

ABSTRACT

Keywords: Students, University, Education, Curriculum, Skill, Entrepreneurship, Intention, Entrepreneur, Business, Employment, Development, Success, Policy

A research study on Entrepreneurial Intention (EI) among Students of Skill Universities in Rajasthan, India was conducted during 2018-21 with the objective of studying demographic, personal, skill education dimensions and their relationship with EI of skill university students. The study also assessed present entrepreneurial inputs in skill education, future requirement and suggested policy initiatives. This exploratory study was conducted with 346 B.Voc. students as sample. The study considered Demographic/ Personal dimension, Skill Education dimension as independent variables and Entrepreneurial Intention dimension as dependent variable. Based on the review of literature and in consultation with experts a structured schedule consisting 540 questions was constructed, validated, pre-tested, ensured reliability and used for data collection.

The study reveals that around two third of the students did not study entrepreneurship module in their skill course. Nearly three fourth of the students expressed that there is need for introduction of new subjects. Large majority of the students opined that eighteen entrepreneurial inputs namely, Achievement Motivation, Entrepreneurial Motivation, Business Idea Generation, Market Survey, MSME Schemes, Startup Support, Financial Assistance, Institutional Mechanism, Intellectual Property Rights, Business Plan preparation, Project Report Preparation, Mentoring, Industrial Visits, Case Studies, Screening of Videos/ Films, Business Idea Competitions, Success Stories and Entrepreneurs Interface which are very crucial but have least content in their skill curriculum. Important entrepreneurial characteristics namely risk taking ability, self-confidence, innovativeness, empowerment to face uncertainties, resource mobilisation, abilities to organise a business, management skills, inculcating entrepreneurial culture, positive attitude and SWOT analysis were not influenced by skill education curriculum. Therefore, majority of the students strongly agreed that the course curriculum has not motivated them for entrepreneurship and hence most of the students were not sure about their success in entrepreneurship. Students strongly agreed that skill education component is required for success in entrepreneurship as it provides internship in a good industry, suitable stipend during internship, absorption in same industry, a good job, salary and employment opportunities abroad. Majority of the students were absolutely confident of succeeding in business, can manage business well with knowledge and skills learned during skill course, identify prospective business opportunities and take advantage for business.

However, most of the students expressed inability to mobilise sufficient money to start business and to arrange all other resources for launch of their business; A large majority of the students opined that they can earn more money, receive recognition, provide employment to unemployed, have freedom to make decisions, work in own style, do things in an innovative way, develop wide social network, enjoy life, to be a role model in society, gets opportunity to face challenges and can have political prospects by being in business. Majority of the students agreed to the fact that they are not so keen to start a business activity as it involves risk, they do not have proper education background or skills, no motivation from family, do not have money to invest in business, fear of intense competition, marketing challenges, long gestation periods to earn profit, no immediate returns, fear of failure and lack of adequate time for the family.