



ENTREPRENEURIAL TRAINING PROGRAMS IN HIGHER EDUCATIONAL INSTITUTES: A STUDY IN ASSAM UNIVERSITY

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ABSTRACT

To boost the economy of a country the focus on entrepreneurship is very important. It is through entrepreneurship the economy expands and job creation increases. The Government of India has undertaken number of initiatives for promoting entrepreneurship; these initiatives are ranging from Startup India, Make in India, Atal Innovative Mission, Support to Training and Employment Program for women, Jan Dan Aadhaar Mobile, Digital India, Biotechnology Industry Research Assistance Council, Department of Science and Technology, Stand Up India, Trade Related Entrepreneurship Assistance and Development, Pradhan Mantri Kaushal Vikas Yojana, National Skill Development Mission and Science for equity empowerment and development. Normally the outcome of the entrepreneurship training and educational programs at higher educational institutes give better result when the ecosystem supports. The normal course of the study along with a focus on entrepreneurship gives the better outcome. In India the leading institutions like IITs, IIMs, NITs and Universities are the examples of better ecosystem for generating entrepreneurship. An attempt has made here to study the entrepreneurial training impact on the PG students of Assam University.

KEYWORDS : Entrepreneurship, Economy, Job Creation, Outcome and Ecosystem.

I. INTRODUCTION: The recent scenario in the business and economy focuses on the sectors of manufacturing and service. With a strong focus on the breakthrough innovations and continuous strive for customer satisfaction prepares the organizations for competing in the business world. It is the innovation that differentiates one company from another. Higher Educational Institutes have got larger role to play to implant the DNA of innovation and incubation in the young minds. The course curriculum embedded with lab-works, projects and continuous training on entrepreneurship is the essential tools to support the incubation and innovation. As per the report of GEM-INDIA, 63% of Indian population is the age group of 15-59 years and also the entrepreneurship occurrence rate within the age group of 25-34 years.

Further the report of GEM-INDIA also highlighted that only about 5-6% of the Indian population have the access to essential skills to become entrepreneurs and the Government is developing further facilities and support system to promote and support entrepreneurship.

II. NEED OF THE STUDY: The Government has declared the year 2010 to 2020 as the Decade of Innovation. Further the Science, Technology and Innovation policy 2013 mentioned that India to be in the Global Scientific Powers by 2020. The initiative of the government is to provide support and creating infrastructure to support and sustain entrepreneurship. To promote entrepreneurship the complete ecosystem should go hand in hand. The elements of the ecosystems are Government Organizations like DST, MSME, DICCC, KVIC, EDII, Financial Institutions, R&D organizations, Universities, IITs, IIMs and NITs. The role of Universities, IITs, IIMs and NITs are important in creating technologically sound entrepreneurs. The course content with a strong focus on innovations, live projects, dissertations, workshops, seminars and entrepreneurial training provide the platform to the students to innovate. The initiatives of the Universities and Higher Educational Institutes are remarkable in creating modern entrepreneurs. Thus there is a need to study the efforts of the Universities to create entrepreneurs.

III. REVIEW OF LITERATURE: Studies on the efforts and supports of the Universities and Higher Educational Institutes are thoroughly reviewed and are described below. Smith, Collins & Hannon during 2006 described the challenges and issues of introducing the entrepreneurial education program in the UK Higher Educational Institutes. The research was action oriented with a strong focus on entrepreneurship education and the success of such training program as well as the challenges that the Higher Educational Institutes face while implementing such entrepreneurial training programs. The study observed the students developments and progress during 12 months. The work observed that such training programs immensely benefit the students for developing their career as entrepreneurs. The work concluded with the recommendations that the efforts of the Universities and Higher Educational Institutes should continue with the integration of entrepreneurial training with the domain course structure.

Additionally the study carried out by Sizong and Lingfei during 2008 mentioned the efficacy of higher education on becoming entrepreneurs. The purpose of the work was to find out the Chinese University's students educational background and the inclination towards the entrepreneurial career. The work was modeled on TPB and tested on structured equation modeling. In order to develop better entrepreneurial abilities the Universities and Higher Educational Institutes must integrate entrepreneurial education and training with the respective domain educations.

Collins, Hannon & Smith during 2004 studied that the students of higher educational institutions have their aspirations and zeal to become entrepreneur and the facilities being offered by the Universities and Higher Educational Institutes in UK. The study utilizes the data from three surveys of the University's fresher students. The work identified the gap between the expectations of the students of higher educations and the course pedagogy offered by the higher educational institutions.

Fayolle, Gailly & Clerc during 2006 assessed the impact of entrepreneurship education programs with a new methodology. The work proposed a framework which was based on Theory of Planned Behavior (TPB). The data gathered for the study were consistent and the Entrepreneurship Educational Program (EEP) had a strong impact on the entrepreneurial intention of the students. The study was also based on longitudinal measure of impact over time.

Carter & Collinson during 1999 highlighted the perception of Alumni of Higher Educational Institutions on the pedagogy of Higher Education from the point of view of Entrepreneurship. The study observed that few Higher Educational Institutions have introduced the entrepreneurial training in their course pedagogy while other involves the alumni in the process of imparting training related to entrepreneurship. They also observed that there is great deal of interest for entrepreneurial training among the alumni. In the survey it was also reflected that there were lack of business ideas, finance source and experience. The respondents observed that Higher Educational Institutions need to provide much grounded training on Financial Management and Business Communication.

Taaila during 2010 studied the entrepreneurship learning in higher education. The study emphasized the requirement to produce more entrepreneurial graduates from higher education institutions. The work highlighted on several real life case studies on the entrepreneurship learning in higher education.

Guroi & Atsan in the year 2006 studied the entrepreneurial characteristics among the University's students in Turkey. It further explored the entrepreneurship profiles of the Turkish University's students and discussed thoroughly their orientation towards entrepreneurship and compared their career growth with that of the non-entrepreneurial career students. The data source was of primary in

nature and the data were collected through questionnaire having the components on locus of control, innovativeness, need for achievement, tendency to take risk, ambiguity tolerance, self-confidence and innovations. Total of 400 students were interviewed with random sampling. The statistical testing applied in the study was t-test and it was found that the components locus of control, innovativeness, need for achievement, tendency to take risk and innovations were higher in entrepreneurial inclined students compared to students who were not inclined towards entrepreneurial mindset.

Rae in the year 2007 discussed the importance of providing enterprise education for career progress and employability of students and also in developing the course content and pedagogy in UK higher education.

Jeeselyn & Mitchell during 2006 studied the entrepreneurship education and its importance in creating modern entrepreneur in South Africa. The survey conducted on academic staffs who were involved in teaching and research in the area of entrepreneurship. The outcome of the study indicated that the entrepreneurship education in South Africa was in development stage and the commitments of the institution were really higher for entrepreneurship training.

Fallows & Steven in the year 2000 mentioned the importance of building employability skills through the course contents of higher educational institutions. The study further enlightened that in addition to the normal course structure of the higher educational institutions additional knowledge in the domain of entrepreneurship is the need of the hour.

IV. RESEARCH GAP: The literature studied mentioned above have concentrated on the importance of the entrepreneurial training in higher educational institution. The above studies did not highlighted on the issues of usefulness of the entrepreneurial training programs, duration of the program, expectation from the programs etc. Thus, the current study has made an attempt to address the above mentioned issues.

V. OBJECTIVES OF THE STUDY: The current study has the following objectives:

- To assess the opinion of the students of different PG courses regarding the entrepreneurial training program duration.
- To assess the usefulness of the entrepreneurial training for the point of view of students of different PG courses.
- To know the expectations fulfillment regarding the entrepreneurial training for the students of different PG courses.
- To know whether there are any significant differences between the opinions of the students of different PG courses regarding the entrepreneurial training program duration.
- To know whether there are any significant differences in the usefulness of the entrepreneurial training for the point of view of students of different PG courses.
- To know whether there are any significant differences in expectations fulfillment regarding the entrepreneurial training for the students of different PG courses.

VI. HYPOTHESIS: The following hypothesis have been framed for the study:

H₀₁: There are no significant differences between the opinions of the students of different PG courses regarding the entrepreneurial training duration.

H₀₂: There are no significant differences in the usefulness of the entrepreneurial training from the point of view of students of different PG courses.

H₀₃: There are no significant differences in expectations fulfillment regarding the entrepreneurial training for the students of different PG courses.

VII.SCOPE OF THE STUDY: The study was undertaken in the year 2018 across the students of a Central University from the Departments of Life Sciences and Bio Informatics, Computer Science and Pharmaceutical Science. Thus in depth study was done.

VIII.LIMITATIONS OF THE STUDY: The study was restricted to only one University due to time and cost constraint.

IX. METHODOLOGY AND DATA: The current study is of the nature of exploratory, where the respondents were asked variety of questions in depth regarding the entrepreneurial training. The sample size was 180 (3x 60) i.e., 60 students from each of the three science

departments- Departments of Life Sciences and Bio Informatics, Computer Science and Pharmaceutical Science of Assam University, Silchar. The sampling technique followed in the study was simple random sampling.

The data type was primary in nature and the data were collected through questionnaire. The different statistical measures were applied along with the ANOVA to get clear understanding about the entrepreneurial training.

X. DATAANALYSISAND FINDINGS: The data collected for the study were analyzed with the suitable statistical technique and findings are presented below.

- Opinion of the students regarding the entrepreneurial training program duration:*

TABLE1: PROGRAM DURATION

| Program Duration | Pharmaceutical Science | Life Science & Bio informatics | Computer Science | Percentage |
|------------------|------------------------|--------------------------------|------------------|------------|
| Short | | | | |
| Adequate | 30 | 60 | 60 | 83.33 |
| Long | 30 | | | 16.67 |

Source: Primary Data collected by the researcher

The responses from the Pharmaceutical Sciences vary between adequate duration to long duration with 50 % in each of the two options. The responses from the Life Science & Bio Informatics and Computer Science were in the adequate mode. The overall observation from the three science departments were that 83.33% students believed that the entrepreneurial training duration was adequate, whereas 16.67% of the students believed that the entrepreneurial training duration was long.

| ANOVA | | | | | | |
|--------------------------------|-------|-----|-------------|-----------|------------|-------------|
| Groups | Count | Sum | Average | Variance | | |
| Pharmaceutical Sciences | 60 | 150 | 2.5 | 0.2542373 | | |
| Life Science & Bio Informatics | 60 | 120 | 2 | 0 | | |
| Computer Science | 60 | 120 | 2 | 0 | | |
| ANOVA | | | | | | |
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 10 | 2 | 5 | 59 | 2.3248E-20 | 3.047012139 |
| Within Groups | 15 | 177 | 0.084745763 | | | |
| Total | 25 | 179 | | | | |

From ANOVA table it was clear that the P-Value is 2.3248E-20 which is less than 0.05 thus the null hypothesis (H₀₁) is rejected. Thus it is clear that there is significant difference between the opinions of the students of different PG courses regarding the entrepreneurial training duration.

- Usefulness of the entrepreneurial training for the students of different PG courses*

TABLE2: PROGRAM USEFULNESS

| Program usefulness | Pharmaceutical Science | Life Science & Bio informatics | Computer Science | Percentage |
|--------------------|------------------------|--------------------------------|------------------|------------|
| Very much | 60 | 60 | 60 | 100% |
| To some extent | | | | |
| Not Useful | | | | |

Source: Primary Data collected by the researcher

From the above table it was observed that the program usefulness were similar for the three science departments. Thus all the students from the science departments mentioned that they liked the program very much and it was quite useful. Also there are no significant differences in the usefulness of the entrepreneurial training from the point of view of students of different PG courses. Thus the null hypothesis H₀₂ is accepted.

- Expectations fulfillment regarding the entrepreneurial training*

TABLE 3: EXPECTATION FULFILLMENT

| Expectation Fulfillment | Pharmaceutical Science | Life Science & Bio informatics | Computer Science | Percentage |
|-------------------------|------------------------|--------------------------------|------------------|------------|
| YES | 60 | 60 | 60 | 100% |
| TO SOME EXTENT | | | | |
| NO | | | | |

Source: Primary Data collected by the researcher

From the table it was observed that the expectations from the program were fulfilled to a great extent and they are satisfied for all the three science departments. Further there are no significant differences in expectations fulfillment regarding the entrepreneurial training for the students of different PG courses. Thus the null hypothesis H03 is accepted.

XI. CONCLUSION: The study conducted and the results were obtained while running the Entrepreneurial training. The students from the different science departments were really satisfied with the imparted entrepreneurial training. The overall observation from the three science departments were that 83.33% students were very satisfied with the training duration, whereas 16.67% of the students were not so satisfied with the training duration. Further the program usefulness information was similar for the three science departments. The students from the science departments mentioned that they liked the program very much and it was quite useful. It was also observed that the expectations from the program were fulfilled to a great extent and they are satisfied.

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