Chapter 4

RESULTS AND DISCUSSION

4.1. Personal/Demographic Dimension

4.1.1. Age

The table below provides the distribution of respondents in three age group categories.

Table 4.1. Distribution of age of sample respondents (n=346)

Class	Frequency (n)	Percentage (%)
Upto 20 years	279	80.6
21-25 years	64	18.5
Above 25 years	3	0.9
Total	346	100.0

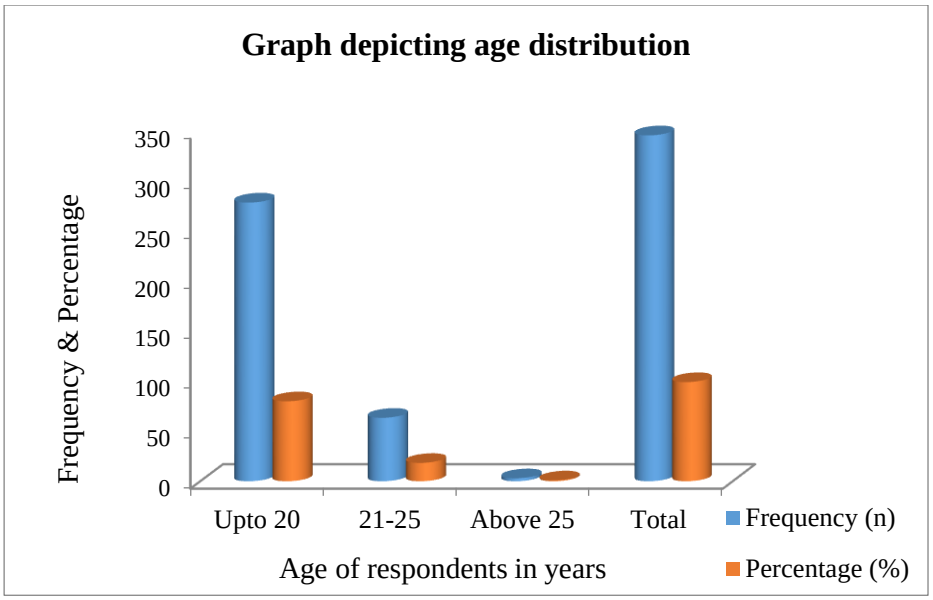

Figure 4.1. Distribution of respondents' age

It is evident from the table that large majority (80.6%) of the skill education students are in the age group of less than 20 years, 18.5 percent of students fall in the range between 21 to 25 years of age and only 0.9 percent of the students possess more than 25 years.

The minimum eligibility qualification for admission to Bachelor of Vocation (B.Voc.) program is 10+2 or ITI pass. The average age of candidate is around 18

years. The data indicates that students joined B.Voc. course immediately after attaining eligible qualification.

The research findings provide evidence for the positive relationship between age and entrepreneurship (Lee *et al*., 2011).

4.1.2. Gender

Distribution pattern of respondents based on gender is depicted in the table below.

Table 4.2. Distribution based on gender (n=346)

Class	Frequency (n)	Percentage (%)
Female	122	35.3
Male	224	64.7
Total	346	100.0

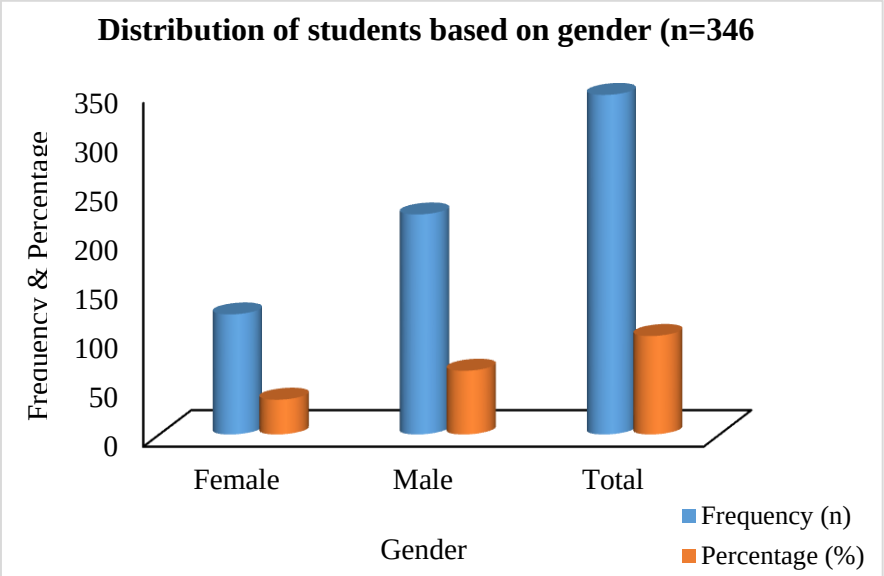

Figure 4.2.Distribution of female and male students

The sample contains 35.3 percent of female students and 64.7 percent male students. Two third of the students taking admission in skill education are male students. This reflects the social orientation towards higher education by female students. As the skill universities are few, physically not in the proximity for the students. Hence it is a matter of concern for the parents to send their daughters to far off places.

Most of the popular hands on skills are like plumbing, masonry, electrical, wood work etc. are preferred by males and not by females due to nature of the work. It is also observed that females are admitted to traditional graduation courses namely BA, B.Com. and B.Sc. by their families rather than innovative courses which they perceive as risky.

The study suggests that gender differences in the development of entrepreneurial intentions in higher education deserve attention. Empirical observations clearly demonstrate a gender difference in both initial level of intentions and the way in which intentions evolve over time. Indeed, male students seem to have higher intentions to begin with.

Males possess the personality characteristics that predispose them to entrepreneurial activities. They are dominant in nature, possessive and more assertive than the female students who are more caring, independency and submissive in nature. This is mostly as a result of the fact that our social system has stereotyped some behaviours, roles and careers as masculine, while others are stereotyped as feminine (Nwankwo *et al*., 2012). More interestingly, the level of intentions among male students does not seem to decrease as much as the intentions of female students. (Joensuu et al, 2013). Global Entrepreneurship Survey, 2016 reveals a positive relation between being male and higher business starts. This result is in line with previous studies, but reveals that in a large sample of countries, (male) gender is still a relevant factor in business creation (Krueger *et al*., 2013; Malach-Pines & Schwartz, 2008). Entrepreneurial Intention of females and males are influenced by diverse factors. Muhammad et al (2016) conducted research on "Determinants of individuals' entrepreneurial intentions: a gender-comparative study". This is the first study of its kind which reveals that the EIs of females and males are influenced by different entrepreneurial and personal factors. For female students, the Entrepreneurial Intention (EI) is determined by social norms whereas, self-efficacy was found to be predicting the EIs of the male students (Swarupa & Goyal, 2020).

4.1.3. District

The sample respondents belong to 87 districts all together. Most of the students (42.8%) belong to Jaipur district followed by Ajmer district (10.7%). It is interesting to note that more than 50% of the students hail from Rajasthan.

It is interesting to note that one sixth of the students came from neighbouring states which speaks the power of publicity.

4.1.4. State

The distribution of respondents based on their native states is illustrated in the following table.

Table 4.3.Distribution of respondents based on their native place

(n=346)

State	Frequency (n)	Percentage (%)
Assam	1	0.3
Bihar	7	2.0
Delhi	8	2.3
Gujarat	2	0.6
Haryana	7	2.0
Himachal Pradesh	2	0.6
Jharkhand	2	0.6
Madhya Pradesh	11	3.2
Maharashtra	3	0.9
Manipur	1	0.3
Meghalaya	4	1.2
Punjab	2	0.6
Rajasthan	262	75.7
Uttar Pradesh	26	7.5
Uttarakhand	2	0.6
West Bengal	5	1.4
Nepal	1	0.3
Total	346	100.0

From the data analysis it is apparent that the respondent students belong to 16 states of India. Rajasthan stands first with 75.7 percent of the sample students followed by Uttar Pradesh (7.5%).

Remaining 16.8 percent of the students belong to 14 states namely Assam, Bihar, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Punjab, Uttarakhand and West Bengal. Though both the skill universities are located in Jaipur, students belonging to Central India, North India including North East India are interested in skill education. There is even one student from neighbouring country, Nepal.

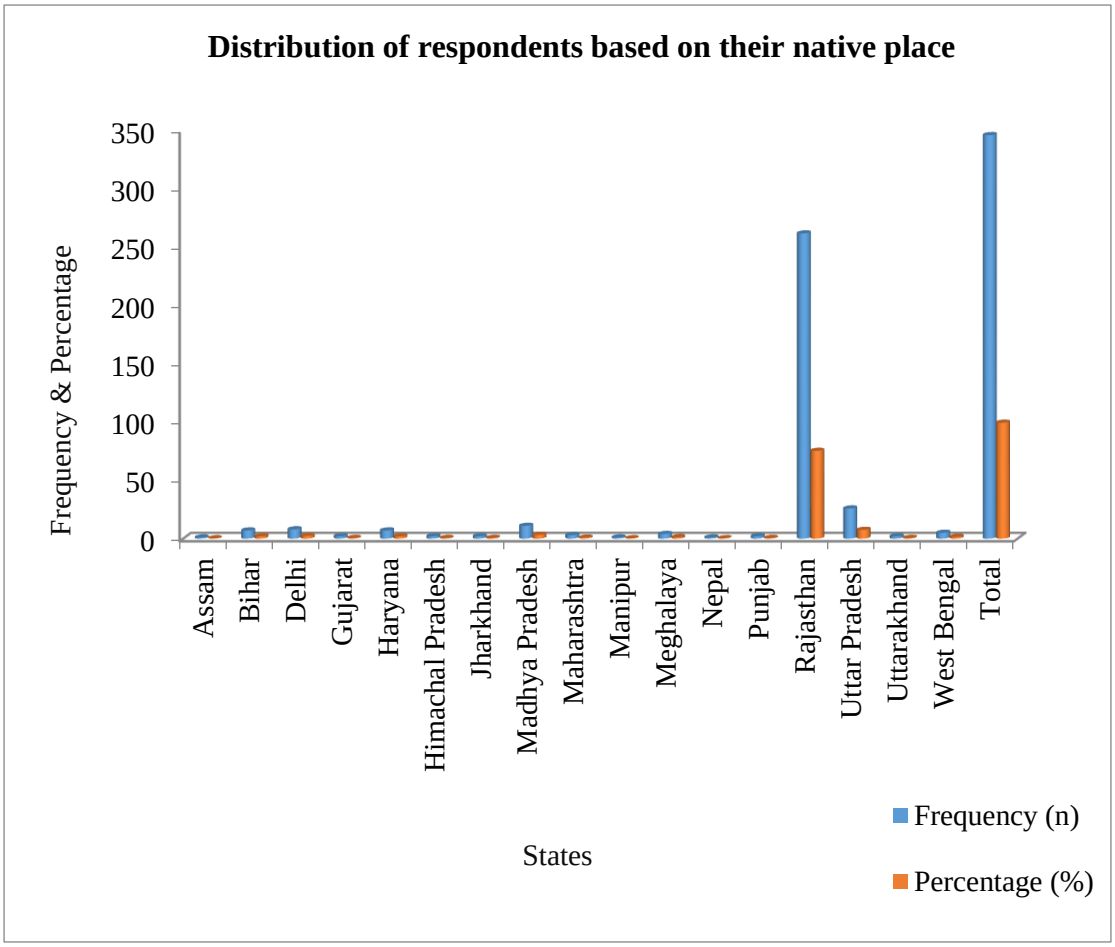

Figure 4.3. Distribution of respondents based on their native place

Wide publicity provided by skill universities through print & electronic media, interaction with the schools as part of admission drive yielded positive result.

4.1.5. Location

The location of the respondents is classified into City, Town and Village and their distribution is indicated in the table below

Table 4.4. Distribution of respondents based on location

(n=346)

Location	Frequency (n)	Percentage (%)
City	222	64.2
Town	50	14.5
Village	74	21.4
Total	346	100.0

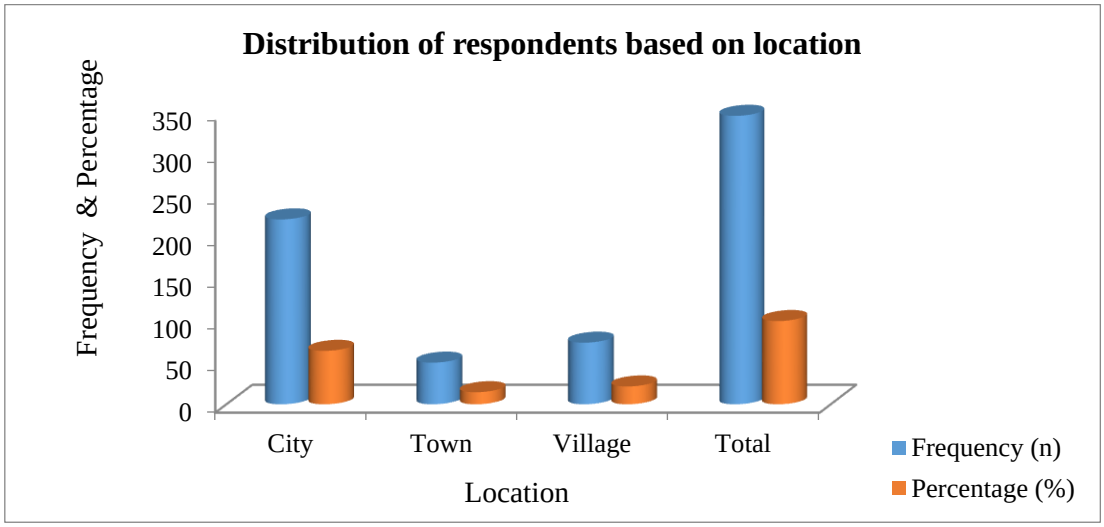

Figure 4.4. Distribution of respondents based on location

The table above reveals that majority (64.2%) of the students hail from city area region followed by villages (rural area) (21.4%) and only 14.5 % of the students are coming from town region of the sample respondents.

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. Extensive awareness may be created among parents about gender neutrality of skill courses.

Tugberk and Nadine (2019) performed a cross-cultural comparative study in Germany & Cyprus and reported that the entrepreneurial decisions of young people are especially important in regions where economic opportunities are restricted and people choose to move from that region. These findings create opportunities for universities and knowledge centers to focus on becoming

entrepreneurial universities, which will also boost the economy, especially the small and poor cities.

4.1.6. Industrial Estate

Awareness of respondents about the presence of industrial estate in their locality is indicated in the following table

Table 4.5. Awareness about industrial estate (n=346)

Awareness	Frequency (n)	Percentage (%)
NO	189	54.6
YES	157	45.4
Total	346	100.0

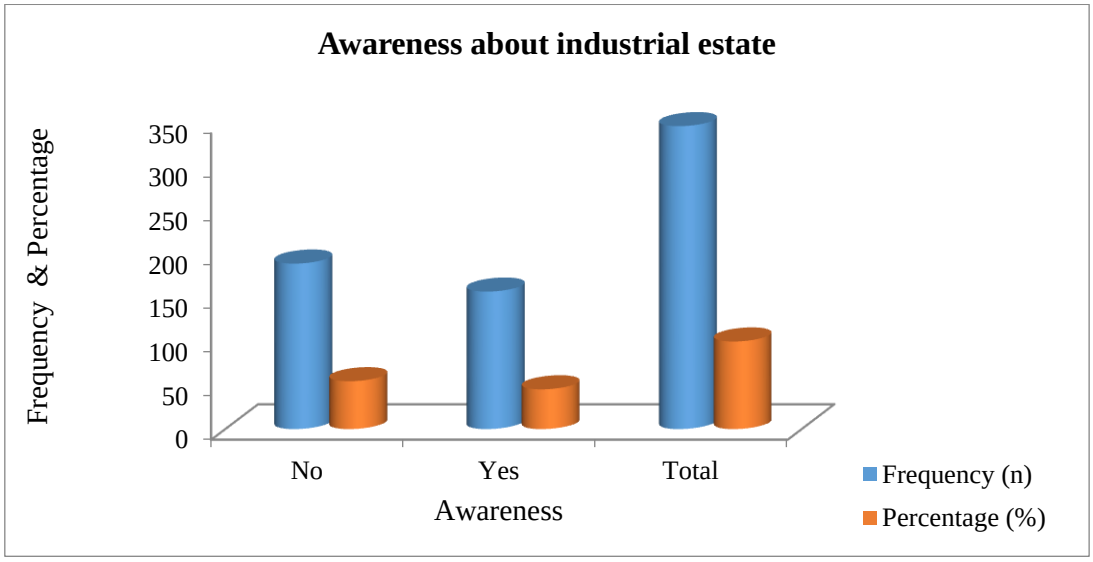

Figure 4.5. Awareness on industrial estate

From the table it is very clearly seen that 54.6% of the respondents do not possess the awareness about the presence of industrial estate in their locality. Only 45.4% are having the awareness on presence of industrial estate in their near vicinity. The skill universities should include exposure visits to nearby industries as part of the curriculum besides interface with entrepreneurs.

4.1.7. Category

The respondents were classified as per the social category list mentioned in the constitution of Govt. of India. The details are provided in the table.

Table 4.6. Social categorisation of respondents (n=346)

Social Category	Frequency (n)	Percentage (%)
General	202	58.4
OBC	103	29.8
Minorities	19	5.5
SC	17	4.9
ST	4	1.2
BC	1	0.3
Total	346	100.0

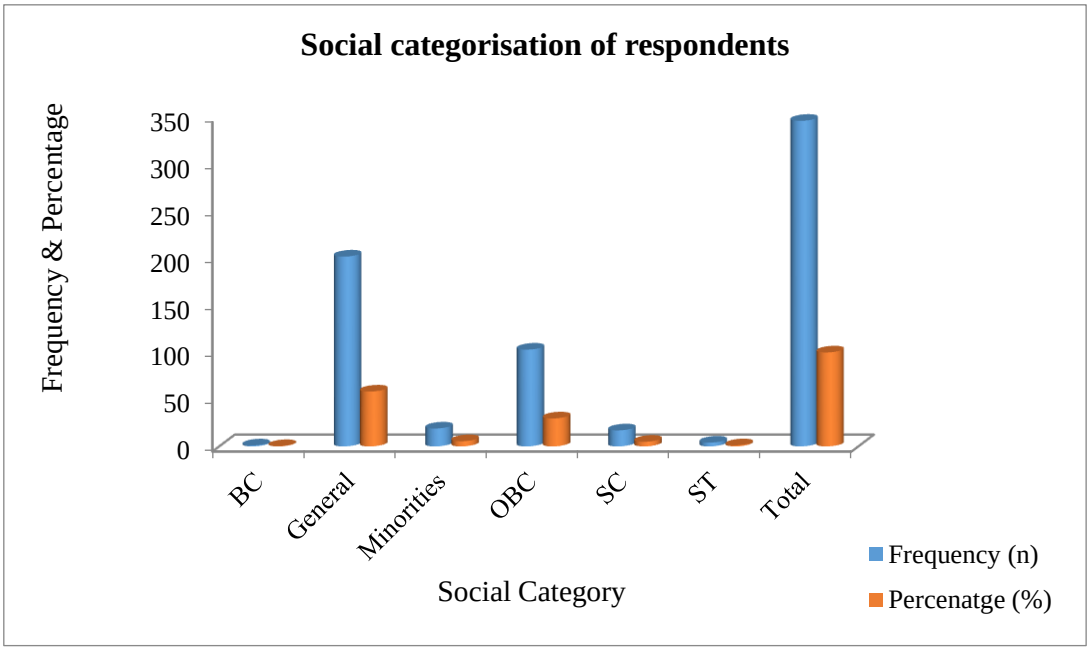

Figure 4.6. Social categorisation of respondents

As per the data in table, majority (58.45%) of the respondents belong to general category. Second large majority (29.8%) belong to OBC category. 5.5% of the students belong to minority communities which include Jains, Muslims and Christians. SC category strength is 4.9% followed by 1.2% of ST category students and BC is the least, only 0.3%.

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.

4.1.8. Education Details

The respondents are classified according to their education qualification and the details are presented in the following table.

Table 4.7. Education qualifications of respondents (n=346)

Education Qualification	Frequency (n)	Percentage (%)
12 class	302	87.3
ITI	15	4.3
Diploma	8	2.3
Graduation	18	5.2
Post-Graduation	3	0.9
Total	346	100.0

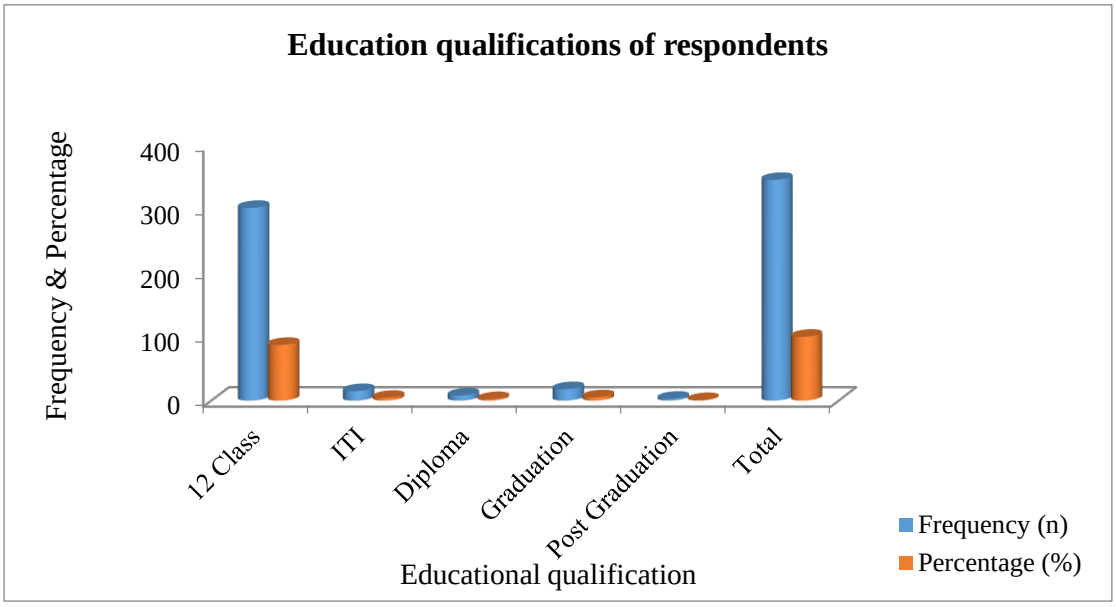

Figure 4.7. Education qualifications of respondents

A large majority of the students i.e., 87.3% have joined for skill education just after completing their 12 class. The respondents also include Industrial Training Institute (ITI) completed students who constitute 4.3%, Diploma (Technical trades and designing) holders (2.3%) and graduates of all streams namely BA, B.Com, B.Sc., BBA, BCA, B.Ed. and Bachelors in Designing. It is very interesting to note that 0.9% of the students have taken up skill education after completing their post-graduation. B.Voc. course is natural extension of ITI and Diploma courses in which better placement opportunities are expected. Hence, the institutions offering ITI and Diploma may be contacted to create awareness about potential of skill courses.

External variables are important in business creation, in addition to personal characteristics; education has a crucial role (Linan *et al*., 2011). This is consistent with theoretical arguments that primary schooling in Malawi provides a generalised form of competence that underpins the variety of skills an entrepreneur needs to succeed in business (Ivar, 2015).

4.1.9. Additional Qualification

The details on additional qualification possessed by the respondents are presented in the table below.

Table 4.8. Additional qualification of respondents (n=346)

Additional qualification	Frequency (n)	Percentage (%)
NO	265	76.6
YES	81	23.4
Total	346	100.0

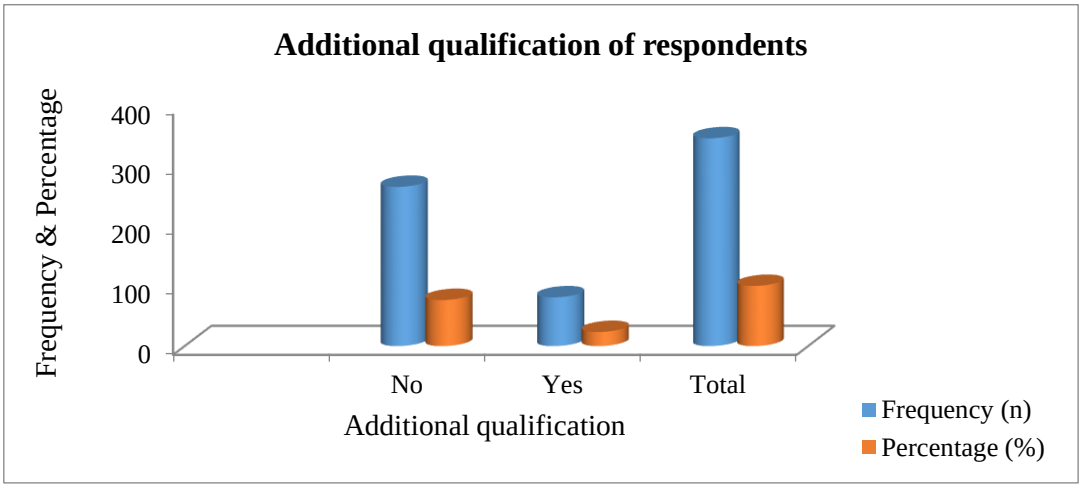

Figure 4.8. Additional qualification of respondents

It is evident from the table that 76.6% of the students do not have any additional qualification apart from their regular academics. Remaining 23.4% of the students possess additional qualifications. Out of this, 15% of the students have Rajasthan State Certificate of Information Technology (RSCIT).

Additional qualifications brighten better internship and placement opportunities. Therefore, skill universities may identify such additional qualifications and encourage students to complete during B.Voc. programme.

Recognition and rewarding system has to be established to encourage students who acquire additional qualification.

4.1.10. Co-curricular Activities

The details on involvement of respondents in co-curricular activities are presented in the table below.

Table 4.9. Involvement of respondents in co-curricular activities

(n=346)

Co-curricular Activities	Frequency (n)	Percentage (%)
NO	300	86.7
YES	46	13.3
Total	346	100.0

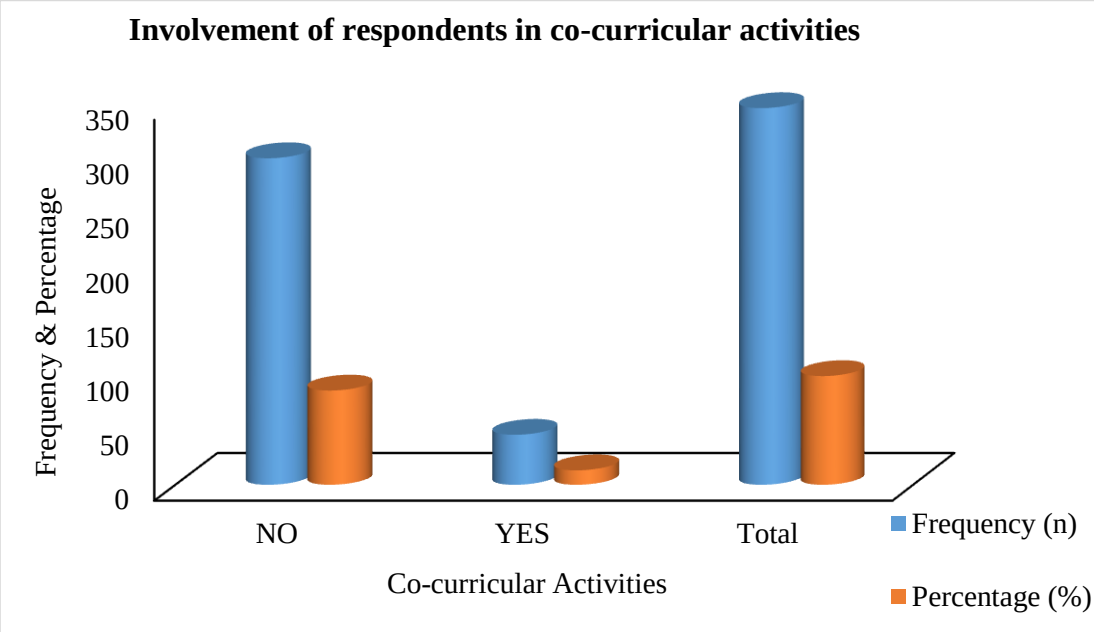

Figure 4.9. Involvement of respondents in co-curricular activities

The table above shows that a large majority of the students i.e., 86.7% did not participate in any Co-curricular activities during their schooling and 12thstandard. Only 13.3 percent of the students have actively participated in co-curricular activities along with regular studies.

In order to ensure overall development of the students, Co-curricular activities may be encouraged.

4.1.11. Parents Educational Qualification

Educational qualification possessed by the parents of the respondents is provided in the table here under.

Table 4.10. Education details of respondent's parents (n=346)

Education Qualification	Frequency (n)	Percentage (%)
No education	11	3.2
Upto 10 class	84	24.2
12 class	92	26.5
ITI	3	0.8
Diploma	4	1.2
Graduation	106	30.6
B.Tech	8	2.3
MBBS	2	0.9
Post-Graduation	33	9.5
Ph.D.	3	0.8
Total	346	100.0

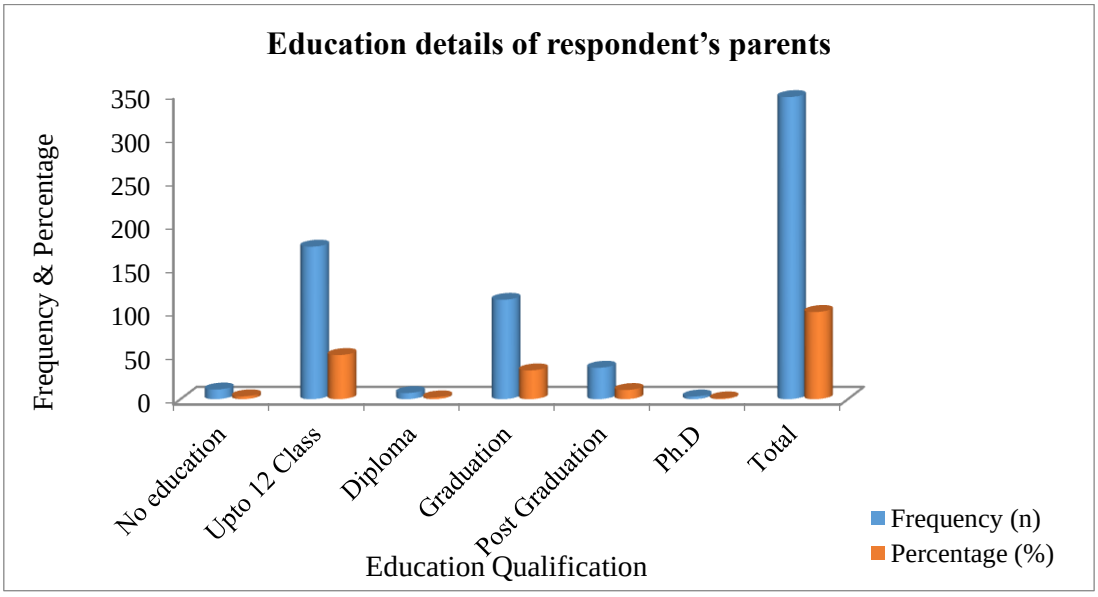

Figure 4.10.Education details of respondent's parents

The table above shows the education qualification details of the respondents' parents. 24.2% of the parents have studied upto 10 class. 26.5% of them possess 12 class qualification. 0.8% of the parents are ITI holders and 1.2% of them are diploma holders too. One third of the respondents parents are graduates (30.6%) and 2.3% of them are engineers. Only 0.9% of them are doctors. 9.5% of them have studied post-graduation in different disciplines.

Parents with Ph.D qualification are only 0.8%. It is interesting to note that 3.2% of the parents do not have any education.

4.1.12. Parents Income Level

Income levels of the parents of the respondents are depicted in the following table.

Table 4.11. Income details of respondent's parents (n=346)

Income per Annum(Rs. in Lakh)	Frequency (n)	Percentage (%)
Less than 1.0	23	6.6
1.0-5.0	192	55.5
5.0-10.0	103	29.7
10.0-15.0	17	4.9
15.0-20.0	10	2.9
More than 20.0	1	0.3
Total	346	100.0

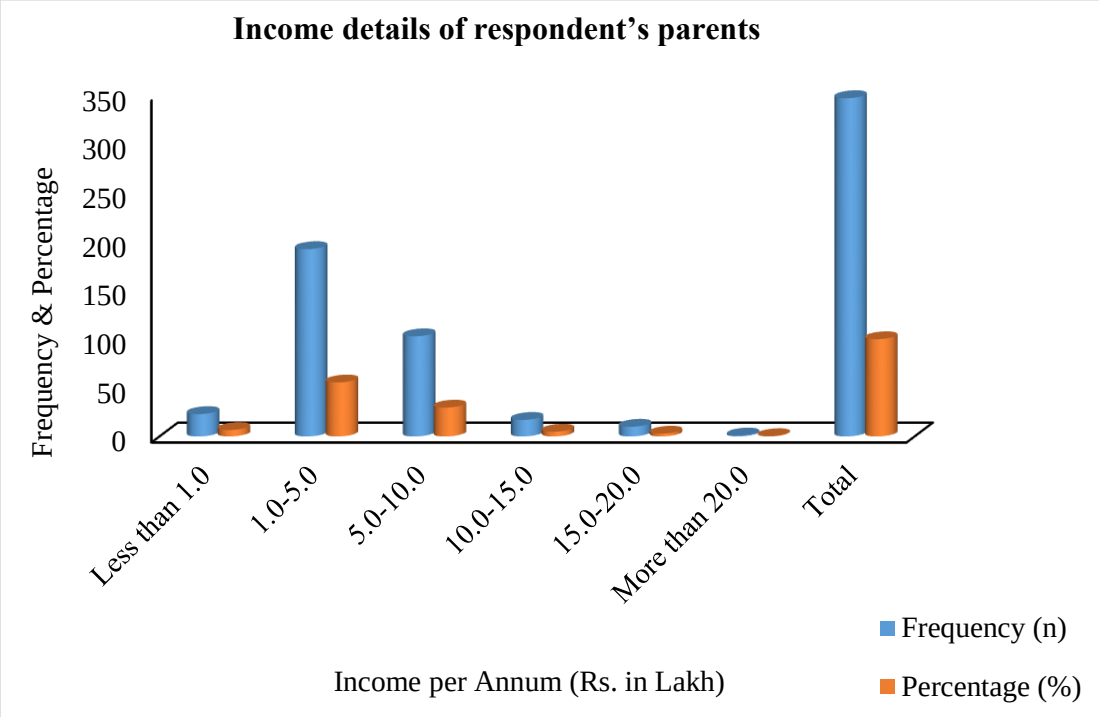

Figure 4.11.Income details of respondent's parents

From the table it is seen that 6.6% of the parents' annual income is less than Rs 1.0 lakh. More than half of the parents (55.5%) income ranges between Rs 1.0 to 5.0 lakh. 29.7% of them have their income between Rs 5.0 to 10.0 lakh. The income of 4.9% of the parents ranges from Rs 10.0 to 15.0 lakh. 2.9% of

the parents' income is Rs 15.0 to 20.0 lakh per annum. Only 0.3% of the parents' income is more than Rs 20.0 lakh per annum.

It is observed that majority of the students belong to low income families. Fee concession to students from low income families will enhance the enrolment rate in skill courses. Universities may facilitate educational loan to students. Family support was found to be positively related to perceived desirability as well as feasibility in starting a new enterprise (Swarupa & Goyal, 2020).

4.1.13. Birth Order

The birth order of the respondents was classified and indicated in the following table.

Table 4.12. Birth Order of respondents (n=346)

Birth Order	Frequency (n)	Percentage (%)
1st Born	135	39.0
2nd Born	133	38.4
3rd Born	42	12.1
4th Born	23	6.6
5th Born	8	2.3
6th Born	5	1.4
Total	346	100.0

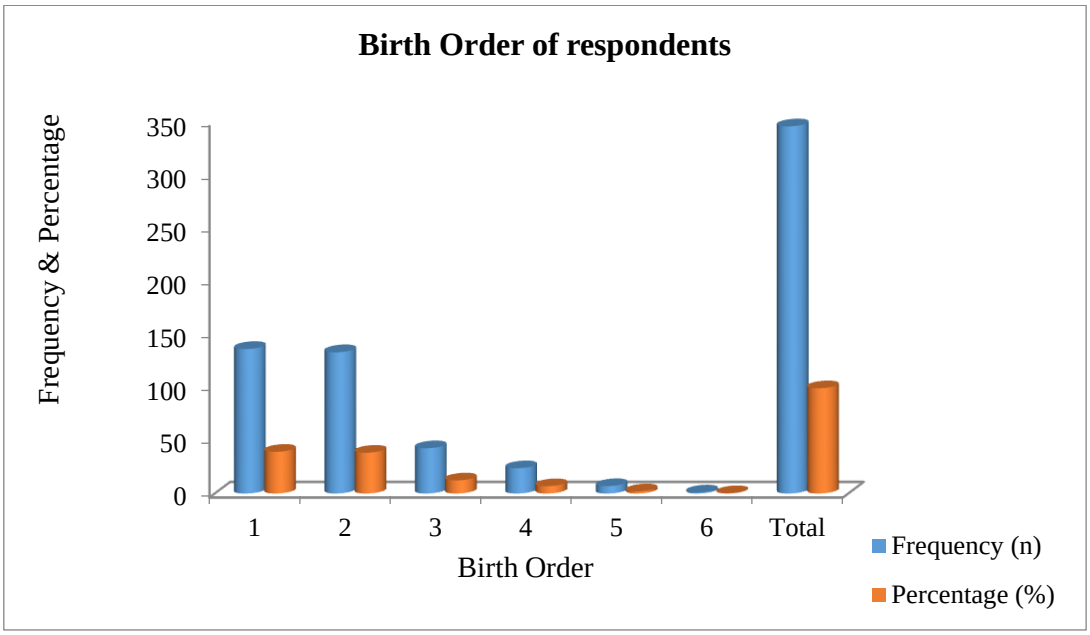

Figure 4.12. Birth Order of respondents

The table illustrates that 39.0% of the students are first born, 38.4% of them are second born, 12.1% are third born, 6.6% are fourth born, 2.3% are fifth born and 1.4% of the students are sixth born when order of birth is studied.

It is observed that elder children preferred skill education compared to younger ones due to better employment and self-employment opportunities.

4.1.14. Awareness on Entrepreneurship

The details of students' awareness on entrepreneurship are presented in the table below.

Table 4.13. Awareness on Entrepreneurship (n=346)

Awareness on Entrepreneurship	Frequency (n)	Percentage (%)
NO	84	24.3
YES	262	75.7
Total	346	100.0

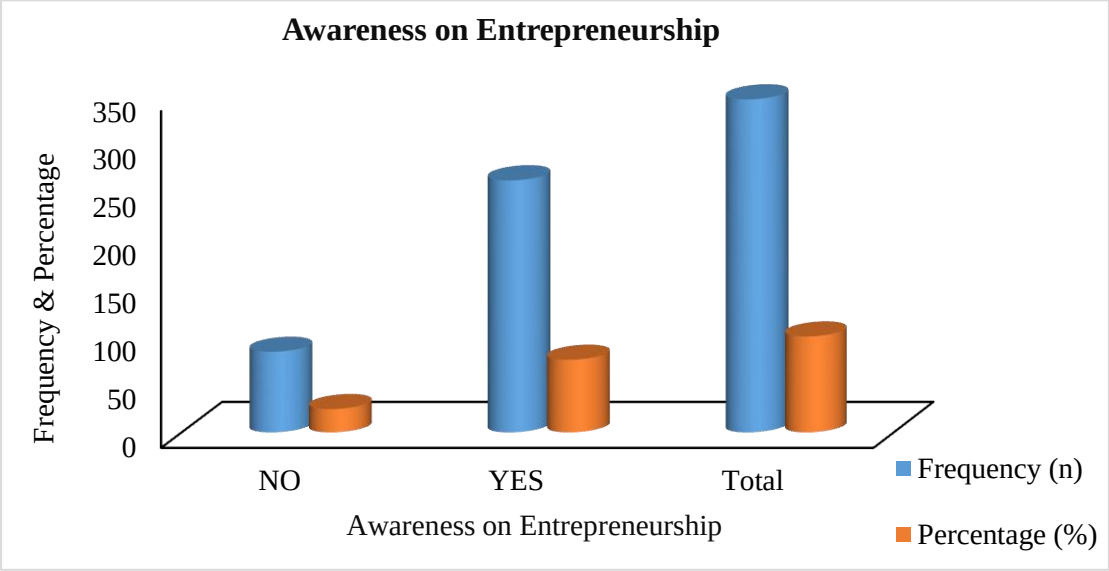

Figure 4.13. Awareness on Entrepreneurship

From the table it could be seen that 75.7% of the students are having awareness about entrepreneurship and 24.3% do not have awareness on entrepreneurship. Around one fourth of the students in skill course are not aware about entrepreneurship. Hence, there is need for increasing the entrepreneurship content in the skill education curriculum.

It was advantageous to invoke and combine different learning theories and approaches in order to promote entrepreneurial awareness and mind-set (Sarah *et al.*, 2016). Shirokova *et al.*, (2016) highlighted that age, gender and family entrepreneurial background, university environment and uncertainty escaping, which affect the transformation of entrepreneurial intentions into entrepreneurial actions.

4.2. Skill Education Dimension

4.2.1. Entrepreneurship Studies

The details on students studying entrepreneurship are given in the table here under.

Table 4.14. Entrepreneurship Studies (n=346)

Studies on Entrepreneurship	Frequency (n)	Percentage (%)
NO	234	67.6
YES	112	32.4
Total	346	100.0

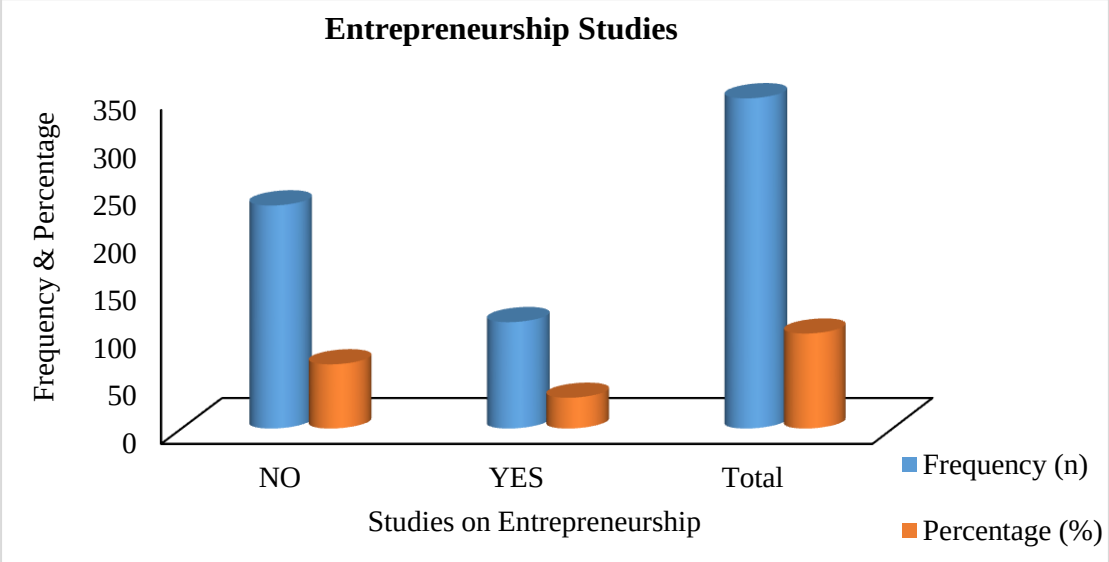

Figure 4.14. Studies on Entrepreneurship

On the contrary to the table 4.13, only 32.4% of the students are studying entrepreneurship module in skill education course and 67.6% are not studying entrepreneurship module.

The results clearly indicate that there is immediate need for introduction of compulsory entrepreneurship module in skill education. The skill without entrepreneurship is handicapped. Hence to maximise the benefits of skill course, entrepreneurship content is must.

Aurora *et al*., (2017) found the significant differences in the level of intention between students of different fields of study indicate that universities should more extensively focus entrepreneurship education on students in other subject area than business or engineering/technology sciences. The implications of the study by Armanurah *et al*., (2019) showed that in order to cultivate entrepreneurial thinking among students in all fields of studies, the Public Higher Learning Institutions (PHLI) should take into consideration to include at least one Basic Entrepreneurship course as a compulsory subject for all students. This study also recommended that to increase the level of entrepreneurial thinking, and its dimension of creative and innovative and tolerance of ambiguity, PHLIs should increase the entrepreneurship courses taken as compulsory subject.

4.2.2. Relevance of the subjects to skill program

The details on relevance of subjects to skill education program are listed in the table below.

Table 4.15. Relevance of the subjects (n= 346)

Sr. No	Name of the Subject	Very Less	Less	Optimum	High	Very High
		Frequency-n (Percentage %)				
1	Major Elective	27 (7.8)	39 (11.3)	122 (35.3)	87 (25.1)	71 (20.5)
2	Theory classes	8 (2.3)	39 (11.3)	131 (37.5)	118(34.5)	50 (14.1)
3	Skill Training	5 (1.4)	15 (4.3)	97 (28.0)	120(34.7)	109(31.5)
4	General English	60 (17.3)	38 (11.0)	109 (31.5)	98 (28.3)	41 (11.8)
5	Elementary Mathematics	135 (39.0)	76 (22.0)	78 (22.5)	41 (11.8)	16 (4.6)
6	Computer Skills	28 (8.1)	51 (14.7)	119 (34.4)	94 (27.2)	54(15.6)
7	Open Elective	132 (38.2)	66 (19.1)	70 (20.2)	51 (14.7)	27 (7.8)
8	Entrepreneurship Module	177 (51.2)	76 (22.0)	49 (14.2)	33 (9.5)	11 (3.2)
9	Languages (French/others)	201 (58.1)	87 (25.1)	44 (12.7)	9 (2.6)	5 (1.4)

Most (35.3%) of the respondents rate the credits of major elective as optimum. Theory classes are optimum to most of the respondents (37.5%). According to 34.7% of the respondents, skill training is high. General English is optimum for 31.5%. Majority of the respondents opined that the relevance of elementary mathematics is very less. Computer skills are rated optimum by 34.4% of the respondents. The relevance of open elective is very less to 38.2% of the respondents. More than 50% of the respondents opined that the relevance of entrepreneurship module and other language is very less in the skill program which they are studying.

The above table reflects that Elementary Mathematics, Open Elective, Entrepreneurship 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 an 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.

Senka and Ivan (2014) reported the results of study being conducted among the students of Croatia. University should focus on academic entrepreneurship education; provide knowledge and expertise on entrepreneurial practice. The research findings of Yashoda (2015) reveal that inadequate attention is given to several sustainability dimensions of the relationship between education and skill development on one hand, and their surrounding environment on the other hand. Altaf *et al*., (2017) has assessed the role of entrepreneurial learning from the viewpoint of entrepreneurial education which effects on the antecedent of entrepreneurial intentions. They also suggested that entrepreneurial learning can play a substitution role for subjective norms in development of attitude towards generation of entrepreneurial intention. The entrepreneurial learning moderating effect on attitude may have

implication for the universities, educator and academia for developing the entrepreneurial environment, curriculum for developing entrepreneurial learning among the students. In an exploratory study in India by Deepali *et al.*, (2017) critically examines a Government sponsored skill development programme. Findings suggest significant contribution of training and skill development on the receiver group.

4.2.3. Extent of entrepreneurial content in skill development course

The following table provides details on extent of entrepreneurial content in skill education course as indicated by the respondents.

Table 4.16. Entrepreneurial content in skill development course (n= 346)

Sr. No	Subject	Very Less	Less	Optimum	High	Very High
		Frequency (n) (Percentage %)				
1	Achievement Motivation	273(78.9)	12 (3.5)	26 (7.5)	33 (9.5)	2 (0.6)
2	Entrepreneurial Motivation	273(78.9)	10 (2.9)	25 (7.2)	26 (7.5)	12(3.5)
3	Business Idea Generation	277(80.1)	7 (2.0)	25 (7.2)	27 (7.8)	10(2.9)
4	Market Survey	291(84.1)	16 (4.6)	23 (6.6)	14 (4.0)	2 (0.6)
5	MSME Schemes	297(85.8)	8 (2.3)	21 (6.1)	15 (4.3)	5 (1.4)
6	Startup Support	295(85.3)	15 (4.3)	22 (6.4)	11 (3.2)	3 (0.9)
7	Financial Assistance	289(83.5)	17 (4.9)	21 (6.1)	15 (4.3)	4 (1.2)
8	Institutional Mechanism	290(83.8)	20 (5.8)	17 (4.9)	16 (4.6)	3 (0.9)
9	Intellectual Property Rights	294(85.0)	18 (5.2)	21 (6.1)	12 (3.5)	1 (0.3)
10	Bankable Project Preparation	285 (82.4)	18 (5.2)	18 (5.2)	18 (5.2)	7 (2.0)
11	Mentoring	289(83.5)	13 (3.8)	29 (8.4)	10 (2.9)	5 (1.4)
12	Industrial Visits	288(83.2)	14 (4.0)	21 (6.1)	12 (3.5)	11(3.2)
13	Case Studies	293(84.7)	13 (3.8)	20 (5.8)	15 (4.3)	5 (1.4)
14	Screening of Videos/ Films	282(81.5)	11 (3.2)	19 (5.5)	25 (7.2)	9 (2.6)
15	Business Idea Competitions	287(82.9)	17 (4.9)	16 (4.6)	19 (5.5)	7 (2.0)
16	Success Stories	293(84.7)	13 (3.8)	10 (2.9)	23 (6.6)	7 (2.0)
17	Entrepreneurs Interface	297(85.8)	13 (3.8)	13 (3.8)	18 (5.2)	5 (1.4)

A large majority (more than 80%) of the respondents opined that the content of all the seventeen subjects listed in the above table is very less in the skill course irrespective of the branch/stream.

Critical analysis of the curriculum of various skill development courses offered by BSDU indicated that out of 180 cumulative credits covering domain specific courses, only 5 credits are covered by Entrepreneurship Development module. Specifically, entrepreneurship development (introductory module offered in third semester with 2 credits and entrepreneurship development (advanced) offered in fifth semester with 3 credits focus on entrepreneurship development. Thus, entrepreneurship development module share in skill development course is 2.78% only.

Similarly, critical analysis of the curriculum of various skill development courses offered by RISU indicated that out of 180 cumulative credits covering domain specific courses, only 12 credits are covered by Entrepreneurship Development module. Specifically, financial management, entrepreneurial sales & marketing and Intellectual Property law are the three subjects offered as General Electives out of 23 subjects. Even if it assumed that, students prefer all the three courses, then entrepreneurship development module share in skill development course is 6.67% only. But there is possibility that students may opt other subjects resulting in less percentage or even zero share of ED module as these subjects are optional and not compulsory.

The table clearly indicates that large majority of the respondents expressed that 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. 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.

David C. McClelland (1964), an eminent Behavioural Scientist, USA strived to induce the spirit of achievement motivation in adults and urged them to take up business ventures. Students in Brazil have higher levels of entrepreneurial intention and are significantly more motivated to study courses and activities in entrepreneurship compared to students of other countries. More practical sessions, opportunity scanning and diversified educational modules besides business plan play a significant role in managing the challenges (Edmilson *et al*., 2014). A study among public university students in Malaysia carried out by Awang *et al*., (2016) reveal that students grade, individual Entrepreneurial Orientation (EO) comprises of proactive personality and risk taking propensity were proven important in explaining attitude towards entrepreneurship, participation in entrepreneurship education, Perceived Behaviourial Control (PBC) and subjective norm. Subsequently, PBC and subjective norm proved as significant mediators in individual EO and Entrepreneurial Intention (EI) relationships. These results are helpful to skill university management in redesigning the curriculum and programs that suits to students' concern in shaping their future as an entrepreneur.

Patrick *et al*., (2016) reports that a curricular reform created an entrepreneurship track providing business training and coaching to help university students prepare a business plan. The entrepreneurship track led to a small increase in self-employment, but overall employment rates remained unchanged.

Naimatullah & Bahadur (2017) concluded that multiple regression analysis and Pearson's correlation indicated that attitudes toward behavior and subjective norms have a positive and significant relationship with entrepreneurial intention, while perceived behavioral control has no significant relationship among university students of Pakistan. These research findings may contribute to the literature of entrepreneurship, particularly within Asian culture. The validation study by Preeti *et al*., (2017) reports that though many higher education institutions in India launched entrepreneurship courses, least prominence has been given to find out the impact of entrepreneurship education and the strong intentions

to become entrepreneurs. Doan *et al*., (2018) inferred that university students tend to increase their start-up intention when they study entrepreneurship and are confident in their capabilities and self-efficacy. Entrepreneurial studies at universities may guide students to pursue entrepreneurial careers.

The findings are relevant considering the problem of unemployment among students.

4.2.4. Respondents opinion on Teaching Methodology

The opinion of the respondents regarding the teaching methodology is presented in table below.

Table. 4.17. Respondents opinion on Teaching Methodology (n= 346)

Sr. No	Teaching Methodology	Poor	Satis-factory	Good	Very Good	Excellent
		Frequency-n (Percentage %)				
1	Teaching by In-house University Faculty	12 (3.5)	42 (12.1)	84 (24.3)	104(30.1)	104(30.1)
2	Teaching of Guest Faculty	71(20.5)	40 (11.6)	69 (19.9)	99 (28.6)	67 (19.4)
3	Power Point Presentations	5 (1.4)	27 (7.80)	100(28.9)	127(36.7)	87 (25.1)
4	Lectures	7 (2.0)	40 (11.6)	85 (24.6)	120(34.7)	94 (27.2)
5	Classroom Notes	20 (5.8)	40 (11.6)	105(30.3)	90 (26.0)	91 (26.3)
6	Workshop/ Lab Facilities	17 (4.9)	41 (11.8)	78 (22.5)	77 (22.3)	133 (38.4)
7	Library Facility	55(15.9)	59 (17.1)	71 (20.5)	79 (22.8)	82 (23.7)

Almost 60% (30+30) of the respondents opined that the teaching of in-house Faculty is very good to excellent. 28% say that guest faculty teaching is very good. Most of them rated the power point presentation of methodology is very good. Lectures are also rated very good by 34.7% of respondents. 30.3% of them opined that notes provided by the teachers during class are good. Majority of them have opined that the facilities created for lab/workshop and library is excellent.

All the above teaching methodologies adopted by skill universities were perceived by students as good to excellent. Hence, all the methodologies need to be strengthened and continued.

Developing Entrepreneurial Life Skills by Vaidya (2014) recommends the use of various teaching methods and approaches that allow students to have control over their learning activities. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. Dawn and Michelle (2015) developed a measurement instrument. Educators and trainers will have a scale with which to measure IEO that could be used in teaching entrepreneurship as well as training in small-business seminars. Francisco and Alain (2015) in their exhaustive review mention that entrepreneurship education needs to apply differentiated teaching techniques and contents to achieve its full potential. Instructors should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves (Gowsalya & Ashok, 2015).The teaching methodology should emphasise on venture creation process in order to scan the business opportunities with regard to money, time, employees and community (Parimala and Ilham, 2016).

The teaching methodology should include business creation process enabling to map the opportunities as per time, money, employees and community. Several results of research show that methods to teach entrepreneurship should also be explored further.

4.2.5. Relevance of other activities to skill course

Other activities relevant to skill course are shown in the table here under.

Table 4.18. Relevance of other activities to skill course (n= 346)

Sr. No	Name of the Subject	Very Less	Less	Optimum	High	Very High
		Frequency-n (Percentage %)				
1	Study visits	75 (21.7)	46 (13.3)	115(33.2)	62 (17.9)	48(13.9)
2	Expert lectures	75 (21.7)	55 (15.9)	90 (26.0)	76 (22.0)	50(14.5)
3	Competitions	91 (26.3)	51 (14.7)	97 (28.0)	69 (19.9)	38(11.0)
4	Quiz	74 (21.4)	48 (13.9)	104(30.1)	52 (15.0)	68(19.7)

Majority of the respondents (33.2%) opined that study visits organised are optimum. According to 26% of the respondents, the lectures delivered by the experts are optimum. 26.3% of the respondents express that the competitions organised by the university are very less. But 30.1% opined that the quiz conducted as part of the competition is optimum.

Majority of the students perceived above listed educational activities as relevant in the range of optimum to very high. Hence, effectiveness of these educational activities need to be further improved. Study visits may be organised to industrial parks and industries 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 imaginative manner so that students' participation will increase healthy competitive learning atmosphere is created.

According to Bagheri and Pihie (2015), the intention to become an entrepreneur is a complex and personal decision. Hence, there is an immediate need to provide Malaysia university students with experiential entrepreneurship learning activities in order to improve their skills as an entrepreneur. The study also suggest that entrepreneurial skills and activities should be spurred along with entrepreneurship education and training (Badariah *et al.,* 2015).The study by Parimala and Ilham (2016) recommends that entrepreneurship course should involve innovative co-curricular programs, outside classrooms, focus on students 'live' entrepreneurial programs as a comprehensive venture accelerator of student run entrepreneurial organisations and forums and entrepreneurial eco-systems as practised in educational institutions of Western countries. Entrepreneurship curricula should incorporate the features on experiential learning methods, critical thinking, start up business ventures, visits to industries and business areas, inviting successful entrepreneurs as guest speakers. Apart from regular entrepreneurship curriculum, students should be exposed to adequate practical orientated training in entrepreneurial activities. Ghulam *et al*., (2018) examined the role of inspiration and learning in developing students' entrepreneurial intentions in the First

Year of Higher Education. The authors tried to explore research gaps of early university experiences on Entrepreneurship Education (EE) and its impact on entrepreneurial intentions. The purpose is to infuse entrepreneurial capability and intentions to augment entrepreneurial career prospects (a neo-liberal educational purpose) among students. Investigations of Doan *et al*., (2018) reveal that curricular and extra-curricular programmes for entrepreneurship based on self-efficacy, but not social education, had significant effects on innovative start-up intentions. Jun *et al.,* (2019) reported that direct effect of extracurricular activity was found to be significantly positive among college students in China.

The key element is not necessarily the design of the course, but the personal characteristics and experiences of the students. Some of them react negatively, whereas others will react positively to the same activity. Students with different value priorities may interpret the entrepreneurship teaching differently. Students should be given adequate training in entrepreneurial activities along with normal entrepreneurship curriculum. The training courses should be more practical-orientated.

4.2.6. Desire to have additional new subject in skill curriculum

The table below indicates the respondents desire to have additional new subject in skill curriculum.

Table. 4.19. Additional new subject in skill curriculum (n= 346)

Response	Frequency (n)	Percentage (%)
YES	250	72.3
NO	96	27.7
Total	346	100

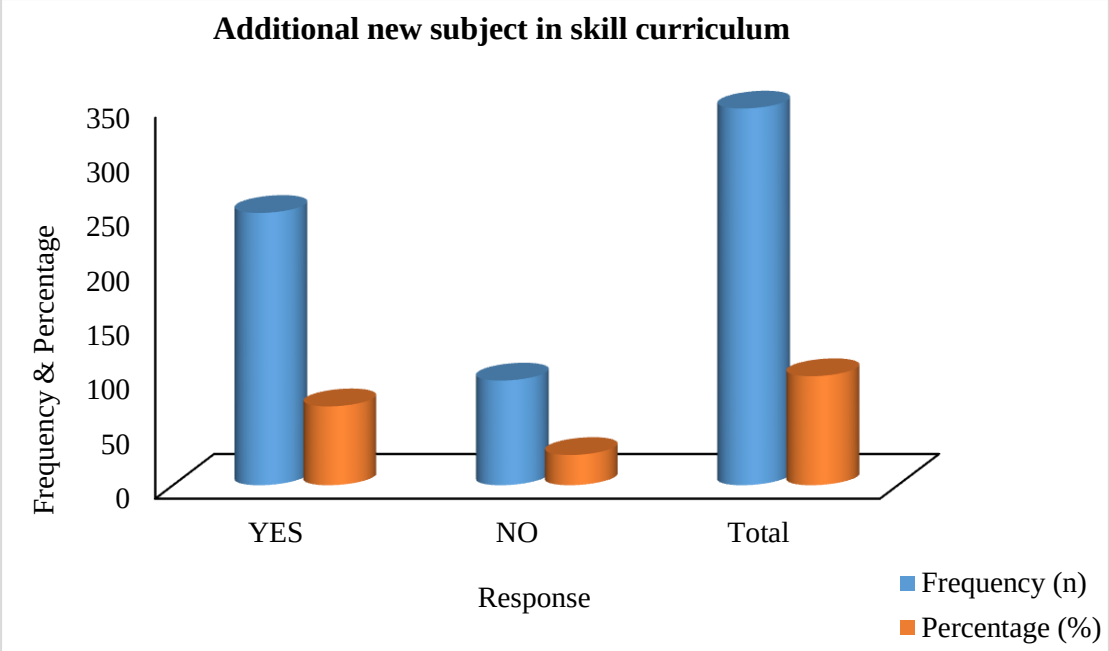

Figure 4.15. Additional new subject in skill curriculum

The table above depicts that 72.3% of the respondents indicated that there is a need for introduction of new subject in skill course.

Hence, there is a need for including all the seventeen subjects listed in the previous table need to be introduced with adequate content.

Further, it was found that curriculum developed by universities do not organize students for self-employment as a career option (Esther, 2015). Farhangmehr *et al.*, (2016) elucidate that entrepreneurship education does not improve the motivation of university students to become entrepreneurs. The study enhances higher institutions' understanding of the subject study and stimulates policy makers in developing appropriate curriculum in future development of entrepreneurial programs for students in higher education institutions (Lim *et al.*, 2017).

4.3. Entrepreneurial Intention

4.3.1. Preference of close people for the future profession

The following table reflects the preference of close people of respondents about their future profession.

Table 4.20. Preference of close people for the future profession

(n=346)

Sr. No	People	Higher Studies	Entrepre-neurship	Busi-ness in Partner ship	Govt. job	Private job	Family Busi-ness	Agri-Culture
		Frequency-n (Percentage %)						
1	Parents	39 (11.3)	11 (3.1)	21 (6.0)	36 (10.4)	191 (55.2)	43 (12.5)	5 (1.5)
2	Brother/ Sister	122 (35.2)	29 (8.4)	29 (8.5)	37 (10.6)	82 (23.8)	39 (11.2)	8 (2.3)
3	Friends	82 (23.6)	33 (9.5)	37 (10.6)	122 (35.1)	39 (11.5)	29 (8.5)	4 (1.2)
4	Class mates	79 (22.8)	44 (12.8)	40 (11.6)	115 (33.2)	37 (10.5)	26 (7.7)	5 (1.4)
5	Relatives	39 (11.2)	12 (3.6)	20 (5.8)	37 (10.6)	190 (54.8)	44 (12.8)	4 (1.2)

It is evident from the table that more than half of the parents and relatives wanted the respondents to take up private job followed by family business. Similarly, more than one third of the friends and classmates wanted the respondents to get into government job followed by higher studies. On the contrary, more than one third of the brother/sister wanted the respondents to pursue higher studies followed by private jobs. It is interesting to note that all the above group of people preferred agriculture least and slightly given more preference to entrepreneurship.

Majority of the parents and relatives are influenced by their generation experiences and current job opportunities available. The shrinking public job opportunities and expanding job opportunities in private sector made them to suggest the same for their wards. On the contrary, friends and classmates who are more influenced by peer success, suggested government jobs. In the process, the students get into underemployment, move to distant places for which the students are ready. Higher education brings pride to the families and also inspires younger siblings. This might be the reason for brothers/sisters to suggest higher education to their siblings. Negligible percentage suggested students to take up agriculture as the profession is hard and financially not rewarding.

The findings of the research carried out by Nisha (2015) recommend policy changes and intervention measures at university level to increase the intention level of students. Further, the entrepreneurial intention among students has shown significant influence on attitude, feasibility and desirability. A few factors like age, education, motivation and role model have significant influence on feasibility and desirability towards entrepreneurship. Modifications of these factors will have positive influence on entrepreneurial intention. The results of a study on "Determinants of Entrepreneurial Intention among Undergraduate Students in Malaysia" by Sylvia *et al*., (2015) reveal that personal attitude, perceived behavioural control and perceived relational support are the imperative indictors to entrepreneurial intention.

4.3.2. Future professional success perceived by the respondents

The future professional success perceived by the respondents is explained in the table below.

Table 4.21. Future professional success perceived by the respondents

(n=346)

Sr. No.	Field	Not Successful	Somewhat Successful	Neutral	Successful	Very Successful
		Frequency-n (Percentage %)				
1	Entrepreneurship	30 (8.6)	117(33.7)	122(35.3)	42(12.2)	35(10.2)
2	Government Service	15(4.3)	35(10.1)	94(27.2)	92(26.6)	110(31.8)
3	Private Job	23 (6.6)	43(12.4)	84(24.3)	120(34.7)	76 (22.0)
4	Family Business	53 (15.3)	46(13.3)	85(24.6)	99(28.6)	63 (18.2)
5	Business in Partnership	31(9.0)	94(27.2)	82(23.7)	119(34.4)	20(5.8)
6	Agriculture	164(47.4)	48(13.9)	68(19.7)	38(11.0)	28(8.1)

Most of the respondents were not clear about their success in entrepreneurship. Majority perceived very successful in Government service, successful in private job, family business and partnership business. Most of them also stated that they will not be successful in agriculture.

Getting a government job, private job, pursuing family business, partnership business, and agriculture has definite approach and vast experiences are available with society. However, the same definite approach is not available for pursuing entrepreneurship. The approach depends on demand for service/product, local competition, price comparison, availability of technology, raw material and skilled manpower, financial resources, policy, handholding support which are unique to every enterprise where the entrepreneur explore after getting into the enterprise. This might be the reason for students' non clarity on entrepreneurship.

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.

Aliyu *et al.*, (2015) reported that entrepreneurial education and training need to be enhanced further to increase awareness and change the mind-set of the students toward imbibing entrepreneurial culture and reduce over reliance on government and other formal sectors. Ng *et al*., (2016) reported that the elements of entrepreneurial motivation affecting entrepreneurial intentions are behavioural control, subjective norm and attitude towards entrepreneurship. The rate of behavioural control is very good; both subjective norm and attitude towards entrepreneurship are at good level. Attitude and subjective norm to self-employment are significantly related to both student immediate and future entrepreneurship intention.

4.3.3. Factors attributing to the success in entrepreneurship

The table given below reflects the factors attributing to the success in Entrepreneurship as perceived by the respondents

Table 4.22. Factors attributing to the success in entrepreneurship

(n= 346)

Sr. No	Factor	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Skill education	17(4.9)	14(4.0)	28(8.1)	144(41.6)	143(41.3)
2	Entrepreneurial inputs	52(15.0)	80(23.1)	62(17.9)	99(28.6)	53(15.3)
3	Family business background	38(11.0)	66(19.1)	92(26.6)	102(29.5)	48(13.9)
4	Inner urge to be in business	18(5.2)	32(9.2)	91(26.3)	124(35.8)	80(23.1)
5	Market demand	48(13.9)	72(20.8)	60(17.3)	95(27.5)	71(20.5)
6	Govt. policy	75(21.7)	78(22.5)	90(26.0)	67(19.4)	36(10.4)

Around 41 percent of the respondents strongly agree with the attribute of skill education component for the success in entrepreneurship. According to 28.6%, the success in entrepreneurship is due to entrepreneurial inputs. 29.5% of the respondents attribute the success to family business background. Most of the (35.8%) respondents say inner urge to be in business is the attribute for success. 27.5% agree with the attribute of market demand to be successful in entrepreneurship. Most of the respondents (26.0%) neither agree nor disagree with Government Policy as an attribute for the success of enterprise.

Skill education imparts definite skill set to students based on which students can carve their profession. Besides, there is huge demand for skilled professionals in the industry. Further, entrepreneurial inputs in skill education are expected to enhance the success rate among skilled manpower. Entrepreneurial inputs transform skill into an enterprise. Family business background is an in-situ learning opportunity on enterprise management. Such cases, budding entrepreneurs also receives mentorship from family members. At the time of crisis, they can look upon own family members for help.

Above all, inner urge to be in business plays decisive role in success of enterprise. The inner urge empowers the entrepreneur to build vision, plan in advance, anticipate challenges, and work for solutions with dedication which can contribute for their success. Market demand determines the profitability of the enterprise. Government policy creates an enabling environment for development of enterprises in terms of programs supporting entrepreneurs, capacity building, registration formalities, getting licenses, provision of startup loans, availing subsidies, credit guarantee, system for mentorship, creation of domestic as well as export market and taxation policy. Hence, a conducive learning ecosystem to be created during the skill education considering all the above factors which contributes for the success of enterprise.

Flavio *et al*., (2014) in their research study documented a positive relation between family background and business creation. The estimates showed that if father is a private sector professional, there is less interest towards business establishment. However, there is no significant relation between family income and entrepreneurship. Aliyu *et al*., (2015) reported that the determining factors such as attitude and subjective norms should get more attention since they affect directly entrepreneurial intention of the students. Dawn and Michelle (2015) developed an instrument to measure the Entrepreneurial Orientation (EO) of students and other individuals. The scale developed has confirmed the validity and reliability with three distinct factors pro-activeness, innovativeness and risk-taking ability.

All three are statistically correlated with measures of entrepreneurial intention. Hence there is a need to align the efforts of the Government with the industry that will pave way to successful implementation of the programs, thereby enabling the skilled manpower for the nation by 2020 (Anbuthambi and Chandrasekaran, 2017). Furthermore, entrepreneurial intentions of engineering students are influenced positively much more by entrepreneurial family background than by entrepreneurship education (Emilia and Daniela, 2017).

The research results of Esther *et al*., (2017) explain that personal attitudes, perceived behavioural control and entrepreneurship education significantly forecast entrepreneurial intentions. The results can be used as a tool to boost entrepreneurship among young people in developing countries. The findings signify that entrepreneurial potential of students is on the upper side, and entrepreneurship education in higher education system is below average. "A Study on the Factors Affecting Entrepreneurial Intentions Among Students in Higher Education Institutions in Northern region of Malaysia" carried out by Lim *et al*., (2017) concluded that factors such as attitude towards the behaviour, desirability, feasibility of self-employment and entrepreneurship education family business background exhibit significant relationships towards students' entrepreneurial intentions.

The outcome of this study highlights the increasing need to focus on entrepreneurship education in higher education in India (Mukesh *et al*., 2018). In a study on entrepreneurial intentions among students in India, the authors 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 (Pretheeba and Venkatapathy, 2018). Entrepreneurial Goal Intention (EGI) strongly influences entrepreneurial implementation intention. The findings offer important insights for policy makers on improvement of tourism students' EIs through educational programs (Kourosh *et al.*, 2019).

4.3.4. Advantages of skill education program

Different advantages of pursuing the skill education program as perceived by the respondents are explained in the table here under.

Table 4.23. Advantages of skill education program (n= 346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Internship in a good industry	19(5.5)	11(3.2)	31(9.0)	129(37.3)	156(45.1)
2	Suitable stipend in internship	7(2.0)	21(6.1)	86(24.9)	147(42.5)	85(24.6)
3	Absorption in the same industry after internship	8(2.3)	26(7.5)	96(27.7)	154(44.5)	62(17.9)
4	To get good job & salary	3(0.9)	20(5.8)	51(14.7)	141(40.8)	131(37.9)
5	To get employment abroad	6(1.7)	18(5.2)	73(21.1)	133(38.4)	116(33.5)
6	Entrepreneurial inputs not required	286(82.7)	40(11.6)	14(4.0)	5(1.4)	1(0.3)

It is observed from the table that majority of the respondents strongly agreed that they may get internship in a good industry. Further, respondents agreed that they may get a suitable stipend during internship, get absorbed in the same industry after completing internship and also get a good job with good salary. 38.4 percent of the respondents agreed that they may get employment abroad after completing skill education program. It is important to note here that most of the respondents strongly disagreed to the statement on non-requirement of entrepreneurial inputs in skill course.

Students strongly agree that skill education provides internship in a good industry, suitable stipend during internship, absorption in same industry, a good job & salary and employment opportunities abroad. These are the expectations of students from skill education. Hence, skill education should focus on better internship opportunities with suitable stipend in all the skill trades. This would provide industry exposure to students which in turn encourage them to become entrepreneurs.

The primary research findings of Tugberk and Nadine (2019) indicated that having an internship experience increases the odds of entrepreneurial action, which is identified as a channel shaping the perception of the students.

4.3.5. Importance of job

The reasons for perceiving job as important is explained in the following table.

Table 4.24. Importance of job (n= 346)

Sr. No	Reason	Not Important	Slightly Important	Important	Fairly Important	Very Important
		Frequency-n (Percentage %)				
1	Self-satisfaction	13(3.8)	20(5.8)	73(21.1)	51(14.7)	189(54.6)
2	To fulfill family's ambition	19(5.5)	34(9.8)	87(25.1)	64(18.5)	141(40.8)
3	Financial security	14(4.0)	16(4.6)	84(24.3)	86(24.9)	146(42.2)
4	Service Opportunity	14(4.0)	34(9.8)	92(26.6)	94(27.2)	112(32.4)
5	Social security	15(4.3)	35(10.1)	94(27.2)	92(26.6)	110(31.8)
6	For Recognition	20(5.8)	40(11.6)	98(28.3)	71(20.5)	117(33.8)
7	To be Role Model	31(9.0)	25(7.2)	88(25.4)	57(16.5)	145(41.9)

It is evident from the table that for 54.6 percent of the respondents' job is very important for their self-satisfaction. Job is very important for 40.8 percent respondents to fulfil their family ambition. 42.2 percent of the respondents owe the importance to job to have financial security. Only for 32.4 percent of the respondents job is very important as an opportunity to serve. Most of the respondents (31.8%) expressed that to have social security, job is very important for them. 33.8 percent of the respondents' rate job as very important for recognition sake. To be role models, job is very important for 41.9 percent.

Majority of the students strongly agree that job provides self-satisfaction, fulfil family ambition, ensure financial security, social security, provide service opportunity, get recognition and opportunity to emerge as a role model. Hence, majority of the students are attracted to job. But it is important to impress upon the students during skill course that all their expectations can be achieved through entrepreneurship also.

Tommy *et al*., (2016) concluded that the existence of entrepreneurial role models affect to increase student's entrepreneurial intention through the

mediation of perceived desirability and perceived feasibility. In order for entrepreneurial role model function become more effective, it is necessary to present role model with close character to students in Indonesia Universities. The character closeness of role model will facilitate students in identification process and self-reflection.

4.3.6. Relative importance of job over business

Respondents' perception on relative importance of job over business is depicted in the table below

Table 4.25. Relative importance of job over business (n= 346)

Sr. No	Reason	Not Important	Slightly Important	Important	Fairly Important	Very Important
		Frequency-n (Percentage %)				
1	Be independent	18(5.2)	30(8.7)	72(20.8)	66(19.1)	160(46.2)
2	Support parents	10(2.9)	24(6.9)	71(20.5)	57(16.5)	183(52.9)
3	For livelihood	12(3.5)	21(6.1)	93(26.9)	86(24.9)	134(38.7)
4	Take care of personal needs	10(2.9)	22(6.4)	72(20.8)	88(25.4)	154(44.5)
5	Pursue higher studies	25(7.2)	35(10.1)	80(23.1)	88(25.4)	118(34.1)
6	Earn more money	14(4.0)	17(4.9)	74(21.4)	72(20.8)	169(48.8)
7	Have better living	10(2.9)	16(4.6)	64(18.5)	61(17.6)	195(56.4)
8	Meet unforeseen expenses	31(9.0)	39(11.3)	101(29.2)	97(28.0)	78(22.5)
9	Save for future	13(3.8)	32(9.2)	69(19.9)	70(20.2)	162(46.8)
10	Enjoy life	15(4.3)	28(8.1)	78(22.5)	59(17.1)	166(48.0)
11	Start own enterprise later	13(3.8)	27(7.8)	73(21.1)	63(18.2)	170(49.1)
12	Business is better than job	31(9.0)	27(7.8)	60(17.3)	60(17.3)	168(48.6)

The table clearly indicates that majority of the respondents preferred job to become independent, for supporting parents, for their livelihood, to take care of their personal needs, to pursue higher studies after sometime, to earn more money, to have better living, to save for the future needs, to enjoy life and to start own enterprise at later stage. However majority opined that business is better than job in the later stage. It is also felt by majority of the respondents that job is important to meet unforeseen expenses.

Majority of the students indicated all the above mentioned 12 statements as very important reasons (expect meet unforeseen expenses rated as important) for preferring job over business. It seems that they 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 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 better life, plan 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.

Education is another important variable as reported by Linan *et al*., (2014). Results emphasise the importance of entrepreneurial education in fostering business creation by inculcating entrepreneurial competencies and increasing awareness. Encourage the students more towards entrepreneurship; provide information on starting and running own business, to find a business idea, planning for quality entrepreneurial practice through training courses (Senka and Ivan, 2014). The findings of Nurdan and Nancy (2016) reveal that though the students hold a positive attitude towards entrepreneurship, they show a low level of entrepreneurial intention. Both Turkish and U.S. students expressed the need for more training and education on entrepreneurship to start a new business. The results of the research by Virginia and Carlos (2018) indicate that the need for independence is the key factor in the entrepreneurial intent of future engineers and confirm the positive contribution that entrepreneurship education has on their entrepreneurial intentions.

4.3.7. Opinion on starting the business

The table explains the opinions of respondents on starting the business.

Table 4.26. Opinion on starting the business (n= 346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Not so keen	61(17.6)	81(23.4)	91(26.3)	96 (27.7)	17(4.9)
2	It involves risk	09 (2.6)	20(5.8)	64(18.5)	179(51.7)	74(21.4)
3	No proper education/skills	27(7.8)	87(25.1)	93(26.9)	110(31.8)	29(8.4)
4	No motivation from family	45(13.0)	104(30.1)	69(19.9)	107(30.9)	21(6.1)
5	No money	44(12.7)	79(22.8)	71(20.5)	110(31.8)	42(12.1)
6	Intense competition	07 (2.0)	28(8.1)	71(20.5)	169(48.8)	71(20.5)
7	Marketing challenges	04 (1.2)	27(7.8)	62(17.9)	162(46.8)	91(26.3)
8	Long gestation periods	07(2.0)	25(7.2)	78(22.5)	178(51.4)	58(16.8)
9	Not immediate returns	12(3.5)	38(11.0)	81(23.4)	168(48.6)	47(13.6)
10	Fear of failure	18(5.2)	55(15.9)	84(24.3)	139(40.2)	50(14.5)
11	Cannot give adequate time to family	13(3.8)	52(15.0)	104(30.1)	135(39.0)	42(12.1)
12	Cannot get good marriage proposals	64(18.5)	103(29.8)	88(25.4)	67(19.4)	24(6.9)
13	Cannot enjoy life	52(15.0)	102(29.5)	91(26.3)	71(20.5)	30(8.7)

Majority of the respondents agreed to the fact 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, feared for intense competition, marketing challenges, long gestation periods to get returns, no immediate returns, fear of failure and lack of adequate time for the family. However, majority of the respondents disagreed that they may not get good marriage proposals and they cannot enjoy life by being in business.

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. It is important to note that students strongly disagreed with the statement of entrepreneurs cannot enjoy life and get good marriage proposal. This basic conviction of students in favour of entrepreneurship is an added advantage to transform them as entrepreneurs.

In a web based study by Abir *et al*., (2014) on identifying the factors impacting individuals' entrepreneurial intention has a high level of significance in specifying the extent to which individuals are attracted to start a new business. Important results emerged from this study are personality traits (factors): innovativeness, need for achievement, self-confidence, risk-taking propensity, internal locus of control and autonomy. From the research conducted by Abubakar *et al*., (2014), it is evident that perceived desirability has statistically significant relationship with entrepreneurial intention whereas perceived feasibility has no significant relationship with entrepreneurial intention. The empirical study by Serra et al (2014) found that risk loving has a positive and modest effect on entrepreneurial intentions. Though entrepreneurship could be progressed with a blend of cultural, political and socio-economic conditions, focusing only on willingness to take risk could be inadequate to forecast future behaviour of students. Akinbola *et al.*, (2015) discovered that informal network have positive significant effect on entrepreneurial intention of university (Lagos and Ogun state, Nigeria) students to start off their desired businesses. Esther (2015) explains that the subjects and skills taught at universities do not appear to encourage students to become active agents of their own destiny through developing qualities such as independence, creativity, risk-taking, self-motivation and innovation.

4.3.8. Influence of skill education course on development of entrepreneurial characteristics

The following table indicates the influence of skill education course on development of entrepreneurial characteristics of respondents

Table 4.27. Influence of skill education course on development of entrepreneurial Characteristics (n= 346)

Sr. No	Entrepreneurial Characteristics	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Enabled risk taking ability	133(38.4)	31(9.0)	84(24.3)	79(22.8)	19(5.5)
2	Increased self confidence	122(35.3)	31(9.0)	82(23.7)	73(21.1)	38(11.0)
3	Triggered innovativeness	126(36.4)	30(8.7)	99(28.6)	70(20.2)	21(6.1)
4	Empowered to face uncertainties	124(35.8)	36(10.4)	98(28.3)	70(20.2)	18(5.2)
5	Taught resource mobilisation	133(38.4)	39(11.3)	94(27.2)	68(19.7)	12(3.5)
6	Induced organising abilities	124(35.8)	40(11.6)	101(29.2)	68(19.7)	13(3.8)
7	Offered management skills	121(35.0)	30(8.7)	97(28.0)	71(20.5)	27(7.8)
8	Inculcated entrepreneurial culture	128(37.0)	33(9.5)	117(33.8)	57(16.5)	11(3.2)
9	Imparted positive attitude	130(37.6)	30(8.7)	83(24.0)	64(18.5)	39(11.3)
10	Encouraged me to conduct SWOT analysis	125(36.1)	36(10.4)	42(12.1)	68(19.7)	75(21.7)
11	Not motivated me for entrepreneurship	74(21.4)	50(14.5)	30(8.7)	83(24.0)	108(31.2)

It is observed from the table that 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. However, majority of the respondents strongly agreed that the course curriculum has not motivated them for entrepreneurship.

It is pertinent to mention here that the present skill education course curriculum offered by both the universities does not have entrepreneurship module. Therefore the skill education has no impact on inculcating entrepreneurial characteristics in students. This is a missed golden opportunity for skill education sector to transform skilled professionals into entrepreneurs. In order to rectify this huge void, it is strongly recommended that all the 18 entrepreneurial inputs suggested in Table 4.2.3 should be included in skill education curriculum and effectively taught through appropriate methodology.

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. Startup culture may be encouraged among students.

An attempt is made by Ezekiel *et al*., (2014) identified four factors that affect the perceptions of students are University Education, Familiarity, Capital and Survival. These factors were found to influence students towards entrepreneurship. Vaidya (2014) concludes that traditional class rooms and work environments may not be conducive to promote innovative and creative behaviour. But, the classroom environment should be creative to foster the innovation. Activities should be designed to increase self-confidence by focusing on positive ways to handle obstacles and learn from failures. Classroom instruction needs to be achievement oriented. In a review on Employability Skills in Higher Education in India by Artee Aggrawal (2015) reports that students need to develop eight skill sets viz., creative thinking, emotional thinking, emotional balance, communication skills, computer skills, decision making skills, interpersonal skills and time management in the changing environment.

Emilia and Daniela (2017) highlighted that business students assessed the effectiveness of higher entrepreneurship education and its positive influence on entrepreneurial intention to a greater extent than the engineering students.

The study by Trivedi (2017) seeks to appreciate the impact of three most vital factors, viz. (a) endogenous barriers (b) exogenous environment; (c) university environment and support on the entrepreneurial intention of students. The results specify that along with positive attitude and perceived behavioural control, endogenous barriers, university environment and support also have an indirect but significant impact on determining the entrepreneurial intention of students.

Exogenous environment recorded a negative relationship with perceived behavioural control and attitude towards behaviour in all three nations. The findings of the research study suggest a strong relationship between self-efficacy, risk taking capacity, business plan preparation and effectiveness of EEP. The findings of Li and Wu (2019) provide evidence that individuals who perceive high team cooperation may focus more on self-motivational factors (self-efficacy and passion) and in turn affect their entrepreneurial intention in the process of entrepreneurial education.

Findings of the study are of great help to entrepreneurship trainers, educational institutes and policy makers to remove cognitive barriers and other obstacles to new venture creation.

4.3.9. Factors of skill education course guiding students towards entrepreneurship

Some of the additional aspects of entrepreneurship other than the characteristics mentioned in table 4.27 are presented in the table below.

Table 4.28. Factors of skill education course guiding students towards entrepreneurship (n= 346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Offered adequate information about entrepreneurship along with skill education	36(10.4)	92(26.6)	96(27.7)	83(24.0)	39(11.3)
2	Curriculum is just sufficient for a Startup	38(11.0)	115(33.2)	96(27.7)	83(24.0)	14(4.0)
3	Motivated me to be a Job Provider rather than Job Seeker	44(12.7)	80(23.1)	95(27.5)	93(26.9)	34(9.8)
4	Provided all skills and knowledge to start a micro enterprise	32(9.2)	95(27.5)	94(27.2)	93(26.9)	32(9.2)
5	Enabled networking with several departments like MSME, Industries, Banks, R&D	50(14.5)	118(34.1)	87(25.1)	74(21.4)	17(4.9)
6	Mentoring was very inspirational	22(6.4)	35(10.1)	121(35.0)	107(30.9)	61(17.6)

It is clearly evident from the table that most of the respondents were not decisive (Neither Agree/Disagree) about the adequacy of entrepreneurship content, motivation to be a job provider rather than job seeker. However, agreed with inspirational mentoring. It is interested to note that majority of the respondents disagreed to the statement on sufficiency of curriculum for a Startup, imparting all skills and knowledge to start a micro enterprise and enabling networking with several departments like MSME, Industries, Banks, R&D.

In addition to entrepreneurial inputs recommended in table 4.3.8, the 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. Incubation Centre should be set up in university to incubate aspiring students. Entrepreneurship Development Club should be established and maintained by students to bring out more entrepreneurs. 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.

According to Souitaris, Zerbinati, & Laham (2007), the entrepreneurship programs will raise entrepreneurial attitudes and intention. Merle et al (2014) identified that content of entrepreneurship education has impact on entrepreneurial intentions of university students. Results indicated that more number of lectures and seminars offered is not much appreciated but networking and coaching activities are expected more by the students as part of entrepreneurship education. Artee Aggrawal (2015) reports that curriculum should include essential components such as creative thinking, emotional thinking, emotional balance, communication skills, computer skills, decision making skills, interpersonal skills and time management in the changing environment and exposure to industry. Mentor co-teaching sessions improved learning efficacy of students in China and satisfaction towards the course (Chen *et al.*, 2015). A study by Saeed *et al.*, (2015) illustrate that perceived educational support exercise highest influence on entrepreneurial self-efficacy, followed by concept development support, business development support and institutional support. Self-efficacy successively had a significant effect on entrepreneurial intention. Individual motivation factors like role model recognition and self-realization had an additional impact on intention. On the other hand, intention was not related to innovation, independence and financial success. The results recommend a holistic approach for more considerate role of perceived university support in improving entrepreneurial intention of students. The results of research by Roy *et al.*, (2017) show that positive attitude towards entrepreneurship when reinforced by essential entrepreneurial knowledge and entrepreneurial career options significantly influence EI. The influence of subjective norms is weak but positive on

intention formation. According to Saidi *et al*., (2018), the pedagogical initiatives introduced by the universities offering entrepreneurial modules significantly influenced undergraduates' attitudes, intentions, and behaviours towards social venture creation in Nigeria. The study by Li and Wu (2019) enhances knowledge of why and how entrepreneurial education improves business students' entrepreneurial intention.

4.3.10. Preparedness to start a business

The preparedness of students to start and manage a business in explained in the table here under.

Table 4.29. Preparedness to start a business (n= 346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Absolutely confident of succeeding in business	37(10.7)	72(20.8)	87(25.1)	102(29.5)	48(13.9)
2	Can manage business well with knowledge and skills learned during skill course	27(7.8)	87(25.1)	59(17.1)	124(35.8)	49(14.2)
3	Identify prospective business opportunities and take advantage for business	37(10.7)	74(21.4)	93(26.9)	113(32.7)	29(8.4)
4	Mobilised sufficient money to start business	33(9.5)	102(29.5)	86(24.9)	96(27.7)	29(8.4)
5	Arranged all other resources for launch of business	43(12.4)	96(27.7)	80(23.1)	96(27.7)	31(9.0)
6	Can penetrate into the market	40(11.6)	79(22.8)	92(26.6)	107(30.9)	28(8.1)
7	Can easily solve the problems in business	37(10.7)	87(25.1)	101(29.2)	105(30.3)	16(4.6)
8	Will give up business when difficult to manage	68(19.7)	103(29.8)	81(23.4)	60(17.3)	13(3.8)

It is observed from the table that majority of the respondents 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 respondents expressed inability to mobilise sufficient money to start business and to arrange all other resources for launch of their business.

Majority of the respondents were confident to penetrate into the market and can easily solve the problems in business. However, majority disagreed to give up the business when difficult to manage.

Even in the absence of entrepreneurial inputs in skill education, lack of entrepreneurial information, as discussed in the previous tables and as per Table 4.3.10, students have indicated their preparedness to become entrepreneurs after the skill course provided they are supported with stratup funding. It is very important to note that the students are confident to continue with the business despite the challenges. In view of this, 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.

A study on economic environment from Malaysia explains greater intention in students who opted for entrepreneurship as their career choice. Economic environment facilitates entrepreneurs with venture creation, venture rejuvenation, market opportunity, financial availability and growth potentials (Amran *et al*., 2014).The findings by Jacob (2015) revealed that a significant relationship exist between entrepreneurship education and entrepreneurial intention, while self-efficacy was found to partially mediate the entrepreneurship education and entrepreneurial intention. It proposes a quantitative analysis in which entrepreneurship education and entrepreneurial self-efficacy are key factors to develop entrepreneurial intentions in students of Uganda. Farhangmehr *et al*.,

(2016) reveals that entrepreneurship competencies are a predictor of entrepreneurship motivation but that knowledge base is not.

Tobin and Peter (2017) advocates that individual attributes are equally important on par with Blended Entrepreneurial Programs (BEP) for better entrepreneurial outcomes. It is also inferred that personal attributes and individual's entrepreneurial passion could increase the likelihood of entrepreneurial intention among students. It is suggested that BEPs need to consider applicant characteristics for expected entrepreneurial outcomes.

4.3.11. Factors motivating entrepreneurship

The table below explains the opinion of respondents on motivating factors towards entrepreneurship

Table 4.30. Factors motivating entrepreneurship (n=346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Family Business	39(11.3)	71(20.5)	66(19.1)	121(35.0)	49(14.2)
2	Partnership business with friends/relatives	31(9.0)	94(27.2)	82(23.7)	119(34.4)	20(5.8)
3	Employment generation to others	7(2.0)	24(6.9)	68(19.7)	194(56.1)	53(15.3)
4	Need of the society	10(2.9)	32(9.2)	101(29.2)	152(43.9)	51(14.7)
5	Demand for new products	7(2.0)	24(6.9)	62(17.9)	188(54.3)	65(18.8)
6	Availability of resources	7(2.0)	36(10.4)	71(20.5)	170(49.1)	62(17.9)
7	Business policy	9(2.6)	50(14.5)	90(26.0)	147(42.5)	50(14.5)
8	Financial support	11(3.2)	44(12.7)	75(21.7)	151(43.6)	65(18.8)
9	Possibility of earning more money	4(1.2)	32(9.2)	59(17.1)	148(42.8)	103(29.8)
10	Successful Entrepreneurs	2(0.6)	13(3.8)	56(16.2)	172(49.7)	103(29.8)
11	Role Models	7(2.0)	15(4.3)	67(19.4)	161(46.5)	96(27.7)
12	Desire to get Recognition	6(1.7)	25(7.2)	64(18.5)	152(43.9)	99(28.6)
13	Service motive	3(0.9)	28(8.1)	69(19.9)	174(50.3)	72(20.8)
14	Good future prospects	3(0.9)	21(6.1)	42(12.1)	136(39.3)	144(41.6)

Large majority of the respondents opined that the factors such as family business, partnership business with friends/relatives, employment generation to others, need of the society, demand for new products, availability of resources, business policy, financial support and possibility of earning more money were motivating towards entrepreneurship. Further, successful entrepreneurs and role models always encouraged the respondents to take entrepreneurship. It is interesting note that desire to get recognition, service motive and good future prospects also encouraged the respondents towards entrepreneurship.

Family business background ensures in-situ mentoring to the budding entrepreneurs. Further, partnership business with friends & relatives create a credible, confident business ecosystem which strengthen enterprise during the initial years of struggle. Every new enterprise is expected to generate employment to other unemployed which is not only a social recognition to entrepreneur but also bring pride. Society is in constant search of solutions to emerging problems in terms of new products/services. Entrepreneurs create social comfort by providing such solutions. If institutional mechanism ensures resources and friendly policy, it will be additional support for budding entrepreneurs. The society which supports and recognises entrepreneurs, carve the developmental path.

Research findings of the study titled Developing attitudes and intentions among potential entrepreneurs by Bahadur and Naimatullah (2015) explicate that the entrepreneurial approach one of the important factor in providing the employment and solving economic crisis to some extent. Prakash *et al*., (2015) observed that both internal and external locus of control differs significantly with frequency of entrepreneurship, innovativeness, pro-activeness and entrepreneurial intensity of students. It was also observed that if students consider government long term policies as support to start their business; degree and frequency of entrepreneurship by the students will also differ significantly. A Case of Botswana by Patrick *et al*., (2017) reported that participation in entrepreneurship education has changed the attitude, increased

entrepreneurial abilities and positively influenced students' intention to become an entrepreneur.

It is suggested to redesign the university curriculum so as to create a conducive environment for developing positive entrepreneurial attitudes and capabilities.

4.3.12. Comparison between job and business

The perception of respondents between job and business is explained in table below.

Table 4.31. Comparison between job and business (n=346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Will find decent livelihood only in a job	34(9.8)	75(21.7)	127(36.7)	89(25.7)	21(6.1)
2	Confident of future with a job	20(5.8)	67(19.4)	109(31.5)	105(30.3)	45(13.0)
3	Will take up job after failure in business	25(7.2)	64(18.5)	132(38.2)	105(30.3)	20(5.8)
4	Will find livelihood only in self-employment	7(2.0)	44(12.7)	122(35.3)	118(34.1)	55(15.9)
5	Taking up business is an easy task	26(7.5)	143(41.3)	86(24.9)	66(19.1)	25(7.2)
6	Will start business when do not want work under someone	13(3.8)	46(13.3)	90(26.0)	128(37.0)	68(19.7)

Most of the respondents were unable decide on finding a decent livelihood only in a job, confident of future with a job, taking up job after failure in business and finding livelihood only in self-employment. Taking up business is not an easy task for most of the respondents. However, majority were ready to start business when do not want to work under someone. The entrepreneurial inputs should be able to create a confident entrepreneurial mind-set during skill education period.

Majority of the students are not sure of getting a job and deciding between job & business. This is due to uncertainty surrounding about getting a job and establishing a business. This situation reveals that the students are in

formative stage. This is the ideal stage to attract students towards entrepreneurship. Enhancing entrepreneurial content adequately would contribute for shaping the attitude of students towards entrepreneurship.

It was noticed by Salwah *et al*., (2015) that engineering students possess high attitude towards entrepreneurship compared to other factors like subjective norm, need for achievement, locus of control, support and resistance, instrumental readiness and entrepreneurship intention. Students' high attitude to self-employment reflects the willingness of student more towards self-employment than wage employment. However, the students were not accessed to capital, social network and supporting information to start as entrepreneurs. "A Study on the Factors Affecting Entrepreneurial Intentions Among Students in Higher Education Institutions in Northern region of Malaysia" carried out by Lim *et al*., (2017) concluded that factors such as attitude towards the behaviour, desirability, feasibility of self-employment and entrepreneurship education exhibit significant relationships towards students' entrepreneurial intentions.

4.3.13. Opinion on job and business

The genuine opinion of respondents on job and business is indicated in the following table.

Table 4.32. Opinion on job and business (n=346)

Sr. No	Statement	In a Job	In Business
		Frequency-n (Percentage %)	
1	Earn more money	61 (17.6)	285 (82.4)
2	Receive recognition	76 (22.0)	270 (78.0)
3	Can provide employment to others	39 (11.3)	307 (88.7)
4	Freedom to make decisions	40 (11.6)	306 (88.4)
5	Work in your own way	41 (11.8)	305 (88.2)
6	Can do things in innovative way	57 (16.5)	289 (83.5)
7	Regular income	250 (72.3)	96 (27.7)
8	Safe future	160 (46.2)	186 (53.8)
9	Wide social network	66 (19.1)	280 (80.9)
10	Enjoy life	121 (35.0)	225 (65.0)
11	Role model in society	59 (17.1)	287 (82.9)
12	Face the challenges	60 (17.3)	286 (82.7)
13	Better marriage alliances	181 (52.3)	165 (47.7)
14	Political prospects	40 (11.6)	306 (88.4)

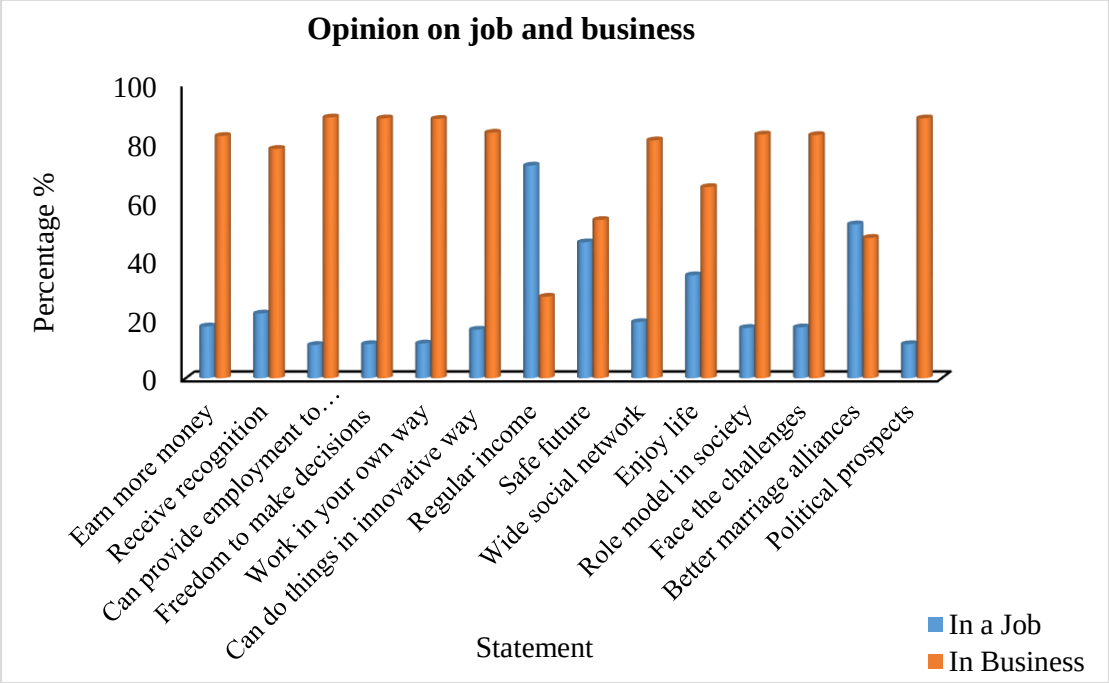

Figure 4.16. Opinion on job and business

Around 80% of the respondents 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. However, 72.3% of the respondents expressed that they can get regular income only while in a job. More than fifty of the respondents say that they can expect better marriage alliances while doing a job.

The results indicated in previous tables of this chapter reflect that the students are in a state of indecisiveness about job and business. However, the above table attempts to get decisive opinion of students regarding job and business. Students are clearly in favour of business except regular income and better marriage alliances. In order to overcome these apprehensions, students may be provided with financial instruments ensuring regular income and recognising, rewarding entrepreneurs in society to boost their image.

Ivan (2014) reported that entrepreneurial dynamics should be taught to the students through projects, encouraging them to take challenges and

responsibilities. Understanding entrepreneurship creates the potential for becoming an entrepreneur, but also for being innovative as an employee or volunteer (Merle *et al*., 2014).The investigation by Kris and Kristijan (2016 &17) to study the impacts of innovativeness and attitude on entrepreneurial intention among engineering and non-engineering students in Hong Kong reveal the four important findings. 1) The learning motivation robustly correlates with innovativeness, that in-turn influences the entrepreneurial intention. 2) The educational programs designed for the final year students should be slightly different from that of first year students, while the first year students may need more facilitation to motivate their learning. 3) The innovativeness of engineering students is significantly correlated to attitude while it is significantly and strongly to self-efficacy. The attitude of engineering students is found more significantly contributing to their 'entrepreneurial intention'. 4) Attitude seems to influence the female students more towards entrepreneurial intention, whereas the more influencing factor among male students is 'innovation'. The University of Cape Coast, Ghanahas introduced a entrepreneurship course for all non-business students in its endeavour to minimize the unemployment (Christina *et al*., 2018).

4.3.14. Perception of society about entrepreneurs

The perception of society about entrepreneurs as expressed by respondents is presented in the table below.

Table 4.33. Perception of society about entrepreneurs (n=346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Society respects a job holder	7(2.0)	37(10.7)	79(22.8)	173(50.0)	50(14.5)
2	Entrepreneur is highly respected in society	4(1.2)	21(6.1)	68(19.7)	144(41.6)	109(31.5)
3	Society wants more people to become entrepreneurs	6(1.7)	23(6.6)	113(32.7)	131(37.9)	73(21.1)
4	A person becomes entrepreneur because he/she did not get any job	41(11.8)	94(27.2)	100(28.9)	90(26.0)	21(6.1)
5	Business is considered as family profession	44(12.7)	100(28.9)	75(21.7)	91(26.3)	36(10.4)
6	Society does not encourage Women entrepreneurs	53(15.3)	82(23.7)	88(25.4)	87(25.1)	36(10.4)
7	Girls and women do not get support for starting enterprises as the boys and men get	53(15.3)	69(19.9)	72(20.8)	114(32.9)	38(11.0)

It is evident from the table that majority of the respondents believed that society respects a job holder, entrepreneur is highly respected in society and society wants more people to become entrepreneurs. 28.9 percent of the respondents could not decide on the statement “A person becomes entrepreneur because he/she did not get any job”. Majority of the respondents disagreed that business is considered as family profession. Most of the respondents agreed that society does not encourage women entrepreneurs and girls & women do not get support for starting enterprises as the boys and men.

Majority of the students indicated that society respects job as well as self-employment. It is needless to emphasise that success determines the respect and hence creating a successful entrepreneur should be the task of skill universities.

Society does not encourage women entrepreneurs like men and hence special emphasis should be given for motivating more girl students towards entrepreneurship.

Montserrat and Victor (2016) analysed the interaction between entrepreneurship education and subjective norms shapes the perceptions and attitudes of students toward entrepreneurship (based on theory of planned behavior). Results have relevant implications for women's entrepreneurship. The findings of explanatory research by Choukir *et al*., (2017) show a significant relationship between students' entrepreneurial intention, social norms, career choice intention and gender. Further, suggest a Saudi entrepreneurial undergraduate student profile which revealed that the entrepreneurship socialization in Saudi context operated more and more throughout relatives and friends for both male and female students called by sociologist's agents of socialization.

4.3.15. Decision maker of future

The table below indicates the role played by different people as decision maker of future of respondents.

Table 4.34. Decision maker of future (n=346)

Sr. No	Category of People	Frequency (n)	Percentage (%)
1	Parents	2	00.6
2	Self	8	02.3
3	Grandparents/Elders (in absence of parents)	48	13.9
4	Principal/Teacher	48	13.9
5	Seniors/Friends	240	69.4

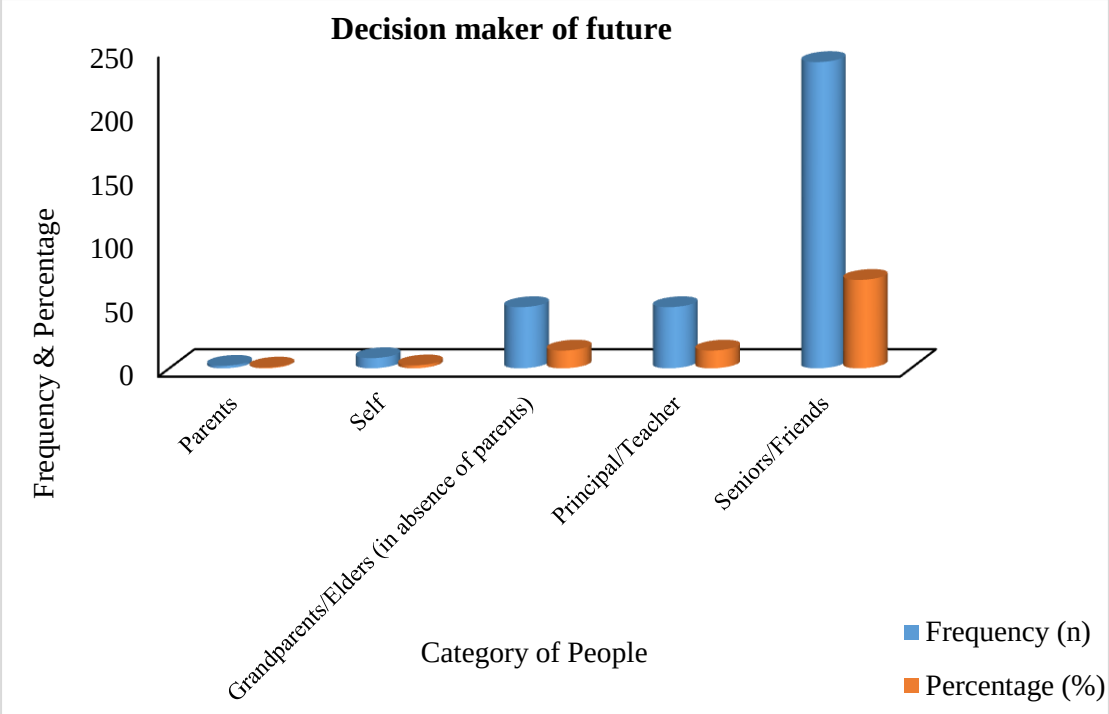

Figure 4.17. Decision maker of future

Majority of the respondents (69.4%) expressed that seniors/friends are the decision makers for their future.

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.

The new variable perceived family support is positively related to perceived desirability and feasibility of starting a new business. It is evident that perceived structural support by means of economic and political support for entrepreneurs has a positive influence on perceived desirability and feasibility to start a new venture. The findings propose that policy makers and educators need to consider the role of personal perceptions of family and structural support while promoting entrepreneurial actions of students by amending policies and revising educational programs since the present entrepreneurial education module does not include family support Tao *et al*., (2017).

4.3.16. Professional goal of skill education students

The professional goal of skill education students is presented in the table here under.

Table 4.35. Professional goal of skill education students (n=346)

Sr. No	Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Professional goal is to become an entrepreneur	12(3.5)	24(6.9)	68(19.7)	153(44.2)	88(25.4)
2	Will make every effort to start and run own enterprise	2(0.6)	16(4.6)	68(19.7)	155(44.8)	105(30.3)
3	Will work sometime to gain experience and confidence	6(1.7)	7(2.0)	54(15.6)	160(46.2)	119(34.4)
4	Ready to do anything to be an entrepreneur one day	5(1.4)	27(7.8)	88(25.4)	111(32.1)	115(33.2)
5	I do not want to be an entrepreneur	116(33.5)	97(28.0)	63(18.2)	40(11.6)	30(8.7)

Majority of the respondents agreed that professional goal is to become an entrepreneur, they will make every effort to start and run own enterprise, they will work sometime to gain experience, confidence and ready to do anything to be an entrepreneur one day.

It is clearly indicated by majority of the students that they are willing to become entrepreneurs as in item 5. Hence, entrepreneurship enabling ecosystem has to be created in skill universities to take forward the entrepreneurial intention of the students towards action. Skill is the foundation for establishing an enterprise. This coupled with entrepreneurial intention of the students is expected to give desired results.

Although business skills improved, effects on personality and entrepreneurial traits were mixed. The program nevertheless increased graduates' aspirations toward the future (Patrick *et al*., 2016). Salihu (2016) revealed that entrepreneurial career aspirations have a significant impact on graduates' business start-up. More so, the entrepreneurial

culture has significant impact on graduate's business start-up in North Central Nigeria. Patrick *et al*., (2017) in "A Case of Botswana" measured the influence of entrepreneurship education on university students' intentions towards entrepreneurship. The results reveal that all three direct factors attitude towards entrepreneurship, subjective norm and perceived entrepreneurial abilities influence entrepreneurial intention of university students. Furthermore, entrepreneurial action and business opportunity identification mediated the effect of the training on business creation (Michael *et al*., 2017).

4.3.17. Estimated time to start own enterprise

The table presented below indicates the estimated time to start own enterprise by the respondents.

Table 4.36. Estimated time to start own enterprise (n=346)

Sr. No	Estimated Time	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
		Frequency-n (Percentage %)				
1	Immediately	100(28.9)	116(33.5)	78(22.5)	36(10.4)	16(4.6)
2	Within 2 years	37(10.7)	113(32.7)	99(28.6)	71(20.5)	26(7.5)
3	2-5 years	17(4.9)	63(18.2)	95(27.5)	114(32.9)	57(16.5)
4	5-7 years	20(5.8)	61(17.6)	66(19.1)	107(30.9)	92(26.6)
5	Never	122(35.3)	117(33.7)	42(12.2)	35(10.2)	30 (8.6)

Most of the respondents (33.5%) disagree to start their enterprise immediately. Even 32.7% say that they disagree with the time period of 2 years to start enterprise. 32.9% of the respondents agree with 2 to 5 years of estimated time to launch their enterprise. Five to seven years of time period is agreeable to 30.9%. 68 percent of the respondents are hopeful of starting their enterprise in future course of time.

Students would like to establish enterprise during 2 to 7 years of time. The respondents indicated that they are willing to start the enterprise after the course. Hence skill education period is very critical for strengthening the attitude of students to become entrepreneurs.

Michael *et al*., (2017) have evaluated a student training for promoting entrepreneurship. The training put a particular focus on action in so far as the participants learned action principles and engaged in the start-up of a business during the training. The study concludes that action-regulatory mechanisms play an important role for action-based entrepreneurship trainings and business creation.

The findings have important implications for education in the development of entrepreneurship in terms of quality and quantity, preparing the foundation for individuals to succeed in their entrepreneurial future (Doan *et al*., 2018).

4.4. Correlation

4.4.1. Correlation between Demographic/ Personal Dimension and Entrepreneurial Intention

The correlation between demographic/personal dimension and entrepreneurial intention of students is elucidated in the following table.

Table 4.37. Correlation between demographic/personal dimension and entrepreneurial intention (n=346)

Sr. No	Demographic/Personal Dimension	Composite Score of Entrepreneurial Intention Dimension
1	Age	0.004
2	Gender	-0.022
3	Location (City/Town/Village)	-0.196**
4	Knowledge about Industrial estate	0.013
5	Social category	0.050
6	Percentage scored in 12th Class	0.072
7	Additional qualification	**0.190****
8	Co-curricular activities	0.044
9	Birth Order	0.091
10	Father's profession-Private Job	**0.118****
11	Father's profession- Family Business	**0.288****
12	Father's profession-Agriculture	**0.204****
13	Skill Education	**0.329****

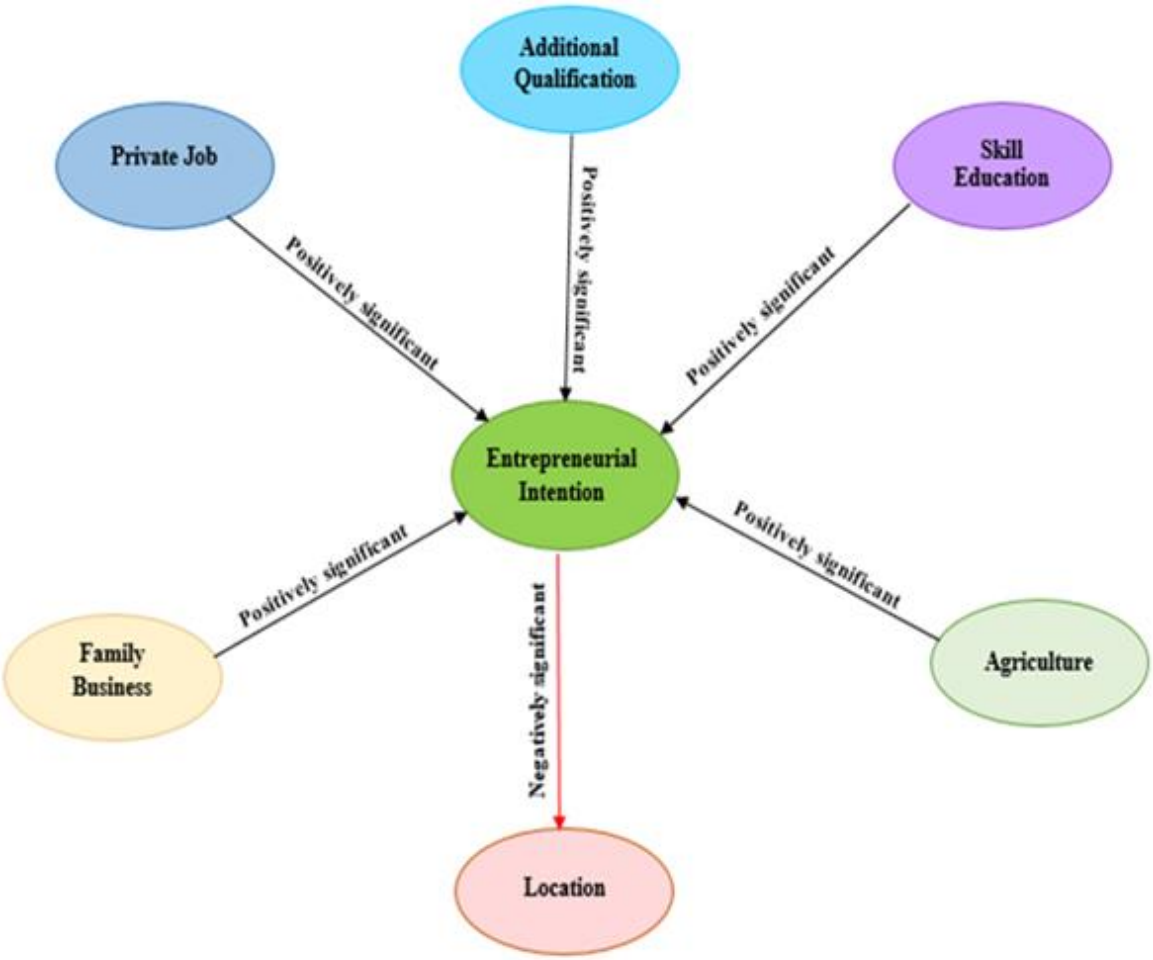

Figure 4.18. Correlation between Demographic/ Personal dimension and Entrepreneurial Intention

The results in the correlation table above indicate that the Entrepreneurial Intention (EI) is significantly related with the independent variables. The following discussion is made with respect to independent variables. Among the independent variables, the location of the respondents is negatively and significantly correlated at 1% level. This means, the respondents coming from towns have less EI. The additional qualifications obtained by the respondents during their 10+2 education has got significant relationship with EI composite score which takes into consideration 182 statements scaled on a 5 point continuum totalling to 910 score. (@ 1% significance rho =0.190**).

The 182 statements were derived from Entrepreneurial Intention dimension consisting of career planning of students, influence of close circle people on future career, future area of success, attributes for success in entrepreneurship, advantages of skill education, importance of job, relative advantage of job over business, opinion about starting own business, influence of skill education on entrepreneurial characteristics, influence of skill education on choice of self-employment, conviction of respondents in initiating a business, motivational factors for adopting entrepreneurship, opinion on job versus entrepreneurship, decision maker with respect to future career of respondents, career goal and time required to launch an enterprise.

Similarly, students coming from family background whose parents are into private job, pursuing family business, agriculture and students awareness on skill education are having higher EI scores, significant at 1% level (rho=0.118**, 0.288** 0.204**, 0.329**).

Teachers need to identify the students coming from family background of agriculture, family business, private job and also possessing additional educational qualification to motivate and train them as early adopters of entrepreneurship where possibility of success is brighter.

Edmilson *et al*., (2014) observed that students in Brazil have higher levels of entrepreneurial intention and are significantly more motivated to study courses and activities in entrepreneurship compared to students of other

countries. Flavio *et al*., (2014) in their research study estimates that if father is a private sector professional, there is less interest towards business establishment. However, there is no significant relation between family income and entrepreneurship. Research carried out by Nisha (2015) explain that few factors like age, education, motivation and role model have significant influence on feasibility and desirability towards entrepreneurship. In an exploratory study in India by Deepali *et al*., (2017) suggested significant contribution of training and skill development on the receiver group. The research results of Esther *et al*., (2017) explain that personal attitudes, perceived behavioural control and entrepreneurship education significantly forecast entrepreneurial intentions. The results of research by Roy *et al*., (2017) show that positive attitude towards entrepreneurship when reinforced by essential entrepreneurial knowledge and entrepreneurial career options significantly influence EI."A Study on the Factors Affecting Entrepreneurial Intentions Among Students in Higher Education Institutions in Northern region of Malaysia" carried out by Lim *et al*., (2017) conclude that factors such as attitude towards feasibility of self-employment, entrepreneurship education and family business background exhibit significant relationships towards students' entrepreneurial intentions. Jun *et al*., (2019) reported that direct effect of extracurricular activity was found to be significantly positive among college students in China.

4.4.2. Correlation between entrepreneurial inputs in skill education and entrepreneurial characteristics of students

The correlation between entrepreneurial inputs in skill education and entrepreneurial characteristics of students is presented in the table below.

Table 4.38. Correlation between entrepreneurial inputs in skill education and entrepreneurial characteristics of students (n=346)

Sr. No	Correlation	Risk Taking Ability	Self Confidence	Innova-tiveness	Empowered to face uncertainties	Resource Mobilization	Organising Ability	Manage-ment skills	Entrepreneurial culture	Positive Attitude	SWOT Analysis	Lack of Motivation for entrepreneurship
1	Achievement Motivation	0.073	0.065	0.037	0.033	0.069	0.056	0.105	0.08	0.076	0.097	0.06
2	Entrepreneurial Motivation	0.089	0.084	0.048	0.053	0.088	0.074	**0.124***	0.099	0.095	**0.122***	0.08
3	Business Idea Generation	0.073	0.07	0.034	0.044	0.078	0.065	**0.109***	0.083	0.08	**.107***	0.058
4	Market Survey	0.03	0.03	0.006	0.026	0.035	0.037	0.077	0.055	0.048	0.042	0.017
5	MSME Schemes	0.044	0.038	0.027	0.004	0.039	0.038	0.065	0.038	0.051	0.023	-0.019
6	Startup Support	0.035	0.02	0.008	0.015	0.022	0.035	0.054	0.033	0.034	0.033	0.008
7	Financial Assistance	0.02	0.008	0.052	0.074	0.027	0.027	0.056	0.043	0.024	0.036	0.003
8	Institutional Mechanism	0.048	0.049	0.017	0.049	0.055	0.052	0.089	0.057	0.058	0.077	0.057
9	Intellectual Property Rights	0.057	0.039	0.006	0.013	0.044	0.043	0.067	0.041	0.046	**0.107***	**.107***
10	Business Plan preparation	0.057	0.039	0.006	0.013	0.044	0.043	0.067	0.041	0.046	**0.107***	**.107***
11	Project Report Preparation	0.071	0.064	0.031	0.038	0.069	0.069	**0.110***	0.088	0.079	0.091	0.056
12	Mentoring	0.081	0.079	0.044	0.044	0.079	0.076	0.101	0.074	0.088	0.096	0.043
13	Industrial Visits	0.076	0.076	0.037	0.062	0.072	0.075	**0.118***	0.081	0.09	0.101	0.072
14	Case Studies	0.023	0.008	-0.009	0.01	0.026	0.023	0.057	0.032	0.019	0.038	-0.005
15	Screening of Videos/ Films	0.033	0.023	0.008	0.004	0.048	0.043	0.075	0.055	0.048	0.042	0.017
16	Business Idea Competitions	0.065	0.076	0.035	0.053	0.076	0.067	**0.112***	0.073	0.078	0.075	0.038
17	Success Stories	0.061	0.064	0.026	0.043	0.064	0.062	0.091	0.063	0.077	0.077	0.05
18	Entrepreneurs Interface	0.082	0.093	0.052	0.074	0.09	0.085	**0.114***	0.076	0.1	0.102	0.084

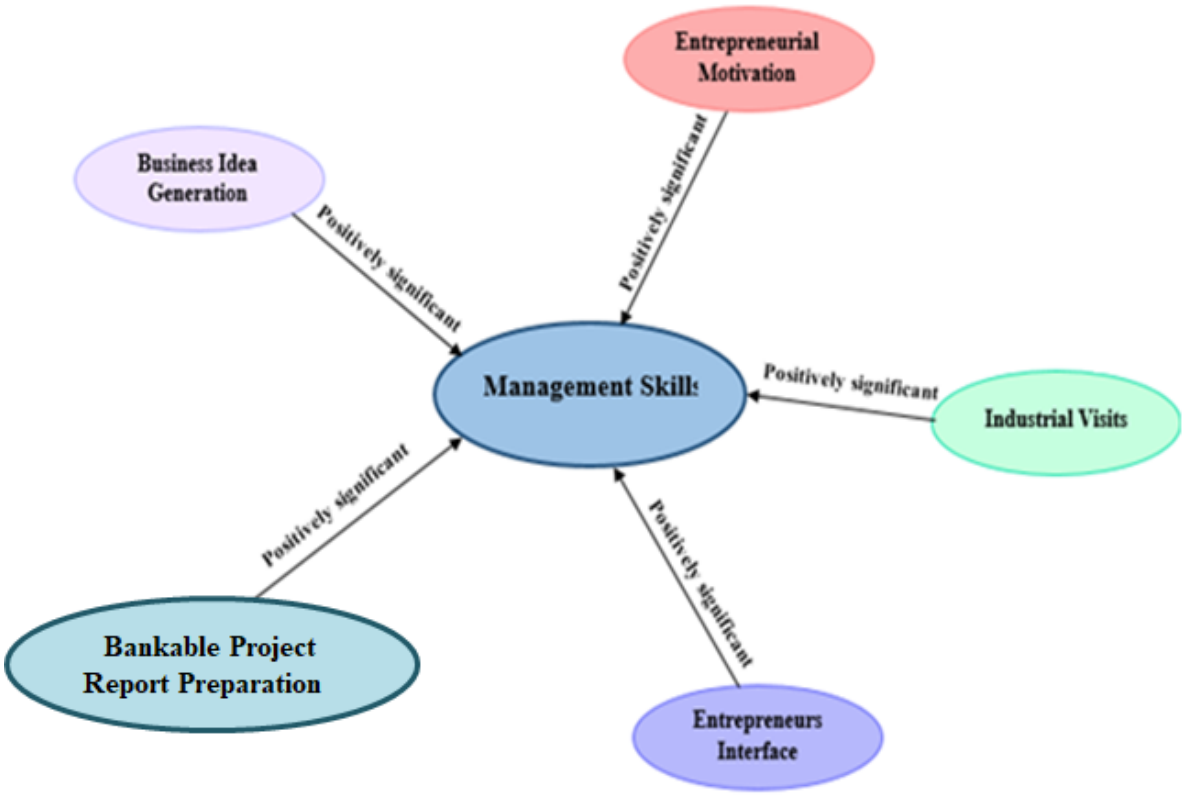

Figure 4.19. Relationship between entrepreneurial inputs and management skills

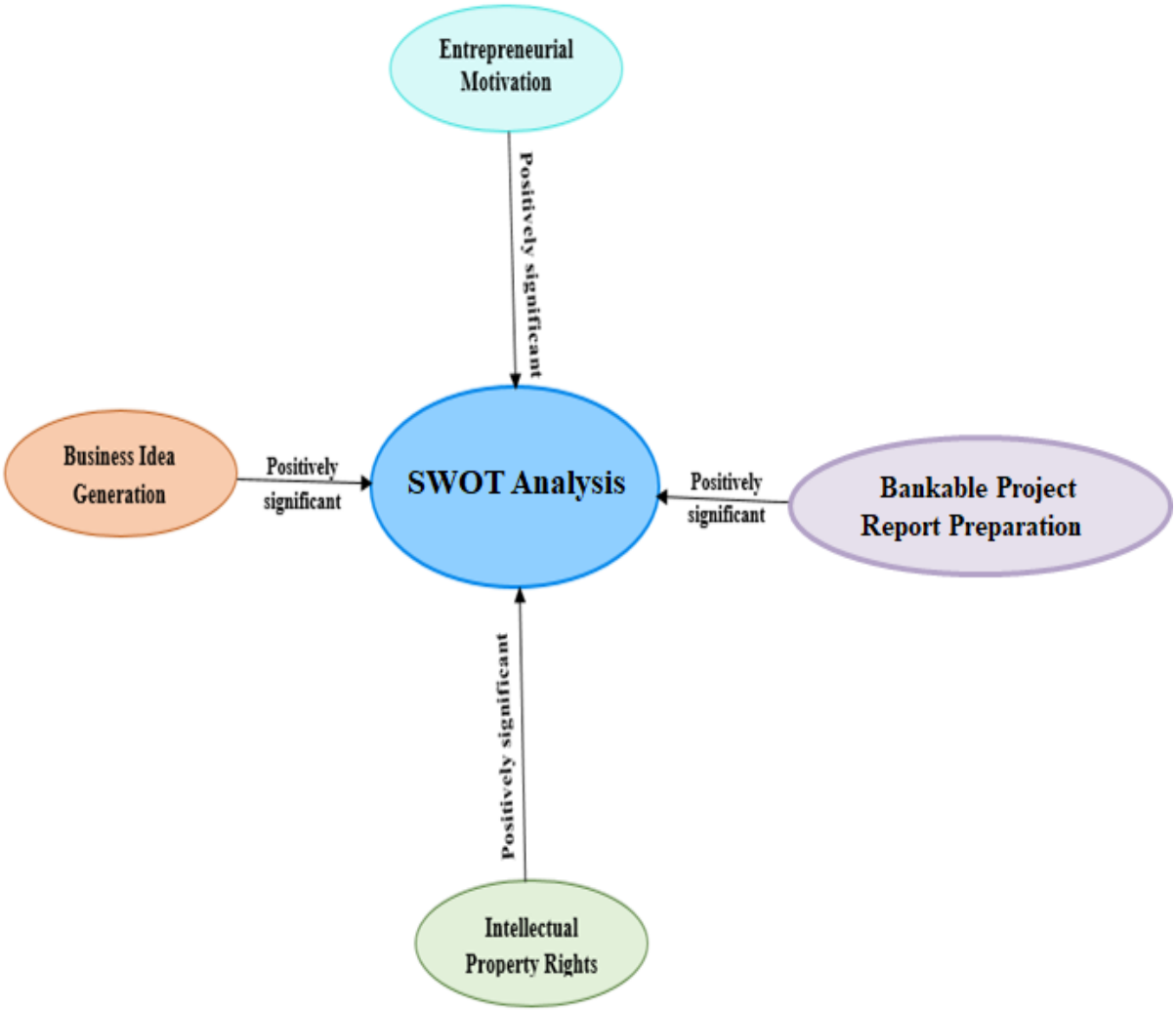

Figure 4.20. Relationship between entrepreneurial inputs of skill education and SWOT Analysis

The table above depicts that entrepreneurial inputs of skill course curriculum has a positive relationship with the entrepreneurial intention dimension. It indicates that entrepreneurial motivation input has significantly improved the management skills of respondents. Similarly business idea generation input has significantly contributed to improve the management skills of respondents. Project report preparation input has significantly contributed to improve the management skills of respondents.

The industrial visit in skill course curriculum has significantly contributed to absorb the management skills of respondents. The Entrepreneurial Interface sessions arranged has significantly contributed to imbibe the management skills of respondents. Entrepreneurial motivation and business idea generation are positively and significantly correlated to SWOT analysis ability of students. IPR and Business Plan preparation has significantly and positively contributed to conduct SWOT analysis but has failed to motivate them to take up entrepreneurship. This indicates that acquiring knowledge and skills does not lead or motivate students to improve their Entrepreneurial Intention. In view of this, all the entrepreneurial factors possessing positive and significant correlation with management skills of respondents need to be emphasised in skill education curriculum.

More practical sessions, opportunity scanning and diversified educational modules besides business plan play a significant role in managing the challenges (Edmilson *et al.,* 2014).Research findings of the study titled Developing attitudes and intentions among potential entrepreneurs by Bahadur and Naimatullah (2015) explicate that by using Pearson's correlations, EI was found to be positively and significantly correlated to attitude towards entrepreneurship. High correlation was found between entrepreneurship intentions and attitudes towards behaviour and low correlation was noticed between innovation and attitudes towards behaviour. On the basis of Structural Equation Modelling (SEM), a statistically significant relationship exists between personal attitude, perceived behavioural control, subjective norm and entrepreneurial

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 (NSEDC) 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. NSEDC 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 NSEDC and Secretary has to head Executive Council. NSEDC 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:** NSEDC 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.

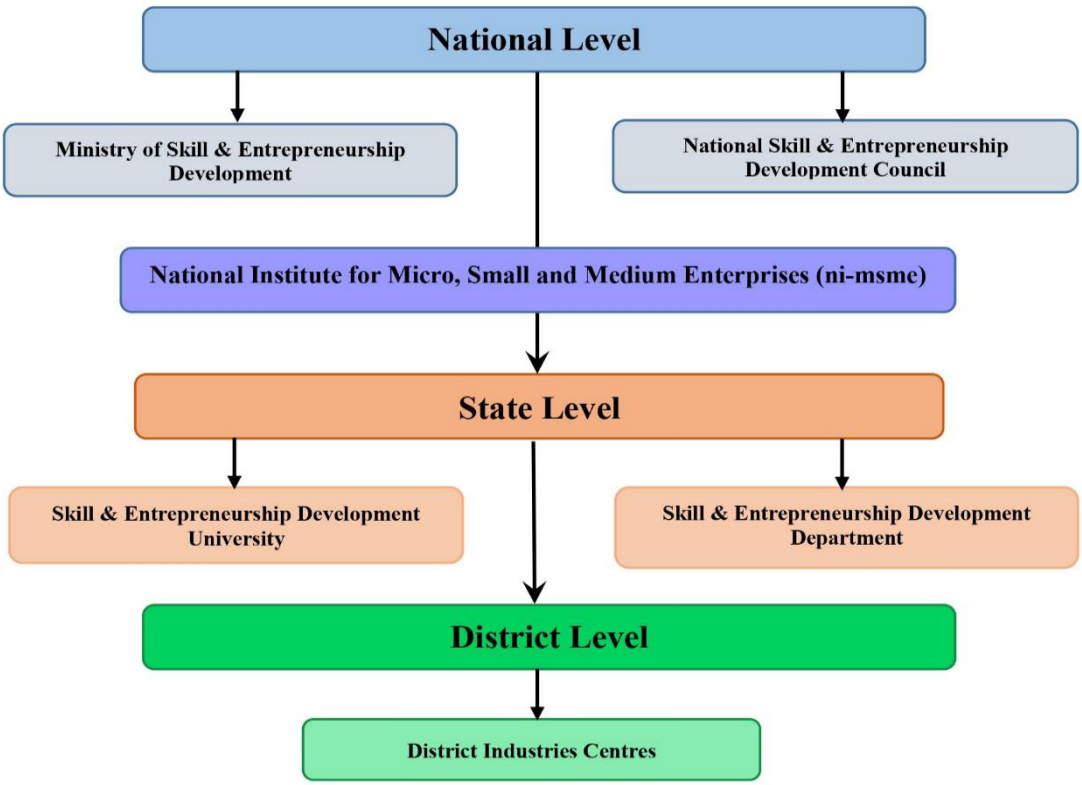

Figure 4.21. Flow chart for institutionalising entrepreneurship in skill education

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.