

intention. Most effective implications like creating entrepreneurial atmosphere in universities, enhancing tourism students' self-efficacy, setting student-centred policies were recommended in promoting and developing entrepreneurial intention (Hu *et al.*, 2015). Altaf *et al.*, (2017) has assessed the role entrepreneurial learning from the viewpoint of entrepreneurial education which effects on the antecedent of entrepreneurial intentions. This study evaluated the moderating impact of entrepreneurial learning on relationship between subjective norms on attitude and PBC using the data of global university entrepreneurial student spirit survey, Pakistan.

The objective behind the paper "Investigating entrepreneurial intention among public sector university students of Pakistan" by Naimatullah & Bahadur (2017) is to identify the factors that may influence students' entrepreneurial intentions.

The results of multiple regression analysis and Pearson's correlation show that attitudes toward behaviour and subjective norms have a positive and significant relationship with entrepreneurial intention. Lim *et al.*, (2017) stated that factors such as attitude towards the behaviour, desirability, feasibility of self-employment, entrepreneurship education and family business background exhibit significant relationships towards students' entrepreneurial intentions. Preeti *et al.*, (2017) try to examine whether and how entrepreneurship education influence the intention of students in India. Multiple regression analysis is applied to confirm the relationship between independent variables (attitude towards behaviour, perceived behavioural control subjective norms and entrepreneurship education) and dependent variable (entrepreneurship intention).

4.5. Recommendations

Based on the findings of the study, following major recommendations pertinent to policy makers, universities, faculty/teachers, curriculum, students and others are made to enhance the entrepreneurial intentions among students of skill universities.

4.5.1. Policy Makers

1. Skill & Entrepreneurship should be seen together as they are supplementary and complimentary to each other. An institutional mechanism to blend skill & entrepreneurship from national to district level is need of the hour.
2. **National Level:** National Skill & Entrepreneurship Development Council (NSED) has to be established at national level which plays the role of technical arm assisting the Ministry of Skill & Entrepreneurship Development (MSDE), Govt. of India. NSED has to evolve policy guidelines at national level for skill and entrepreneurship development covering policy advocacy, education, training, research and extension. Union Minister has to head the Governing Council of NSED and Secretary has to head Executive Council. NSED is supported by National Institute for Micro, Small & Medium Enterprises (ni-msme) as knowledge partner addressing capacity building, conferences, seminars, pilot testing of new ideas, programme formulation, course designing, curriculum development, startup support, documentation and dissemination. **ni-msme** has to come out with model guidelines for establishment of Skill & Entrepreneurship Development University (SEDU) at state level and empowered District Industries Centres (DIC) at district level.
3. **State Level:** NSED has to ensure establishment of atleast one SEDU in every state through ni-msme. SEDU plays the role of ni-msme at state level while working with state Ministry of Industry/Commerce/MSME/Skill/Entrepreneurship Development. SEDU has to ensure establishment of Skill & Entrepreneurship Development Department in all universities and provide handholding support.
4. **District Level:** SEDU should also be given the responsibility of strengthening DICs and transforming this institutional set up at district level for promoting skill & entrepreneurship development in the district.

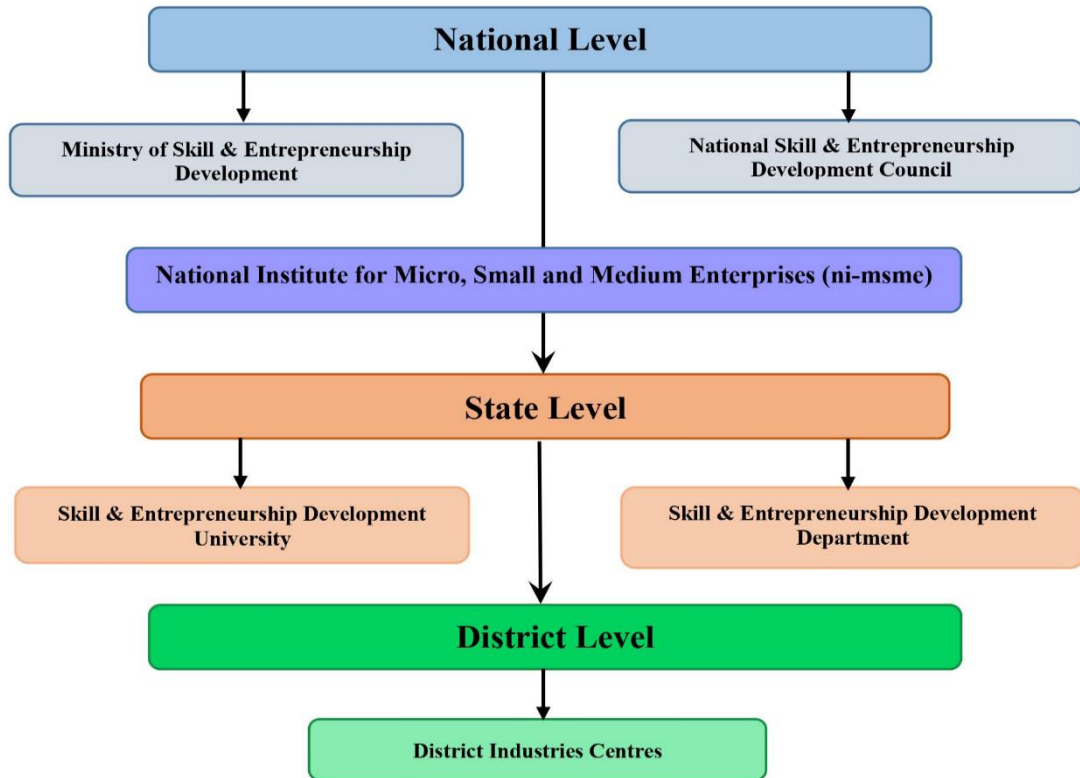


Figure 4.21. Flow chart for institutionalising entrepreneurship in skill education

5. Policymakers need to consider the role of family and structural support when seeking to promote entrepreneurial actions of students.
6. It is important for educators, policy makers and government to understand the need to have a variety of entrepreneurship course modules that will enable students to choose areas on their own rather than having same course for every student.
7. Skill institutions may be established at district level and below so that the courses will be preferred by more students in general and female students in particular. Traditional universities may be encouraged to set up skill development departments. Higher Education needs to offer a broad range of entrepreneurship courses either theory or practical or even a combination of both types in order to meet the needs and expectations of wide range of stakeholders, which include students, researchers,

academicians, regional and national governments, as well as businesses of all types and sizes.

8. Educational institutions and Government need to play more proactive role by devising a strategy to assist the students that indicate their intention to start enterprise, while in school and after graduation through incubator program. This will encourage graduates career aspiration towards business Start-up and further motivate graduates entrepreneurial attitude towards self-employment.
9. Identify the most effective ways of approaching, modernising and expanding entrepreneurship education, aiming to increase entrepreneurial intentions among students, regardless of the graduated field of study.
10. Skill education need to emphasise central/state government programs, schemes, subsidies, institutional support, incubation support so that the information will motivate more students to take entrepreneurship as their profession. The responsibility of implementation of such schemes may be given to National Institute for Micro, Small and Medium Enterprises (ni-msme) which in turn implements in all skill universities/universities.
11. Annual budget should be allocated for entrepreneurship programs in higher education institutions.
12. Majority of the students belong to low income families. Fee concession to students from low income families will enhance the enrolment rate.
13. Skill universities may be mandated to implement National Innovation and Start-up Policy 2019 in letter and spirit.

4.5.2. Students

1. Students are more influenced by societal perception favouring the job. On the contrary entrepreneurship can also ensure all the privileges which a job provides. An entrepreneur is more independent in making decisions than a job holder. He/She can earn, meet personal needs and can also support parents. In

flexible education environment, there is ample opportunities for entrepreneur to pursue higher studies. Many entrepreneurs have demonstrated that they earn more money, lead a better life, plans to meet unforeseen expenses and future savings through better financial instruments. All these inputs may be made integral part of skill education in order to change the preference of students from job to an entrepreneur.

2. Networking is important for entrepreneurs to gain access to resources, business ideas, capital and information as social network is a business tool that plays a significant role in the success of an entrepreneur.
3. Emerging areas such as social media, artificial intelligence, block chain technology and machine learning etc. may be included as skill courses for specialisations.
4. Foreign languages may be taught to students to explore international opportunities.
5. Students should make use of support system established by university to try their Startups.

4.5.3. Faculty/Teachers

1. The Faculty should be equipped with essential knowledge and skills to handle entrepreneurship module. Skill specialist faculty should be trained in entrepreneurship development to encourage blending of skill and entrepreneurship at course delivery. Besides, exclusive entrepreneurship department should be established to develop customised curriculum and methodology to cater to the need of the students and industry. Public and private sector entrepreneurship development schemes should be dealt in detail to convince students.
2. Student centered learning to be adopted with focus on experiential learning practices instead of teacher led teaching.
3. Sensitization of students should be done for their understanding on expected learning outcomes.
4. Faculty should constantly motivate the students to be job providers rather than job seekers. Faculty should enlighten the students by

explaining the jobless growth of nation and under employment scenario.

5. It is important to understand that entrepreneurship is about risk taking. Faculty must carefully evaluate whether a student is capable and willing to take risk.
6. It is important to impress upon the students during skill course that all their expectations from job can be achieved through entrepreneurship also.
7. Educators may need to involve students in business plan writing, case studies and running a small new business rather than stressing only on entrepreneurship theories and traditional methods of teaching entrepreneurship.
8. Students may be provided with financial instruments ensuring regular income and recognising, rewarding entrepreneurs in society to boost their image.

4.5.4. Universities

1. Skill Universities should work very closely with state governments, line departments for promotion of skill & entrepreneurship.
2. Skill Universities may take active role in implementation of state and central government programs for promotion of skill& entrepreneurship.
3. Skill Universities may be developed as a hub for conceiving, conceptualising, pilot testing new ideas in skill& entrepreneurship development under the guidance of **ni-msme**.
4. Skill Universities may provide handholding support for other universities in the state to establish skill& entrepreneurship development departments.
5. Skill Universities have to strengthen DICs.
6. Universities should establish Entrepreneurship Development Centers/Clubs that will serve as a platform where students with entrepreneurial intentions can start expressing their intentions. Entrepreneurship Development department and club should work hand in hand to network with National Institute for Micro, Small

and Medium Enterprises (ni-msme), industries department, banks, R&D institutions, entrepreneurs to ensure regular interaction for the benefit of students.

7. Wide publicity may be given by skill universities to attract more students to join skill courses. Social media campaign coupled with success stories may be further intensified to attract more students to skill courses.
8. The skill universities may create adequate awareness about skill courses among SC/ST/BC/Minorities to encourage more students to take up skill courses. Reservation policy for admission and fee concession benefits may be highlighted during sensitization programs.
9. Additional qualifications brighten better internship and placement opportunities. Therefore, skill universities may identify such additional qualifications and encourage students to complete during B.Voc. program.
10. In the beginning of every academic session, institute should conduct an induction program about the importance of Innovation & Entrepreneurship (I&E) so that freshly inducted students are made aware about the entrepreneurial agenda of the institute and available support systems.
11. All faculty members should be trained in entrepreneurship & mentorship irrespective of their subject specialisation.
12. Entrepreneurship education should be imparted to students at curricular/co-curricular/extracurricular level through elective/short term or long-term courses on innovation, entrepreneurship and venture development.
13. Practical approach should be preferred.
14. Blended Entrepreneurial Programs (BEP) may be popularised.
15. Incubation Centres to be established in universities to support students' Startups.
16. Impact assessment of institute's entrepreneurial initiatives such as pre-incubation, incubation, entrepreneurship education should be performed regularly using well defined evaluation parameters.

17. University should establish a Business Clinic and run venture accelerator programme by providing seed funding and an entrepreneurship-mentorship programme.
18. Entrepreneurship Development Club should be established and maintained by students to bring out more entrepreneurs.
19. Universities need to establish relation with industry to focus on student's abilities, create and develop ideas, increase expertise and self-confidence.
20. Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in the entrepreneurial teaching and learning should be assessed.

4.5.5. Curriculum

1. The skill without entrepreneurship is handicapped. Hence to maximise the benefits of skill course, entrepreneurship content is must. Hence there is immediate need for introduction of compulsory entrepreneurship module in skill education.
2. All the seventeen entrepreneurial inputs which are very crucial have least content. Hence there is a need for including all the seventeen subjects in skill education curriculum to enhance entrepreneurial capability of students. These subjects are
 - a. Achievement Motivation
 - b. Entrepreneurial Motivation
 - c. Business Idea Generation
 - d. Market Survey
 - e. MSME Schemes
 - f. Startup Support
 - g. Financial Assistance
 - h. Institutional Mechanism
 - i. Intellectual Property Rights
 - j. Bankable Project Report Preparation
 - k. Mentoring
 - l. Industrial Visits
 - m. Case Studies
 - n. Screening of Videos/ Films

- o. Business Idea Competitions
- p. Success Stories
- q. Entrepreneurs Interface

This measure is expected to significantly enhance the visibility, value and utility of the skill course during and after B.Voc. The only factor which increases the value of the skill course in the eyes of the students is placement. In the absence of 100% placement, only other important factor which enhances the value of the course is self-employment i.e, entrepreneurship. Hence, the sustainability of skill course depends on adequacy of entrepreneurial inputs i.e., introduction of all the above subjects with adequate content with suitable methodology.

3. Curriculum for the entrepreneurship education should be continuously updated based on entrepreneurship research outcomes. This should also include case studies on failures.
4. Elementary Mathematics, Open Elective, Entrepreneur-ship Module and languages were perceived as very less or less relevant for skill course. It appears that students have seen skill course in a limited perspective only from the point of acquiring skill. However, all these courses are expected to broaden the horizon of students' in terms of a better communicative entrepreneur with sound knowledge on basic subjects. To grow as Entrepreneur, these courses are required along with many other courses discussed in the thesis. Effective teaching methodology has to be adopted to convince the utility of the course to the students.
5. Teaching methodologies adopted by skill universities were perceived by students as good to excellent. Hence, all the methodologies need to be strengthened and continued.
6. Study visits may be organised to industrial parks, industry to understand hands on working challenges. Expert lectures need to be arranged with entrepreneurs to learn from success/failure stories. Larger benefit can be accrued by arranging interaction with mentors. Competitions/quiz can be designed in a more creative manner so that students' participation will increase and healthy competitive learning

atmosphere is created. Around one fourth of the students in skill course are not aware about entrepreneurship. Hence, there is need for increasing the entrepreneurship content in skill curriculum.

7. Sensitizing the family members, inspiring students through success stories in entrepreneurship, enhancing entrepreneurship content in skill courses, improving effectiveness of teaching methodologies, encouraging hands on learning opportunities frequent visits to industries, regular interaction with successful entrepreneurs, interface with bankers and industry associations, recognising successful entrepreneurs through awards, liberal financial assistance are some of the important suggested measures which can have definite impact on entrepreneurship as choice of students.
8. The peer group consisting of seniors/friends found to have impact on future decisions of students. Mentoring by motivated seniors in entrepreneurship development clubs is expected to play important role in modifying the attitude of students towards entrepreneurship.
9. As the role models are expected to increase interaction intensity with students' interest optimally to improve knowledge and skills transfer, more interactions with entrepreneurial role models to be scheduled in curriculum.
10. Mentoring should be demonstrated as part the course to enhance the entrepreneurial learning efficacy of students.
11. Industry linkages should be leveraged for conducting research and survey on trends in technology, research, innovation, and market intelligence.
12. Customized teaching and training materials should be developed for Startups.
13. Pedagogical changes need to be done to ensure that maximum number of student projects and innovations are based around real life challenges.
14. Learning interventions developed by the institutes for inculcating entrepreneurial culture should be constantly reviewed and updated.
15. Skill education should expose students to successful entrepreneurs to generate interest in self-employment. Risk management in

entrepreneurship should be focussed in skill education to erase the fear in the minds of students about possible risk involved in entrepreneurship. Entrepreneurial topics discussed in the previous tables should be integrated in skill education course adequately to build entrepreneurial competencies. Mentoring should be made part of the course to guide the students to establish their own enterprises in the absence of motivation from family. Awareness may be created among the students about government programs, schemes, subsidies, financial assistance in order to build confidence to mobilise financial resources. Professional market surveys and preparation of detailed project reports empower students to win over competition, marketing challenges, minimise the negative impact of long gestation periods, lack of immediate returns and fear of failure. Inputs on proper time management ensures balance between work and life. This basic conviction of students in favour of entrepreneurship is an added advantage to transform them as entrepreneurs.