

Chapter 1

INTRODUCTION

1.1. Demographic Dividend

India is regarded as one of the youngest nations because it has world's largest youth population. Over 54% of the total population is less than 25 years of age. India is having second largest workforce in the world and China being first. It is predicted that India will continue to enjoy the same trend till 2040, while China's demographic dividend is expected to start lessened by the year 2015. However, India's formally skilled workforce is approximately 2% which is dismally low compared to China (47%), 52% in the US, 68% in the UK, Japan (80%) and South Korea (96%) (Ruchira, 2017). It is estimated that there will be 104.62 million fresh entrants in the labour market by 2022 (NITI Aayog Report, 2015).

1.2. Jobless Growth

The unemployment rate in rural sector of the country is estimated to be as high as 5.1 per cent whereas in urban sector, the rate was 4.9 per cent under Usual Principal Status (UPS) Approach, 2016. More importantly, the unemployment rate for the age group 18 to 29 years is estimated to be 12.9%. In order to absorb the unemployed and new entrants into the job market, India needs to create 115 million non-farm jobs by 2022. Currently, the country only has 75 million such jobs. The target of this support should be to create an additional 40 million jobs by 2022 (Gupta *et al.*, 2014). This seems improbable considering that only 2.7 million additional jobs were generated during the five-year period from 2004-05 to 2009-10. However, during 2005-2012, when the economy grew at an unprecedented rate of 8.3% per annum, employment grew at a meagre rate of 0.4% per annum (Aradhna, 2018). This "Jobless" growth is a concern as it is restricting the country's ability to harness its demographic dividend.

1.3. Mismatch of Skill & Job

Employment and Unemployment Survey (EUS, 2016) reported that 58.3% of graduates and 62.4% of post-graduates are unemployed due to non-availability of jobs matching to their education. The primary reason for their unemployment is inadequate skills possessed by them.

Productive and formal employment generation depends on the availability of an adequately skilled labour force through sustained investments in skills development and fostering opportunities for decent job creation through entrepreneurship.

1.4. Importance of Entrepreneurship

Two critical issues hindering the growth of India which needs immediate attention are scarcity for skilled man power and unemployment among significantly large section of conventionally educated youth. These youth possess very modest job skills or sometimes no skills. As our country is passing through a situation of jobless growth, unemployment is at its peak not only in urban areas but also in rural areas. Job search and getting a suitable employment are greater challenges in front of educated youth today (State of India's Environment- SoE, 2019). Since the expression of entrepreneurship is taking a new stride among the nations, entrepreneurs are progressively more young or female due to escalating unemployment (Global Employment Trends, 2013).

Entrepreneurship education is the way of creating awareness, motivating for achievement, developing entrepreneurial competencies, improving knowledge, imparting skills which are essentially required to establish and successfully run an entrepreneurial venture. In fact, university education has a significant role in career formation and business development after graduation (Roudaki, 2009)."

1.5. Advent of Entrepreneurship Education (EE)

Entrepreneurship is an important source to improve the economy worldwide. Initial courses on **entrepreneurship** were offered around the early 1980s in Western Europe and the United Kingdom (Kirby and Ibrahim, 2011). Shigeru

Fiji created the history by introducing and teaching entrepreneurship education way back 1938 at Kobe University, Japan (Alberti *et al.*, 2004). Entrepreneurship education was further developed in American universities, and it only started surfacing during the 1940s. According to a study by Katz (2003), efforts to promote entrepreneurship through education and training was initiated way back in 1940s when the first course in entrepreneurship was introduced at Harvard Business School. According to Kirby and Ibrahim (2012), the first entrepreneurship course in the United States of America was introduced at Harvard Business School by Myles Mace in February 1947.

Students who got attracted to and enrolled for that first course were 188 out of 600 second year MBA students. There was noticeably rapid growth in America more than in European countries because they were faster to understand benefits of entrepreneurship (Thurik and Wennekers, 2004). While reaching its maturity in the United States, entrepreneurship education is also growing in the United Kingdom.

1.6. Global Entrepreneurship Monitor Report on Entrepreneurship

As per Global Entrepreneurship Monitor (GEM) survey 2016 conducted in 60 countries, 66% of adults regard entrepreneurship as a good career choice and 50% out of them believe they have the competence to take up entrepreneurial activity. (Peroni *et al.*, 2017). Government schemes aimed at fostering entrepreneurship in the country have been set up in the last few years. These policies aim to raise the interest of the public in entrepreneurship careers, provide training and funding to entrepreneurs. It is evident from the literature that entrepreneurship has been the career choice for many over the years (Mitchell, 2005).

Initiatives and institutions promoting entrepreneurship have raised the interest in entrepreneurship in 11.0 % of the whole population. The proportion of entrepreneurs is higher among individuals that attended an entrepreneurship training at secondary school, (32%) or after (45%) than among those who did not (20% at secondary school and 18% after high school). These figures suggest a positive association between entrepreneurial trainings and starting a new business. However, this does not necessarily mean that entrepreneurial

trainings cause new business. Nevertheless, it is apparent that individuals who are willing to start a business are more motivated to learn skills about entrepreneurship. Academics' research and teaching around entrepreneurship is generating optimal impact. Entrepreneurs make better decisions, while businesses are more profitable.

1.7. Vocational Education in India

An exclusive vocational education after elementary or secondary education is regarded as inferior to general formal education. This mindset is the biggest barrier in popularisation of vocational education programmes in India. Vocationalisation bridges the gap between the formal and the vocational education, and hence will be very effective.

Vocationalisation also addresses a deeper and embedded structural problem related to Indian society: the lack of dignity of labour heralded through the caste system. Vocationalisation will certainly pave the path for social development and empowerment: two much desired and long awaited goals for the masses and especially the deprived and the marginalised categories including the women. It will also increase participation of people in the democratic and nation building process.

India needs to identify the missing link between its potential and actual performance. Vocationalisation of education is one step forward to bridge the gap. Self-employment is the other possible alternative. The government is also promoting self-employment programmes through different channels. Finance for initiating the self-employment programmes is not a handicap as the financial institutions, both government and private, are committed to provide easy and convenient loans to potential clients. However, the unorganised sector worker needs capacity building programmes at initial level, for essential entrepreneurial skills (Mohammad, 2012).

The disintegrated approach of government and policies are one big hurdle in the field of employability skill development in higher education. Role of education is to prepare a learner for future challenges. So the curriculum itself

should include all the essential components like exposure to industry, soft skills etc. as a part of curriculum so as to make students future ready (Artee, 2015).

1.8. Skill Education

Skill development is an imperative intervention to attain the inclusive growth through sustainable enterprise development while addressing the issues like poverty reduction by improving employability and productivity. In India, the challenges are quite a few like:

- To meet the skilled manpower requirement.
- To have better synergy between employers and the training institutions.
- To make sure that the informal economy also have skilled manpower who are recognised and certified and also imparted entrepreneurship training for moving to formal sector.

Maithreyi et al., (2017) presents the disconnects seen between stated policy intentions and actual outcomes on marginalised youth, which seem to reinforce rather than narrow the existing class differences through education.

The study highlights the paradox of education focused on skill development. Experiences of developed countries recommend that investment in skill education will aid economy to scale up, result high growth sectors, break the low skilled work force and low wage disorder. Thus, in the last two decades, over 120 countries have rushed to align their education systems with the requirements of the economy for a 'skilled workforce', by developing narrowly defined competency-based frameworks recognised as the National Qualifications Framework (NQF) (Allais, 2014).

The success of any skills strategy is directly proportional to creation of adequate job opportunities in all sectors viz., primary, secondary and tertiary. Overall economic growth of the nation depends on number of jobs generated, which is a significant outcome including entrepreneurship (manufacturing, service industry & trading). In the context of rapidly changing economic scenario in the country, it is apparent that entrepreneurial opportunities have

emerged as an important alternate preference for unemployed youth to fulfill their aspirations.

Since 2000s, states across the world have intensified prescriptive measures to develop education in and through entrepreneurship at all levels of their education systems from primary school to higher education (Rizza and Amorim 2011). Pedagogical innovations and initiatives in entrepreneurship education ranging from raising awareness to supporting entrepreneurs are booming everywhere, further accelerated by the emergence of Massive Open Online Courses (MOOCs) and the increased use of new technologies (Alain *et al.*, 2016).

The World Economic Forum (WEF), 2019 reported that critical issues of India would lie in three prime fields. The first and foremost is skill development which makes an individual ready for employment/industry; second one is socio-economic inclusion of rural India; and the third important area is a healthy and sustainable future.

1.9. Global Scenario

The Global Innovation Index (GII), 2014 ranks India 76 out of 143 countries. National Knowledge Commission (NKC), 2008 found that one of the key catalysts in evoking entrepreneurial intention is entrepreneurship education and training. However, only 22% of Indian respondents believed that education and training were adequate in the country; lowest amongst the regions surveyed US, UK, Australia, Mexico, Pakistan, Singapore, Spain, Ireland and Switzerland.

It is impressive to note that India improved its rank in the Global Innovation Index (GII) to 52 in 2019 from 57 in 2018, making a significant jump of five places just in a span of one year. The Index ranks innovative performances of 129 economies around the world on 80 indicators including education, infrastructure, business sophistication and political environment (INSEAD, 2019).

Indian entrepreneurs are diverse in their nature. Further, MSME sector in India contributes to only 17% of GDP when compared to Asian countries like

Taiwan (85%), China (60%) and Singapore (50%). Similarly, the local entrepreneurs emerging every year in India are also very low (NPSDE, 2015).

1.10. National Initiatives

Government of India established National Science & Technology Entrepreneurship Development Board (NSTEDB) in 1982 to foster institutional mechanism. The broad objective is to promote gainful self-employment amongst the Science and Technology (S&T) manpower in the country and to setup knowledge based and innovation driven enterprises. The National Skills Qualification Framework (NSQF) is a nationally integrated education competency based skills framework that organizes all job qualifications according to a series of levels (from one to ten) of knowledge, skills and aptitude.

It aims at bridging the demand-supply gap for skilled workforce in different industry sectors in India. Basically, aimed to secure jobs/minimum wages. Not much emphasis on Entrepreneurship.

The Prime Minister of India has approved first integrated National Policy for Skill Development and Entrepreneurship during 2015. He emphasised that, skill development in India should envisage the “Creation of an ecosystem of empowerment by skilling the youth on a large scale in given time period with high standards to promote a society of innovation based entrepreneurship to create employment, generate wealth and ensuring sustainable livelihoods for under privileged”.

Shri Ajay Mohan Goel, Secretary, Govt. of India, says Entrepreneurship need to be taught as a foundation course and to be integrated into the vocational education programme. Its objective is to prepare the vocational students towards self-employment and creation of new businesses inculcating in them the vocational skills and entrepreneurship competence. Entrepreneurship Development needs to be a strong component of educational curriculum in universities around India. Students will get an opportunity to select entrepreneurship modules as per industry need. Further, all higher education institutions will be empowered to award marks/credits for entrepreneurship courses offered by them.

1.11. National Policy on Skill Development and Entrepreneurship (NPSDE), 2015

National Policy for Skill Development & Entrepreneurship 2015 envisages inclusive approach to strengthen entrepreneurship development landscape in all the states by adopting proficient style of mentoring and handholding to nurture globally competitive entrepreneurs who could be innovative, quality conscious, market savvy etc.

The main objective of NPSDE is to address the challenges of imparting quality skill training to large number of educated unemployed youth in stipulated time frame. The policy through an umbrella framework augment all skill development activities being implemented in the country. Later aligns the skilling activities with Common Standards and link the skilling with demand centres. It will also provide clarity and consistency to all skill development efforts to be aligned within the present institutional framework. The NPSDE is envisioned to link all short term and long term skill training to improved employability and productivity.

According to NPSDE (2015), entrepreneurship modules will be incorporated into the conventional curriculum in 3,000 colleges across India. Faculty will be trained in entrepreneurship development to teach entrepreneurship courses to the students of all streams. Further, all the identified institutions/colleges will also get additional support if required. Based on the emerging needs, students will be in a position to prefer entrepreneurship courses and hence universities would award credits for entrepreneurship courses too. It was proposed to deliver entrepreneurship education courses in approximately 325 industrial clusters though out the country.

In addition, entrepreneurship education through customised modules will be delivered to practising and budding entrepreneurs with the help of 50 Nodal Entrepreneurship Hubs (E-Hubs) established in most of the states. World Bank, in one of the report (2008) highlighted the improvements in entrepreneurial education since it is one of the essential factors to enhance employment rate (Alicia *et al.*, 2008).

Governments and scientific community of various countries regard entrepreneurship education as one of the probable solutions to unemployment threat (Rita Remeikiene *et al.*, 2013). Pratheesh and Venkatapathy (2018), emphasised that entrepreneurship course should be offered to students of other disciplines through entrepreneurship focused modules without any restriction along with the students in business related majors.

1.12. Entrepreneurial Intention

Entrepreneurial Intention (EI) is emerged as one of the preferred research subject since it is being widely used as a powerful academic framework in most of the research studies (Francisco and Alain 2015). The crucial role played by entrepreneurial intention in decision making process to start a new venture is confirmed by several research studies across the nations. Evidence from economics and management literature also reveal that there is a direct relationship between intentions and thereafter decision to start a new business activity. A strong intention will ultimately direct a person to make an attempt to start a new business despite the initial setbacks and uncongenial circumstances which may cause little delay (Nurdan and Nancy 2016). Rita, R., *et al.*, (2013) reported that the field of Entrepreneurial Intention is very important to all the stake holders viz., research scholars, teaching faculty, scientific community and even to the politicians who are involved in encouraging and guiding the educated youth in career planning to select either employment or entrepreneurship.

The positive role played by educational institutions in development of entrepreneurial intention and thereafter to explore the key factors influencing entrepreneurial behaviour among student community are affirmed by numerous studies (Autio *et al.*, 1997; Luthje and Nikolaus 2003). Several research findings facilitate to describe the surfacing of entrepreneurial intention and suggest the appropriate entrepreneurship education modules that could persuade student's mind-set and intentions towards entrepreneurship.

1.13. Need for Entrepreneurship Education in India

National Knowledge Commission (NKC, 2008) has also stressed the importance of entrepreneurship education in India to overcome the challenges concerning the productivity of education. At present, India spends around 3.7 percent of GDP on education, which is far below the figure of six percent of GDP, recommended by Kothari Commission in 1966 (MHRD, 2016 and Prothiva, 2017).

Despite the developments in education system, research in entrepreneurship education is a young field and still in need of legitimation. The pedagogy do not elucidate the teaching methods and approaches in entrepreneurship education are adapted to the various types of learners. There is no evidence on the expected outcomes or contextual factors contribute to increased effectiveness. United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2012) lay emphasis that education should focus not only on preparing students for employment but more importantly towards developing employability skills.

In recent years, governments have become increasingly active in designing policies to encourage and support entrepreneurial efforts. This development originates from the recognition that successful entrepreneurship is a crucial source of job creation and economic growth. Theoretical and empirical studies have shown that entrepreneurship is an important contributor to innovation and technological progress, it is thus a driver of productivity and ultimately of economic growth.

As entrepreneurship yielded positive results in past decade, a good number of developing nations are considering entrepreneurship as prospective solution to address the serious issues like high unemployment rates, excess number of graduates, lack of economic improvement and inability of both public and private sectors to provide employment for graduating students. The magnitude of entrepreneurship development in a fast developing nation like India is remarkable.

1.14. Entrepreneurship Education to promote Entrepreneurial Intention

Successful entrepreneurship education requires an integrated approach with major emphasis on changing the behaviours and modifying the attitudes of students. Entrepreneurship as a pillar and key driver of economy, it is important for Governments and Universities to find out innovative ways to promote entrepreneurial intention among the students. Such actions will in the long run address problems such as unemployment and poverty. Hence, fostering entrepreneurial culture among students may encourage graduates to become masters of their own business venture.

Intention to become an entrepreneur is a complex and personal decision that is only shaped by students' attitudes (attraction) toward entrepreneurship and perceived behavioural control. Entrepreneurial intentions act as the catalyst towards individuals' behaviour of chasing opportunities are the reason for the occurrence of the entrepreneurial process. It is surprising to know that very little research work has been carried out on the factors that influence university students' intentions to start an enterprising activity (Karimi *et al.*, 2012). Hence, it is very important to identify the factors influencing students' entrepreneurial intention and behaviour within university framework which will help to develop and implement effective innovative educational strategies.

This may widen the students' understanding about the behaviours and attitudes needed to thrive in setting up businesses. Certainly, this exercise will help entrepreneurial educators, consultants, advisors and policy makers to find the right way to foster entrepreneurship at universities and in society.

The National Initiatives and Policy for Skill Development is expected to generate huge demand for jobs by the skilled youth. However, developing economy in general and Public as well as Private sectors in particular are constrained to provide employment to all skilled persons. Hence entrepreneurship remains as a viable alternative to sustain skill development efforts. Entrepreneurial intention has proved to be the predictor of entrepreneurial behaviour. There is an increasing wealth of literature arguing that intentions play a vital role in decision making to start a new firm (Nisha,

2015). At this juncture, it is important to understand the crucial linkage between skill education and entrepreneurship.

1.15. Innovation in Transforming Indian Education System

Indian Higher Education is on the threshold of a major transformation. With India working on transforming its education system, embracing most innovative methodologies and modern technologies appears to have become a significant norm in the country. The Government is geared up for drastic changes in the present system. Skills and knowledge are the driving forces of economic growth and social development for any country. Presently, the country faces a demand – supply mismatch, as the economy needs more ‘skilled’ workforce than that is available. In the higher education sphere, knowledge and skills are required for diverse forms of employment, education, health care, manufacturing and other services.

Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector.” Government has planned major changes in Higher Education, especially relating to Skills Training/Education.

UGC has issued instructions for offering Bachelor of Vocation (B.Voc.) and Master of Vocation (M.Voc.) in the list of degrees to be awarded by Indian Universities under Section 22 of UGC Act. However, bulk of the over 800 universities in the country are still offering conventional degrees. Though, some of them have started offering B.Voc. degree in some skill disciplines, but not much work has been done on development of proper curriculum and the assessment process for B.Voc. and M.Voc. programmes. Government of India, while considering the requisite of imparting skill training to students, launched National Vocational Education Qualification Framework (NVEQF) that was later integrated into National Skills Qualifications Framework (NSQF). Ministry of Finance, Govt. of India has issued NSQF Notification No. 8/6/013-invt. dated 27 December 2013 instructing all employers, universities and other institutions in the country to specify eligibility criteria for all jobs and admissions to higher programs in terms of NSQF levels with

effect from 2018. As many as 40 Sector Skill Councils (SSCs) are in the process of developing Qualification Packs (QPs), National Occupational Standards (NOS) and assessment mechanisms in respective skill domains, in alignment with the future needs of the industry.

1.16. National Skills Qualification Framework

National Skills Qualifications Framework (NSQF) is a competency based framework that organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NOS are statements of the skills; knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOS corresponding to these tasks form the QP for that job role. The NOS and QP for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSC) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOS and QP would thus automatically comply to NSQF.

The specific outcomes expected from implementation of NSQF are as follows:

- a. Mobility between vocational and general education by alignment of degrees with NSQF
- b. Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market
- c. Standardized, consistent, nationally acceptable outcomes of training across the country through a National Quality Assurance Framework (NQAF)
- d. Global mobility of skilled workforce from India, through international equivalence of NSQF
- e. Mapping of progression pathways within sectors and across sectors

- f. Approval of NOS/QPs as national standards for skill training (Glory and Goyal, 2019)

1.17. Type of Courses and Awards

All skill courses are modular in nature, which enables multiple exit and entry option. Credits are awarded to Skill Education and General Education components as depicted in the diagram below.

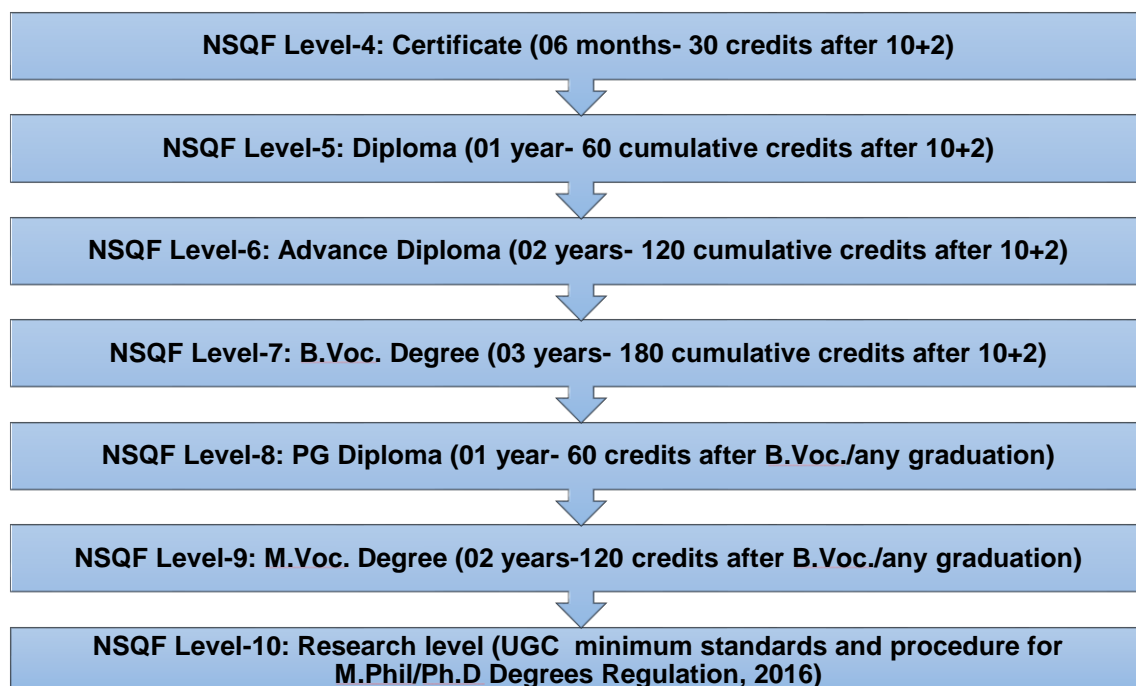


Figure 1.1. NSQF Levels-Degree-Credits

The multiple entry and exit option enables the learner to seek employment after any level of Award and join back as and when feasible to upgrade qualifications/skill competencies either to move higher in the job profile or in the higher educational system. This will also provide the learner an opportunity for vertical mobility to second year of B.Voc. Degree programme after one year Diploma and to third year of B.Voc. Degree programme after a two year Advance Diploma. The students may further move to Masters and Research degree programmes mapped at NSQF Level 8-10.

Curricula and Credit System for Skill Based Courses Skill Development and General Education (GE) are the two major components of curriculum in each semester/year, which is an appropriate mix. Skill Component constitute 60%

credits and General Education shall have 40% of the total credits. Along with GE and Skill, emphasis also laid on the following important aspects.

Professional Knowledge: A learner should know and understand with reference to the subject

Professional Skills: A learner should be able to do and

Core Skills: refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job. Responsibility aspect determines the following figure.

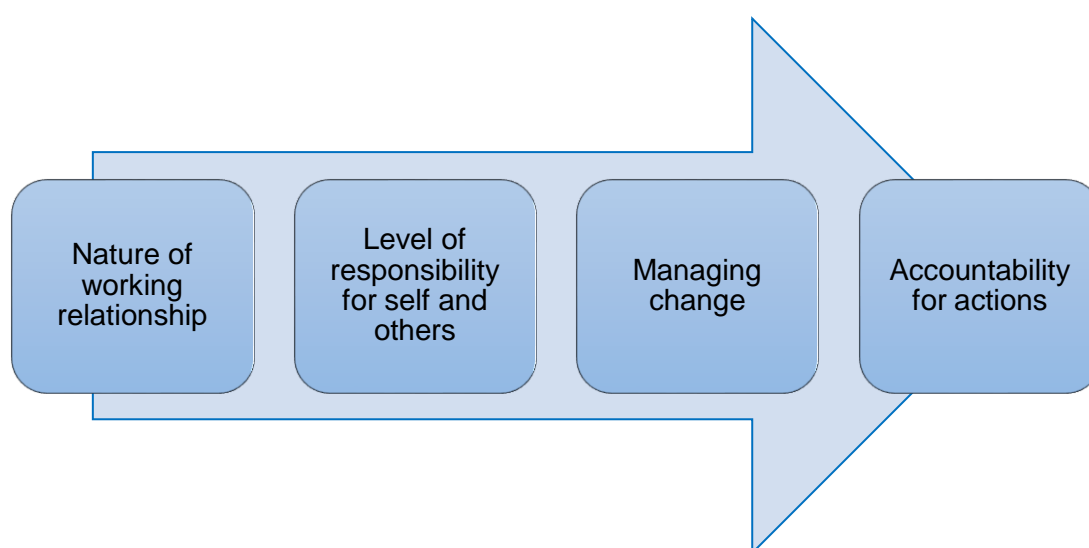


Figure 1.2. Responsibility Aspect of Skill Development

All the institutions shall prepare a draft curriculum as per the UGC guidelines for Curricular Aspects Assessment Criteria and Credit System for Skill based Vocational Courses and submit for vetting by the UGC Advisory Committee being constituted by the government.” The course curriculum should be approved by the Board of Studies (BoS) and Academic Council of the University/Autonomous College. The Universities where BoS for Vocational subjects has not yet been constituted, the curriculum may be considered by the BoS in allied subject area or an ad-hoc BoS may be constituted until the time regular BoS is notified in the university. The BoS should consider the programme wise curriculum based QP for skill component and relevant general education subjects i.e. the curricula for programmes in one broad subject area may vary from institution to institution in case the different

progressive QPs are mapped with the programmes being offered. The choice of different progressive Job roles for a course may also be enabled under CBCS.

1.18. Association of Indian Universities

Association of Indian Universities (AIU) was established with the aim of bringing together all the universities on a common platform. However, the Association has not come up to the expectations of the universities. The regulatory bodies have not allowed the AIU to exercise any authority to help the universities in retaining their autonomy. Also, AIU does not have the resources and expertise to take on the responsibility to spearhead the emerging skill universities which are substantially different from the conventional universities. Further, it does not allow new universities to be its members until they complete two years of existence. Thus, all the skill universities are ineligible for AIU membership since they have been incorporated recently. Realizing the passive role of AIU and its reluctance to allow new universities to be its members, it was urged to establish a new platform for enabling the skill universities in the country to come together, to aggressively participate, to supplement the efforts of the Government in reforming the Higher Education System and to lead the skills education initiative in the country.

1.19. Association of Indian Skill Universities (AISU)

Establishment of skill universities by a number of states has signalled the transformation of Indian Higher Education with a strong bias towards skills education to generate employment and to facilitate better industry-academia cooperation. All the skill universities in the country come together as an Association to collectively take on this effort forward. The Association will also be able to spearhead the skills education in the country and help the Government to formulate model curricula and assessment process for skills education. At present, there are seven skill universities in the country.

1. Bhartiya Skill Development University (BSDU), Jaipur, Rajasthan
2. Sri Vishwakarma Skill University (SVSU), Haryana
3. Rajasthan ILD Skill University (RISU), Jaipur, Rajasthan

4. Centurion University of Technology & Management (CUTM), Bhubaneswar, Odisha
5. Symbiosis Skills & Open University (SSOU), Pune, Maharashtra
6. Seacom Skills University (SSU), Birbhum, West Bengal
7. TeamLease Skills University (TSU), Vadodara, Gujarat

1.20. Guidelines for Skills Universities in India

Since the Skill Universities are preparing to offer courses in several skill sectors, identifying a suitable job role, developing the NOS, framing the guidelines about the configuration of a Skill University is very essential.

For effective functioning of Skill Universities, guidelines are being prepared by the AISU as per the requirement and submitted to UGC as well as MSDE for necessary approval. Unlike AIU, AISU will be open for membership to all skill universities and conventional universities, which are also conducting skills programs at present. It was also recommended by the AISU Members that Skill Universities should have the flexibility to admit the students from 9th class onwards. UGC has set 10+2 as the basic education qualification from a recognized university/board for getting admission into B.Voc. course. Students from Open Schooling and Recognition of Prior Learning (RPL) conducted by Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India are also eligible to take admission in a Skill University.

1.21. Thesis Contribution

In order to address the emerging challenges of Skill Development in the country, Bhartiya Skill Development University (BSDU), Jaipur was established. BSDU is the first pure Skill Development University in the country, incorporated through Rajasthan State Act, March 2017. It has been established with an objective to promote Skill Development based education on the Swiss-Dual system i.e., every alternate semester of Bachelor of Vocation (B.Voc) program is industrial internship with multiple entry and exit options from Certificate-Diploma-Advance Diploma-B.Voc.; PG Diploma-M.Voc. and to Ph.D. degrees. It is located at 001-002 Domestic Tariff Area (DTA), Social Infrastructure Zone, Mahindra World City, Off Ajmer Road,

Jaipur-302042, Rajasthan. More details can be obtained from www.ruj-bsdu.in.

The first batch skill course was launched during 2017-18. At present around 500 students are pursuing modular B.Voc. and M.Voc. courses with a provision of multiple entry and exit option in the following Skill areas:

1. Automotive Skills
2. Carpenter Skills
3. Computing Skills
4. Construction Skills
5. Electrical Skills
6. Entrepreneurship Skills
7. HVAC & Refrigeration Skills
8. IT Networking Skills
9. Machine Learning & Artificial Intelligence Skills
10. Manufacturing Skills
11. Office Administration Skills
12. Renewable Energy Technology Skills

Rajasthan ILD Skill University (RISU), Jaipur has been incorporated as Rajasthan Government State University during 2017. More than 60 skill related institutions from 11 districts have been identified and affiliated till date. Over 1000 students are studying Bachelor of Vocation (B.Voc.) and Master of Vocation (M.Voc.) courses. RISU is a successful institutional intervention to offer skill education according to National Skills Qualification Framework in the State.

Today, entrepreneurship could be seen as one of the possible way out to address increasing global economic challenges. This is most pertinent to India, experiencing the employment crisis and trying to create an entrepreneurial culture for socio-economic growth and development. It is imperative to motivate and educate the youth to become job generators rather than job seekers. All the traditional universities and skill universities should look into the effectiveness of courses offered and make sincere efforts to incorporate entrepreneurship modules in the curriculum/ syllabus in order to inculcate the entrepreneurial culture among student community of specialisation.

Entrepreneurial capacity of becoming entrepreneurs is strongly associated to the graduate education experiences. Consequently developing entrepreneurial intention through entrepreneurship education from graduation stage would be the correct approach. This will help the educated youth to appreciate and persuade an entrepreneurial attitude.

Successful entrepreneurship education requires an integrated approach with major emphasis on changing the behaviours and modifying the attitudes of students. Entrepreneurship as a pillar and key driver of economy, it is important for Governments and Universities to find out innovative ways to promote entrepreneurial intention among the students. Such actions will in the long run address problems like unemployment and poverty. Hence, fostering entrepreneurial culture among students may encourage graduates to become masters of their own business venture.

The proposed research is an attempt to study the entrepreneurial intention of the students studying skill courses in skill universities. The study attempts to answer the following research questions such as

- Whether any relationship exists between skill education and entrepreneurial intention among students?
- If Yes, to what extent and how to strengthen.
- If No, what kind of changes are required in curriculum of skill education, suggest the policy measures for incorporation of relevant entrepreneurial inputs in the Skill Course Curriculum.

1.22. Concepts

Important concepts dealt in this research study are presented below

1.22.1. Entrepreneur

The word entrepreneur is derived from the French verb *entreprendre*. The term first appeared in the French dictionary in 1723.

- Richard Cantillon (1755) describes an **Entrepreneur** as an 'adventurer', who invests in the purchase of goods and materials with the incentive of selling these in the future.

- Adam Smith (1776) defined “**Entrepreneur** as an individual, who undertakes the formation of an organization for commercial purposes by recognizing the potential demand for goods and services, and thereby acts as an economic agent and transforms demand into supply.”
- Jean Baptiste Say (1800) defines “**Entrepreneur** as the economic agent who unites all means of production, the labour force of the one and the capital or the land of the others and who finds in the value of products his results from their employment reconstitution of the entire capital that he utilizes and the value of the wages, the interest and the rent which he pays as well as profits belonging to himself.”
- According to Joseph A. Schumpeter (1934), “**Entrepreneurs** are innovators who use a process of shattering the status quo of the existing products and services, to set up new products, services.”
- According to David McClelland (1961), “An **Entrepreneur** is a person with a high need for achievement. He is energetic and a moderate risk taker.”
- According to Peter F. Drucker (1964), “An **Entrepreneur** searches for change, responds to it and exploits opportunities. Innovation is a specific tool of an entrepreneur hence an effective entrepreneur converts a source into a resource.”
- According to Albert Shapero (1975), “**Entrepreneurs** take initiative, accept risk of failure and have an internal locus of control.”
- Matthew Toren (May, 2018), Award Winning Author of Small Business BIG Vision: An **Entrepreneur** is someone who conceives an idea, creates a path to success, does whatever it takes to succeed and tries to dominate their market. An entrepreneur is not just a dreamer; he is a doer.

1.22.2. Entrepreneurship

- According to Joseph A. Schumpeter (1934), “**Entrepreneurship** is based on purposeful and systematic innovation. It included not only the independent businessman but also company directors and managers who carry out innovative functions”.
- A.H. Cole (1942) defined “**Entrepreneurship** as the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services”.
- According to Peter Kilby (1971), “**Entrepreneurship** involves a wide range of activities which includes perception of market opportunities, comparing and managing the factors of production and introduction of new production techniques and products.”
- Uadi Pareek & Manohar Nadkarni (1978), **Entrepreneurship** refers to the general trend of setting up new enterprises in society.
- Venkateswara Rao and Prayag Mehta (1978) described "**Entrepreneurship** as a creative and innovative response to the environment. Such responses can take place in any field of social endeavour-business, industry, agriculture, education, social work and the like. Doing new things or doing things that are already being done in a new way is, therefore, a simple definition of entrepreneurship."
- **Entrepreneurship** is defined as creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction of independence (Robert D. Hisrich, 1998).
- **Entrepreneurship** is the persistent progression towards an innovative solution to a key problem. It's the constant hunger for making things better and the idea that you are never satisfied with how things are." – Debbie Roxarzade, founder and CEO of Rachel's Kitchen.

- Business Dictionary: **Entrepreneurship** is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.

1.22.3. Intention

The word Intention originates from Latin word **Intendere** to Latin word **Intentio** and French word **Intention**

- **Intention** is defined as something that you want and plan to do: Cambridge Dictionary.
- According to Oxford Dictionary, **Intention** is a thing intended; an aim or plan.
- **Intention** is a determination to act in a certain way- Merriam Webster Dictionary.
- As per Collins Dictionary, An **Intention** is an idea or plan of what you are going to do.
- Dictionary.com describes **Intention** as an act or instance of determining mentally upon some action or result.
- An **Intention** is an idea that you plan (or intend) to carry out. If you mean something, it's an *intention*.- Vocanulary.com

1.22.4. Skill

The concept of skill comes from the Latin word *habilitas*

- **Skill** is an Ability which allow a person to visualize concepts, see patterns, understand abstract ideas, solve problems, formulate processes and understand how systems, programs and ideas interrelate – Investor Words.
- According to Business Dictionary, **Skill** is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

- The term **Skill** is defined as a person's ability to do something well and also as an expertise – Oxford Dictionary
- Cambridge Dictionary explains **Skill** as an ability to do an activity or job well, especially because you have practised it.
- **Skill** is the knowledge and ability that enables you to do something well- Collins Dictionary.
- The definition of a skill is a talent or ability that comes from training or practice.

1.22.5. Operational Definition

- Entrepreneurial Intention is defined as some enterprising idea the Skill University student want and plan to take initiative, develop, organize and manage along with risk in order to make a profit.
- Skill University Students is defined as the students pursuing under graduate degree in Skill Universities in Rajasthan. The students of Skill Universities are considered as respondents for this study.
- The Researcher will study the Demographic, Personal and Skill Education Dimensions of the students as the independent variable and Intention towards entrepreneurship as the dependent variable.

1.23. Research Gap

The National Policies and Programs aim at promoting skill among youth including traditional university students of management, science & technology. It is a massive challenge in front of the nation to find suitable employment opportunities for these skilled population. At this juncture, it is important to encourage skilled population to opt entrepreneurship as career where education plays crucial role. However, the review of literature do not find research work on establishing relationship between skill education and entrepreneurial intention. Hence the proposed study fills this gap.

1.24. Objectives of the Study

In view of the above, the specific objectives addressed in this research study are

- To study the demographic, personal and skill education dimensions of students of skill universities.
- To assess the adequacy of entrepreneurship component in skill education.
- To assess the entrepreneurial intention of the students of skill universities at different levels.
- To suggest required curriculum changes to enhance the impact of skill education on entrepreneurial intention of skill university students.
- To suggest policy and programmatic support to enhance impact of skill education on entrepreneurial intention of skill university students.

1.25. Hypothesis

The Hypothesis is based on the review of literature which indicated the relationship between the independent variables influencing the key dependent variable i.e., entrepreneurial intention.

H0: There is no relationship between demographic dimension and entrepreneurial intention of skill university students.

H0: There is no relationship between personal dimension and entrepreneurial intention among skill university students.

H0: There is no relationship between skill education and entrepreneurial intention of skill university students.

1.26. Limitations of the Research Study

Important limitations identified in the present research study are discussed below.

1.26.1. The study did not cover other traditional universities

The present study is confined to only two skill universities. BSDU is a self-financed private university and RISU is state university. A total of 935 universities are offering different education programs in India (UGC, 2020). Out of which 409 are State Universities, 127 Deemed to be Universities, 50 Central Universities and 349 are Private Universities. Besides, there are seven Skill Universities in the country. The locale and population does not include other five skill universities

located elsewhere in the country. Though very few universities are offering entrepreneurship module as part of the regular academic curriculum, they are not included in this research study.

1.26.2. The study is confined to Rajasthan state

Both the universities (BSDU and RISU) are located in Rajasthan. Since the locale of study is two skill universities established in Rajasthan and the target population also students of only two skill universities in Rajasthan, this research study is limited to Rajasthan. The study does not cover traditional universities and skill universities outside Rajasthan.

1.26.3. Limitations in application of findings

While applying findings of this study to rest of the skill universities, the nature of university autonomy, curriculum of skill courses in those universities along with methodology may be taken into consideration. The same caution has to be exercised while applying findings of the study to other non-skill universities.

1.26.4. Research study was conducted in young universities

Both the skill universities in Rajasthan were established recently. The first batch of graduates are yet to pass out from both the universities. This formative stage of universities is perceived as one of the limitation.

1.27. Significance of the Study

This research findings expected to enhance higher education institutions' understanding on blending entrepreneurship with skill education and empowers educators in developing appropriate curriculum in future development of entrepreneurial programs for students. Universities can shape and foster entrepreneurial abilities through Entrepreneurship Awareness, Education and Development Programs. This will support to the entrepreneurial approach in reducing unemployment, generating employment and solving

economic problem by transforming skill education students as entrepreneurs.

The study will be useful to:

- Skill university student community.
- Skill university teaching fraternity.
- Authorities/Management of Skill University.
- Association of Indian Skills Universities (AISU) while revising the curriculum.
- State governments for policy regulations.
- Government of India (UGC/AICTE/MSDE/MHRD) in framing/revising the policy on Skill Development and Entrepreneurship.
- Capacity Building Institutions.
- Private sector for partnership opportunities.