepreneurs, creativity is the most efficient element.

Significance level of Sixth hypothesis is 0.601. Hence the null hypothesis is accepted and result indicated that the role of EDCs in taking initiatives by male and female entrepreneurs is not different. Results are not match with the previous researches. It is believed by some entrepreneurs that personal characteristic like ability of taking initiatives is much higher in the male as compare to the female (Moriani & Gorgievski, 2007). Most probably the people, who can judge the opportunity quickly, show the person's promptness and expertise in taking initiatives.

## VIII. CONCLUSION

The detailed review of existing literature, in the field of entrepreneurship education has significantly associated with the motivational development in the creation of entrepreneurs. Present study also represents number of assumption related with entrepreneurship education in higher study. Entrepreneurship education is act as a milestone in the creation of entrepreneurial process and prerequisite behavior for the skills and characteristics for the individuals (Heinonen Jarna and Poikkijoki Sari-Anne 2015). Present study evidences the role of EDCs in the skill development of male and female is equal in all components like power taking decisions, creativity, Research, Development and Innovation, taking initiatives and so on. Entrepreneur development cells of any

institutions, programs and their faculties haven't made any difference on the basis of gender. Their all programs are equal for all.

Although this study has some limitations such as time, support, lack of focus of institutions of EDCs and limited educational resources in the educational institute.

#### **Practical Implications**

The paper will be helpful in implications for the practices of educators in designing, validating and delivering programs for entrepreneurial career development at national and international levels. It will also provide guidelines for understating behavioral pattern of students of premier academic institutions towards entrepreneurship programs and make aware about different new as well as existing schemes offered by government of Madhya Pradesh for new start ups and running enterprises. The paper contributes new understanding to the role of Entrepreneurship Development Cells in Scaling-up graduate/postgraduate education and demand-driven Research & Development and Innovation.

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