

# EMPOWERING UNIVERSITY GRADUATES FOR SELF-DEFINED CAREERS VIA ENTREPRENEURSHIP: A ROADMAP

## ABSTRACT

The increasing unemployment among the educated groups has become a major socio-economic problem which is being addressed by Higher education system of India which is relentlessly working towards developing a culture of generating successful entrepreneurs. Different studies have been conducted to demonstrate how entrepreneurial education imparted by academic institutions has paved way for students to become self-reliant. This research work has been focussed on identifying the bottlenecks/ lacunae in education system that hamper the growth of students as entrepreneurs. The main instrument of study was a questionnaire that confirmed validity by a panel of experts. This study used 120 respondents from postgraduate students of SKUAST-Kashmir where 50% of the respondents were female students. The results of study showed that majority of respondents lacked the confidence and skills to become entrepreneurs. The investigation has suggested the pathways to overcome these drawbacks thus making University education system more entrepreneurship oriented. The study concluded that for motivating, developing positive attitude and expertise among the students regarding entrepreneurship, the universities need to reframe their syllabus and pedagogy which is focused on practical applicability of a subject. The research work also highlighted the importance of including entrepreneurship related subject from 1<sup>st</sup> year up to the final year of the study in order to inculcate the culture of entrepreneurship among the students. The study suggested the steps to be undertaken for making higher education system more entrepreneurship focused and result oriented.

Keywords: Entrepreneurship, Pedagogy, Drawbacks, Higher education system, Higher Education Model, Course Curriculum, Course Syllabus.

## INTRODUCTION

Entrepreneurship plays an inevitable role in nurturing a society in terms of financial and human resources. It paves a way for any nation that wants to move on the path of progress and development on a faster rate. As per India's census, 2011, youth (15- 24 years) in India constitutes one fifth (19.1%) of its total population. India is expected to have 34.33% share of youth in total population by 2020 (Kedar, 2021). Research has proved that the youth among all the age groups can be groomed into better entrepreneurs, as they have the power to do things with great courage and enthusiasm. Entrepreneurship allows them to be more creative, productive, confident, and independent, and, at large, be job providers than job seekers. It inculcates leadership skills in them, and boosts economy of the nation. Entrepreneurship skills can be inculcated from various dimensions, and one way is to build it into a part of the education system. Schools, colleges and universities can play an instrumental role in inculcating entrepreneurial behaviour / outlook among the students.

In recognition of the importance of entrepreneurship as an economic growth and national prosperity driver, universities and colleges now offer entrepreneurial education as part of their curricula for inculcating entrepreneurial outlook among the students. Agriculture Universities in

India are holistically promoting entrepreneurship as a mission. There are 63 State Agriculture universities, 03 Central Agricultural Universities and 04 Deemed Universities. India, being a developing country, needs more and more young and successful entrepreneurs. Youth have the inevitable power do things with courage. They happen to be more innovative, smart and intelligent, and these characterises of theirs could be best utilised for turning them into successful entrepreneurs. It is the responsibility of the education system to chisel and motivate these young minds towards entrepreneurship. However, according to a survey conducted by the Global Entrepreneurship Monitor (GEM)India Report 2016-2017, prepared by Gandhinagar based Entrepreneurship Development Institute of India (EDI) and its associates, 11 percent of India's adult population is engaged in total early-stage entrepreneurial activities and only 5 percent of the country's people go further on to establish their own businesses (Shukla, *et al.*, 2018). At the same time, business discontinuation rate in India is among the highest in the world, at 26.4 per cent. Despite the fact that Agricultural Universities like many other institutes in the country have taken the initiative to equip the students with the required talent to take entrepreneurship as their career choice and are supposed to lay a strong foundation for turning youth to innovators and entrepreneurs, there are growing concerns over a slowdown in entrepreneurial activity at the universities.

The curricula in Agriculture Universities includes courses on the theory of entrepreneurship during UG programme along with 1 year training (Experiential learning and RAWAE) that seems to be a narrow perspective for inculcating entrepreneurial outlook among the students. Universities need to tailor entrepreneurship education in such a way that fosters entrepreneurial mindset. They need to provide conditions, facilities and offer such curricula to the students that would stimulate the emergence of breakthrough ideas and groom young people as successful entrepreneurs. They need to understand the fact that entrepreneurship is not an instant act but a slow process. In addition to technical expertise, it requires soft-skills and a positive attitude for entrepreneurship that can't be achieved overnight. All these tangible and intangible skills can be inculcated only over a period of time. The present study was conducted with a broader objective

### **Specific Objectives**

1. Comprehending reasons for low entrepreneurial behavior among the university students;
2. Studying the relationship between personal attributes of students and their entrepreneurial behavior;
3. Knowing the relationship between curricula contents and entrepreneurial intention;
4. Impact of soft skills and practical exposure given to students for establishing a successful enterprise.

### **MATERIALS AND METHODS**

The paper builds on study of entrepreneurial outlook of students of 04 campuses (Faculty of Agriculture, Wadura, Sopore, Faculty of Fisheries, Rangil, Ganderbal, Faculty of Veterinary & AH, Shuhama, Ganderbal, Faculty of Horticulture, Shalimar, and Srinagar) Sher-e-Kashmir University of Agricultural University and Technology of Kashmir – Shalimar. All these Agricultural Sectors contribute significantly towards the states GDP and are highly

entrepreneurship oriented. The Researchers selected Post Graduate students from all the four campuses and the reason behind selecting PG students was that they undergo entrepreneurial courses and trainings during the under graduate programme and are expected to have inculcated in them all the skills and attributes of an entrepreneur. For avoiding any gender bias in the study, 50 percent of the sample constituted female students.

In addition, to demographic features of the students, their attitude towards entrepreneurship, their technical know-how in the concerned field, entrepreneurial intention, and perception regarding fear to engage in entrepreneurship were studied extensively. Instrumentation in the Research included using scale developed by Movahedi *et al.* (2013) for measuring attitude towards agricultural entrepreneurship. The scale contains 7 statements, and the response for each statement was rated on a five-point continuum – Likert-scale – which ranged from strongly agree (5 point) to strongly disagree (1 point). The respondents were classified into three groups *viz* less favourable, moderately favourable & favourable on the basis of mean & standard deviation. During the course of investigation, the data collected were tabulated into the coding sheet and then appropriate analysis of data was made according to objectives as suggested by Cochran and Cox (1968). Different statistical tools were used *viz*: Percentage and frequency, Mean and standard deviation. Spearman's correlation, Multiple Regression. Analysis of data was carried out with the software named as SPSS. The road map and the recommendations in this paper are structured based on detailed review of literature to similar studies and the results of the present study.

## **RESULTS AND DISCUSSION**

### **1. Leadership ability**

Good leadership and decision making are prerequisites for entrepreneurship. The study revealed that 68.33% respondents had medium level of leadership ability. Same findings are in corroboration with Kumar *et al.* (2017). This could be due to reason as many of the respondents addressed that they understand their culture and identity and are able to achieve their goals if have direct supervision, thus articulating their personal leadership abilities. However, low leadership ability among students was observed as many respondents revealed that they needed reassurance from others to feel confident about decision, thus they tend to seek feedback from others, such as peers and supervisors due to low risk-taking propensity. Thus, it could be inferred from the results of the study that the low confidence was one of the hindrances in developing leadership qualities and enhancing decision making capacity of students. Therefore, efforts for boosting confidence level of students with all the associated factors necessary for making the good leaders and decision makers need to be undertaken by the university. A person with higher leadership ability possesses higher decision-making capacity, risk taking capacity, innovativeness, need of achievement, need for cognition and locus of control and making them able to handle uncertain situations more logically and successfully. Hence the students in the university should be groomed in a way so that they could develop higher leadership ability. Same results have been revealed by Sajilan *et al.* (2015) in which they concluded that there exists a positive relationship between personal characteristics of the entrepreneurs and firm's performance.

**Table 1: Leadership Ability of respondents**

S. No.	Level of leadership ability	Fisheries		Agriculture		Horticulture		Vet & AH		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Low (up to 46)	3	10.00	5	16.67	9	30.00	7	23.33	23	19.16
2	Medium (47 to 59)	25	83.34	24	80.00	15	50.00	18	60.00	82	68.33
3	High (above 60)	2	6.66	1	3.33	6	20.00	5	16.67	15	12.51
Total		30	100	30	100	30	100	30	100	120	100

## 2. Aspiration level

Hoping for the better future is very important for career aspiration and hard work by the students. The results of present study revealed that out of 120 students 100% expected their standard of living to be improved in next five years. This could be due to their perception regarding their ability to succeed in a given career, followed by personal goals, or their desire or love for their career. Higher aspiration among students is a positive sign towards their life and career which could be exploited to motivate them to take up entrepreneurial activities.

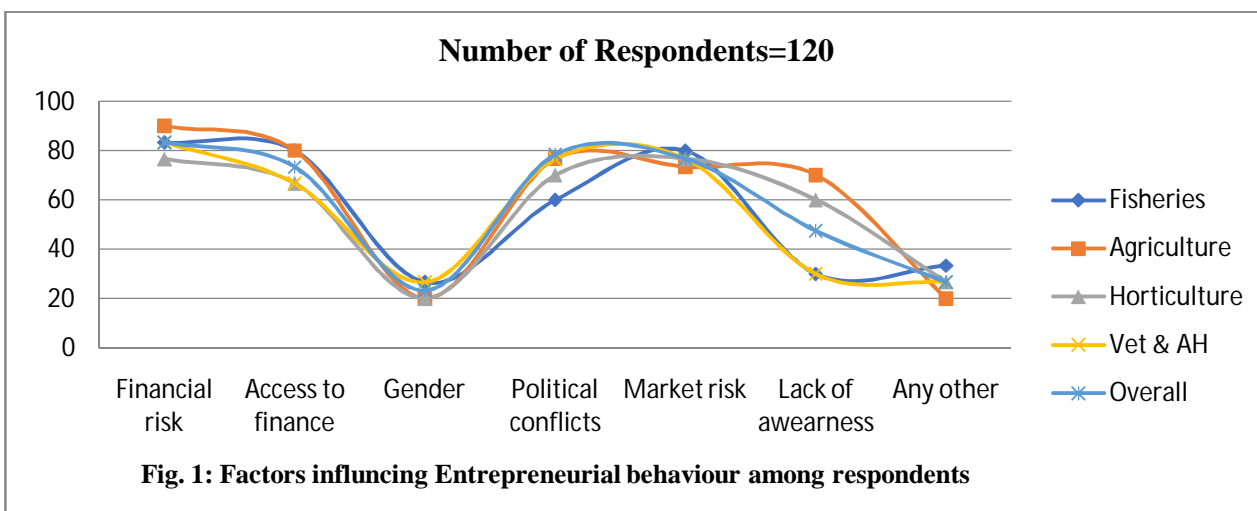
## 3. Perception regarding fear to engage in entrepreneurship

There are various kinds of risks that every entrepreneur faces, like, financial woes (financial risks, access to finance), gender bias, political conflict, market risk, fear of being mediocre, and lack of awareness about how to start and sustain an enterprise. The results in the table indicate that majority (>60%) of the students in all the faculties had the mentioned fears. Though it is obvious that any person who aims to be an entrepreneur shall encounter such fears, at the same time, they need to learn ways to overcome these fears. The results show that even after completion of the degree programme, the students had not been able to conquer these fears, ultimately causing procrastination, nervousness, inability to be take decisions on time and inaction, resulting in not choosing entrepreneurship as a career. Encountering fears by the university students was not an unusual thing, but not having been able to learn how to live with and vanquish these fears is something that needs to be contemplated and acted upon by the university authorities and policy makers. One interesting thing that could be noticed from the results depicted in the table was that gender was not the constraint in taking up entrepreneurship as a career option. This shows that gender disparity has reduced to a great extent in the valley.

Thus, gender equality could be cashed in for promoting, motivating and training women as entrepreneurs.

**Table2: -Distribution of respondents based on fear encountered in entrepreneurship**

S. No	Question asked	Faculty								Overall	
		Fisheries		Agriculture		Horticulture		Vet & AH			
		No.	%	No.	%	No.	%	No	%	No.	%
1	Financial risk	25	83.33	27	90.00	23	76.66	25	83.33	100	83.33
2	Access to finance	24	80.00	24	80.00	20	66.66	20	66.66	88	73.33
3	Gender	8	26.66	6	20.00	6	20.00	8	26.66	28	23.33
4	Political conflicts	18	60.00	23	76.66	21	70.00	23	76.66	85	78.33
5	Market risk	24	80.00	22	73.33	23	76.66	23	76.66	92	76.66
6	Lack of awareness	9	30.00	21	70.00	18	60.00	9	30.00	57	47.50
7	Any other	10	33.33	6	20.00	8	26.66	8	26.66	32	26.66



#### 4. Technical Confidence

Technical confidence / skills are important for every entrepreneur. But in addition to knowing these technical skills, one must be able to synthesize them in such a way that one can drive his / her business to greater success. Technical confidence of the students of sampled faculties regarding various entrepreneurial activities was evaluated on a five-point scale. Ranking was done and Rank I was given to the entrepreneurial activity in which the students had maximum confidence to take it as an activity for setting up an enterprise. Rank VII was given to the activity in which students showed least confidence. The data depicted in the table reveals that out of seven entrepreneurial activities, students from Agriculture faculty showed confidence in setting up enterprise related to Agro-tourism only. The overall mean score for rest of the activities was found to be (> 3).

Regarding technical confidence of Horticulture students, data revealed that the majority of the respondents showed low confidence in setting up their business. However, like their counterparts in Agriculture, they, too, showed confidence in only one entrepreneurial activity i.e. fertilizer business.

**Table 3: Technical Confidence**

<b>Distribution of Agriculture respondents as per their technical Confidence</b>			
<b>Statements</b>	<b>Overall mean</b>	<b>Overall SD</b>	<b>Rank</b>
Agriculture equipment rental	2.85	0.909	VI
Spice production	2.99	0.851	II
Bulk foodstuff whole selling	2.95	0.934	V
Provision of extension consultancy	2.72	0.948	VII
Food processing unit	2.98	0.912	III <sup>a</sup>
Post harvesting centres	2.98	1.008	III <sup>b</sup>
Agro-tourism	3.11	0.950	I

<b>Distribution of Veterinary &amp; AH respondents as per their Technical confidence</b>			
<b>Statements</b>	<b>Overall mean</b>	<b>Overall SD</b>	<b>Rank</b>
Poultry enterprise & livestock feed production	2.85	0.909	VI
Dairy enterprise	2.99	0.851	II
Goat or Sheep farming	2.95	0.934	V
Provision of extension consultancy	2.72	0.948	VII
Frozen chicken Production Enterprise	2.98	0.912	III <sup>a</sup>
Setting of IT Kiosks Centres	2.98	1.008	III <sup>b</sup>
Animal health management business	3.11	0.950	I
<b>Distribution of Horticulture respondents as per their technical Confidence</b>			
<b>Statements</b>	<b>Overall mean</b>	<b>Overall SD</b>	<b>Rank</b>
To become a greenhouse grower	2.85	0.909	VI
Food Processing unit	2.99	0.851	II
Value Addition centres	2.95	0.934	V
Provision of extension consultancy	2.72	0.948	VII
Grocery e-shopping portal	2.98	0.912	III <sup>a</sup>
Small or Hi-tech nurseries	2.98	1.008	III <sup>b</sup>
Fertilization Business	3.11	0.950	I
<b>Distribution of Fisheries respondents as per their Technical confidence</b>			
<b>Statements</b>	<b>Overall mean</b>	<b>Overall SD</b>	<b>Rank</b>
Hatcheries and production of fish and fingerling for Aquaculture	2.85	0.909	VI
Fish processing unit	2.99	0.851	II
Fishing gear and craft manufacturing enterprise	2.95	0.934	V
Provision of extension consultancy	2.72	0.948	VII
Fish health & Management Clinic	2.98	0.912	III <sup>a</sup>
Setting of Setting Ornamental Business	2.98	1.008	III <sup>b</sup>
Fish Feed manufacturing Enterprise	3.11	0.950	I

A look at the data presented in the Table regarding Technical confidence of students of Faculty of Fisheries reveals that students were confident in setting in Ornamental business only. Data

highlighting the technical confidence among respondents of Veterinary and AH deciphered that the students had high confidence in setting up Animal Health management business with overall mean value of 3.11.

A keen observation of the data regarding the technical confidence of university students shows that in most of the activities overall mean score was ranging between 2.70 – 3.00, which indicates moderate technical confidence. From the results, it could be interpreted that the students have basic understanding of the technology; however, there is a need to boost their confidence to put this technology to practical use. An increase in technical confidence of the students shall make them feel secure in their abilities, motivate them to work hard and take entrepreneurship seriously.

### 5. Attitude towards agricultural entrepreneurship

Attitude is a propensity to act or react in a certain manner when confronted with certain stimuli. Entrepreneurship is not only about hard skills but positive attitude and entrepreneurship are closely associated. Most of the respondents of Agricultural University had medium attitude towards entrepreneurship. The findings of the study are supported by Chaurasiya (2017). This could be due to the reason, as most of them agreed that lack of employment in public sector has doubled necessity of entrepreneurship. University students not having highly favourable attitude towards entrepreneurship could be attributed to the fact that they were not equipped with enough skills for taking entrepreneurship as a career/profession. Besides this they are also having fear of financial risk, market risk, political conflicts etc., hence feeling more secure to be in government sector rather than starting their own business. A moderately favourable attitude can be perceived as encouraging – however, a shift of moderately favourable attitude to highly favourable attitude is the need of the hour and is pre-requisite for making students more entrepreneurship oriented. Change in attitude needs investment of time and is not an instant act, thus, efforts must be made right from infancy stage. All the factors that lay an impact on the attitude of young people should be considered while training them to become entrepreneurs. University should make necessary changes in its course curriculum including more of the entrepreneurial programmes to develop positive entrepreneurial intentions among youth. A moderately favourable attitude can be perceived as encouraging – however, a shift of moderately favourable attitude to highly favourable attitude is the need of the hour and is pre-requisite for making students more entrepreneurship oriented. Change in attitude needs investment of time and is not an instant act, thus, efforts must be made right from infancy stage. All the factors that lay an impact on the attitude of young people should be considered while training them to become entrepreneurs. University should make necessary changes in its course curriculum including more of the entrepreneurial programmes to develop positive entrepreneurial intentions among youth.

**Table 4(a): - Distribution of respondents regarding level of Attitude towards entrepreneurship**

S No.	Attitude towards entrepreneurship	Fisheries		Agriculture		Horticulture		Vet & AH		Total	
		No.	%	No	%	No.	%	No.	%	No.	%
1	Less favourable	6	20.0	6	20.00	2	6.67	7	23.33	21	17.51

	(up to 23)										
2	Moderately favourable (24 to 31)		66.67	21	70.00	27	90.0	18	60.00	86	71.66
3	Favourable (above 32)	20	13.33	3	10.00	1	3.33	5	16.67	13	10.83
<b>Total</b>		<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>120</b>	<b>100</b>

**Table 4(b) Attitude of respondents towards various career options**

Statement	Overall mean	Overall SD	Rank
To go for higher Studies	3.25	0.889	II
To be Professor	3.10	0.972	III
To become Govt. officer (agricultural dept.)	3.32	0.765	I
To become Govt. officer (non-agricultural Dept.)	2.91	0.962	IV
Employment in L/S/M enterprise	2.62	0.949	V
Establish own business but not Agricultural	2.34	1.060	VI

## 6. Dimension wise entrepreneurial intention

To understand Entrepreneurial intention of students, the statements were categorised into four sections under heads: - Attitude towards Entrepreneurship, Subjective Norms, Perceived behavioural Control, Entrepreneurial Education, and Personality traits. The results from the first section reveal that the majority of the students wanted to be job providers rather than the job seekers. They also revealed that they would be satisfied if they get opportunity to take any entrepreneurial activity. All the statements in this section had overall mean score > 3 that shows their positive attitude towards entrepreneurship. The results are in agreement with the results of the previous table.

### 6.1 Subjective Norms

Subjective norms are social pressures perceived by an individual to start his venture (Ajzen, 1988). From the results it is quite evident that the students were not discouraged by parents, or friends (who have greater influence in their lives) to become entrepreneurs. They are also encouraged and motivated by the University to take-up entrepreneurship.

## ***6.2 Perceived behavioural Control***

PCB is being referred as person's difficulty or ease in performing a task of interest (Ajzen, 2002), and thus, plays one of the important dimensions in moulding a person's behaviour towards entrepreneurship. As inferred from the results students say that they would like to be self-employed after their studies, but, at the same time also feel that it is not easy for them to start a business and sustain it for long. They showed low confidence in developing an entrepreneurial project. The interesting thing to be noted here is that the students want to start an enterprise, but they lack confidence in doing so. Therefore, it is imperative to find the reason for their low confidence in starting a venture and work on the shortcomings.

## ***6.3 Entrepreneurial Education***

It is defined as whole set of education and training activities within educational system, thus, playing as an antecedent in developing intentions among individuals to perform entrepreneurial behaviour or to develop some of important elements such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or feasibility that affect person's intention of developing entrepreneurial behaviour (Linan, 2004). Entrepreneurial education plays a significant role in stimulating entrepreneurial thinking among the students. Results of study also reveal that students want to have entrepreneurial related courses as they agree that more entrepreneurial related activities and business education programmes at campus would help them start ventures. But, at the same time, they feel that university courses are not preparing students well for taking entrepreneurship as their career option. So, there is a need to identify the gaps and fill them by taking appropriate steps.

## ***6.4 Personality traits***

It is defined as the individual's characteristic pattern of behaviour, feelings and thoughts. From the results, it is evident that on an average, students show inclination towards doing new things. Majority of them felt that they have abilities to start new ventures, as long as that they are provided with skills and opportunities. A closer look at the results revealed that the students in all the faculties faced similar types of hindrances in more or less the same sequence in choosing entrepreneurship as their career option.

The discussion with the respondent students deciphered that though efforts were taken by the university to develop students as entrepreneurs, those efforts were not enough. A clear roadmap for making students self-reliant and inculcating entrepreneurial behaviour in them is a must. Students were found to be ignorant about various start-up schemes initiated by the government and different financial schemes by various funding agencies to help youth in starting their own enterprises. The political conflict in the valley was one among the major hindrances that prevented students to have a positive attitude about entrepreneurship. Long period shut-downs and snapping of internet facilities for months together led to market risk, thus, creating hurdles, especially for the budding entrepreneurs. Thus, political uncertainty in the Valley enhanced their apprehension about starting a venture of their own. Less technical confidence also prevented students from taking up business ventures in their areas of interest. They were of the opinion that the training provided during Experiential learning and Rural Agriculture Work Experience was inadequate to train them as entrepreneurs in a particular field. They also revealed other

reasons like getting trained in a module based on percentage and not on interest, which hindered their capabilities to become entrepreneurs.

**Table 5: Distribution of respondents according to their dimension wise entrepreneurial intention**

Statement	Overall mean	Overall SD	Rank
<b>Attitude towards entrepreneurship</b>			
I'd prefer to be my own boss rather than to have a secure job.	3.82	1.060	IV
I agree that, a career as entrepreneur is attractive for me.	3.90	0.858	II <sup>b</sup>
I agree that, if I had the opportunity and resources, I would like to start a firm.	3.90	0.956	II <sup>a</sup>
I agree that, being an entrepreneur would entail greater satisfaction.	3.99	0.875	I
<b>Subjective norm</b>			
Do you agree that, your parents are positively oriented towards a career as entrepreneur?	3.24	1.096	III
Do you agree that, people who are important to me, think that you should pursue a career as an entrepreneur?	3.31	1.004	II
Do you agree that, in your university people are actively encouraged to pursue their own ideas?	3.18	1.117	IV
Do you believe that, your friends see entrepreneurship as logical choice?	3.62	1.010	I
<b>Perceived Behaviour control</b>			
To start a firm would be easy for me	2.68	0.780	IV
To start a firm and to keep it working would be easy task for me.	2.98	1.055	II
I know how to develop an entrepreneurial project.	2.77	0.680	III
If I want I could become self-employed after my studies.	3.64	0.962	I
<b>Entrepreneurial education</b>			
Do you agree that, entrepreneurial subject is very important.	4.14	0.780	III
Do you agree that, it should be taught in Universities?	4.24	0.701	II
Do you agree that, your university course prepare students well for taking entrepreneurship as their career?	3.41	1.163	IV

Do you agree that, more entrepreneurial and business educational programmes at campus would help students to start business?	4.26	0.618	I
<b>Personality traits</b>			
I like to do/try new things.	4.29	0.698	I
When I travel, I like to choose new routes.	4.19	0.940	II
I am confident of my abilities and skills to start a business.	4.00	0.921	IV
<b>I will set my own business if I would be able to detect an opportunity.</b>	<b>4.06</b>	<b>-</b>	<b>III</b>

### Correlation analysis

The co-efficient of correlation (r) was worked out to ascertain the relationship between the entrepreneurial intention and demographic factors, psychological and communication characteristics of agricultural students. Out of the nineteen variables nine attributes *viz.*, age, category, parent's occupation, parent's education, annual income, land holding, leadership ability attitude towards entrepreneurship and perception regarding family and relative support, had exhibited positive and significant correlation with the entrepreneurial intention of students whereas the perception regarding fear to engage in entrepreneurship has shown negatively significant correlation. The variables namely, locality, career aspiration, technical confidence, source of information and cosmopolitans have shown non-significant relationship with the entrepreneurship intention.

### Association between Age and entrepreneurial intention

The positively significant correlation at 1 % of significance level was observed between age and entrepreneurial intention. Thus, the positive relation between age and entrepreneurial intention is best supported by a fact that as age increases entrepreneurial related knowledge and experience increase but it's mainly found to be at peak between the age of 25 to 34, as at this stage of their life students are more energetic and enthusiastic to set up entrepreneurial activities if being directed properly (Gulruh, 2010 and Bates, 2002). As the university students fall in the category of youth so their youth, energy and enthusiasm can be best utilised for making them entrepreneurs.

### Association between Parent's education and occupation

Parent's education and occupation are one of the important variables which showed a positive and significant relationship with entrepreneurial intention of students at 1% level of probability. This reveals that parent's education and occupation were important factors in governing entrepreneurial intentions of students. This finding is well explained by the fact that both these variables act as a motivating factor for the students to choose their career/profession (Boz and Ergenelli, 2013).

### Association between Land and annual income with entrepreneurial intention

It is noticed that the relationship between economic attributes (land and annual income) and entrepreneurial intention of agricultural students was positive and significant at 1% level of

probability. This is best explained by the fact that size of land holding and annual income exhibited direct bearing on the entrepreneurial intention of student's as both these variables play a potent predictor of innovative attitude of students towards entrepreneurship (Gibson and Gibson, 2010).

#### **Association between leadership ability and entrepreneurial intention**

It is noticed that the relationship between leadership ability and entrepreneurial intention of agricultural students was positive and significant at 1% level of probability. The positive influence of leadership ability on the entrepreneurial intention of the students is best supported by the fact that higher the leadership quality higher is the need for achievement, need for cognition, locus of control, risk taking and decision-making capacity and untimely possess positive influence on students' intention and his/her firm's performance (Sijlian, 2015 and Kumar, 2017).

#### **Association between attitude towards entrepreneurship and entrepreneurial intention**

Attitude towards entrepreneurship is also having a positive influence on entrepreneurial intention of students which can be best explained by the fact that individual's attitude is positively governed towards entrepreneurship by the familial occupational background and entrepreneurial development of the region which he/she comes from (Robinson *et al.* 2007).

#### **Association between perception regarding family and relative support**

Perception regarding family and relative support where also having positive and significant influence on entrepreneurial intention of students as they play an important role for providing economic sustenance, entrepreneurial knowledge and skills by sharing, learning and exchanging the information about entrepreneurship programmes, events, and resources to their children for the creation of firms (Ijaz, 2012).

#### **Association between perceptions regarding fear to get engaged in entrepreneurship**

While perception regarding fear to get engaged in entrepreneurship was negatively and significantly related to entrepreneurial intention of students which can be better explained by the fact that fear of financial risk, political conflicts, market risk and other factors among students was reason for their negative mindset, leading to low confidence, initiatives and creativity among them in terms of setting their own business ventures, resulting in a negative perception towards entrepreneurship as career choice. These findings were in line with those of (Green and Prayde, 1990).

**Table 6: -Correlation Analysis of Independent Variables with the Entrepreneurial Intention of the respondent (N = 120)**

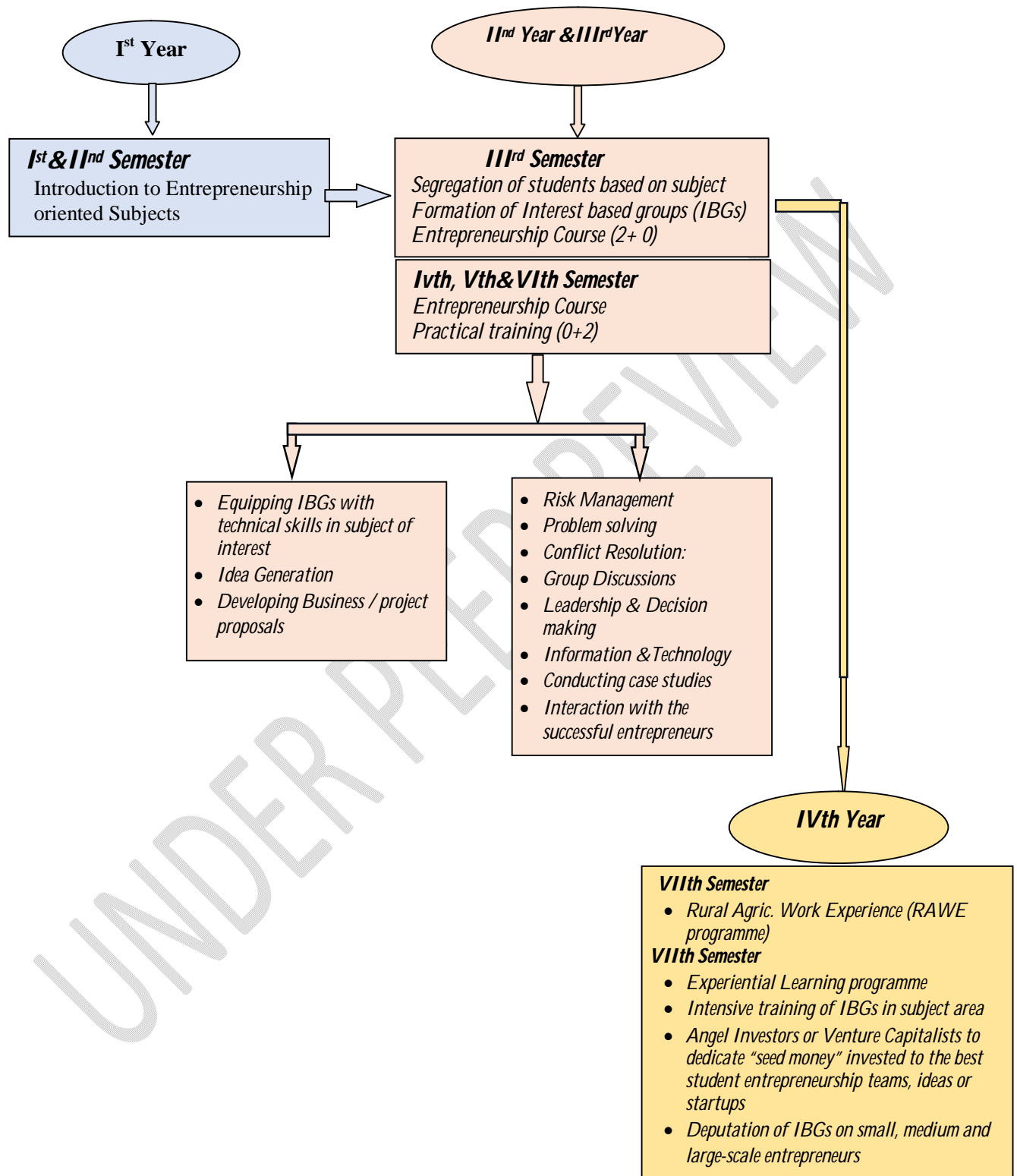
S. No.	Independent Variables	Overall correlation coefficient
1	Age	0.603**
2	Caste	0.281**
4	Locality	0.161
5	Type of Family	0.064
6	Father qualification	0.449**
7	Mothers' qualification	0.385**

8	Fathers' occupation	0.286**
9	Mothers' occupation	0.358**
10	Land holding	0.202*
11	Income	0.582**
12	Leadership Ability	0.510**
13	Major career	0.129
14	Attitude	0.561**
15	Technical confidence	0.094
16	Perception regarding fear to Entrepreneurship	-0.671**
17	Perception regarding family	0.231*
18	Source of information	0.030
19	Cosmopolitans	0.102

(\*\*) = highly significant at 0.01% level

(\*) = Significant at 0.05% level

**Figure 2: Entrepreneurship Education & Skill Enhancement Model**



## Conclusion and Recommendations

Based on the present study and a detailed review of similar studies, the recommendations have been put forth for moulding young minds into successful entrepreneurs. The suggestions are expected to bring some changes in the present university education system in such a way that instead of preparing students for the careers defined by others, it would prepare them for the careers defined by them. Curriculum amendments suggested could bring a positive and desired change in the system, enabling the agricultural universities to realise their goal of producing successful entrepreneurs / agripreneurs.

### I<sup>st</sup> Year

- The course curriculum in the first year in every faculty of the University must include the subjects that are entrepreneurship oriented. This will help the students not only to get acquainted with these courses at an early stage but will also generate interest among them towards these courses thereby helping them in identifying their interest for a particular course. For instance, in Fisheries course, subjects like Aquaculture, Post-Harvest Technology, and Fish Nutrition are more entrepreneurship oriented in comparison to other subjects. Introduction to these courses in first year shall help students discover their subject of interest at an early stage

### II<sup>nd</sup> & III<sup>rd</sup> Year

- During the III<sup>rd</sup> Semester (II<sup>nd</sup> year of degree programme), the students must be divided in different groups (not on merit but interest basis). The purpose behind the formation of these interest-based groups is only to segregate the students on the basis of their preferences and choices for different subjects in which they could be trained to take-up entrepreneurial activities.
- In addition to the already prescribed course work, entrepreneurship course (2+0) must also be introduced during the III<sup>rd</sup> Semester. This would give students an explicit idea about the entrepreneurship and different concepts related to it. During the IV<sup>th</sup>, V<sup>th</sup> & VI<sup>th</sup> Semesters, the course must be continued but with the credit load (0+2) in each mentioned semester. Thus, from IV<sup>th</sup> semester and onwards, the students shall start getting practical training in their subject of interest. This shall help them gain technical expertise. Apart from enhancing the technical skills and expertise of the students in their subject of interest, i.e., the subject in which they want to take up entrepreneurship, they must also be given hands on training in developing their own business proposals and also in soft skills. The training process must begin with: -

- **Idea Generation: -**

An entrepreneurial process begins with the idea generation, wherein the entrepreneur identifies and evaluates the business opportunities. The students must be asked to generate their own ideas. They should be made to undergo brainstorming sessions for idea generation. Once the idea is generated, the next step is to evaluate it. For the evaluation of their business ideas, the students should do market survey, identify the potential customers, talk to people who are in a similar type of business, talk to technical experts, etc.

- **Business / project planning:** Before students draft actual business proposals, they need to be trained by creating dummy business proposals. Once they are trained, Interest groups may formulate business proposal collectively.
  - **Value Proposition:** -The student will be asked to discuss why their business plan is unique.
  - **Market Need:** -Who are the customers and why they would be interested to pay for the product or the service?
  - **Competition:** - If the product or the service is already available in the market, how they will woo the customers to go for their product or the service? Students may be asked to enlist / highlight the distinct features of their product or services that would give them an upper hand in the market to their competitors
  - **Target Market / Marketing sales and customer service:** - Who is their target customer? Students should be given enough knowledge regarding various factors that affect the market for a product or the service. This is important as ups and down of the economy and new market trends pose a risk to new businesses, due to which a product might be popular one year, but not the next. Thus, market analysis by an entrepreneur is necessary to assess market factors, the demand for a product or service, and customer behavior.
  - **Budget and Sale goals:** -Students must be trained in preparing budget for the startup. What will be the budget involved and how much they will sell? Apart from preparing the budget, they can also be asked to work on the cost benefit ratio also.
  - **Mile stones:** -Students need to identify their business goals and the time required to achieve the goals. They also need to identify the pathways to achieve the milestones.
  - **Team:** - The students need to mention how many people are required to run the start-up. A complete job description / job evaluation of the team must also be mentioned in the plan.
  - **Funding Needs:** -The groups need to assess the total funds needed for starting the enterprise. How much they can invest, and what will be the other sources? Financial risk is the toughest aspect for any budding entrepreneur to startup his business. Thus, in this context, the University should identify different avenues for student entrepreneurship funding. This could be achieved by developing liaison with the “angel investors” or “venture capitalists “and motivating them to partner with the student entrepreneurs and dedicate “seed money” to be invested onto the best student entrepreneurship teams, ideas or startups. Also, students should be given knowledge regarding crowd funding platforms such as Crowdcube, Kiva, Indiegogo, Kickstarter Atal incubation center, NewGen IEDC, MSME: Market Development Assistance, The Women Entrepreneurship Platform, Self-Employment Schemes Credit Line 2-Micro Financing Scheme, Swarojgar Credit Card.
  - **Registration:** The students will be imparted training regarding the registration process of a company or a startup.
  - **Soft skills:** Apart from equipping students with the technical expertise in the subject matter they must be trained in soft skills that would ensure their success as entrepreneurs. University must organize training programmes on regular intervals on the following: -
- **Risk Management:** Risk management is an important factor that student entrepreneurs need to be trained in. For starting a business, one has to put their own “skin in the game,”

so one should be able to manage his risk, which could be achieved when person is able to formulate his financial plan. This plan should be able to show overall business plan in terms of income projections, how much cash will be required to break-even, and expected return for investors in first-five-year timeframe. Failure to plan accurately could result in entrepreneur's risks of bankruptcy, and investors get nothing.

- **Problem solving:** Students should be given rigorous training on identifying their problems before they learn how to solve them, as solving problems is taught by presenting students with issues that are already clearly defined by someone else. Hence, identifying problem will help students learn about ways to deal with real problems of the world that they will encounter after being an entrepreneur.
- **Conflict Resolution:** To be a successful entrepreneur, it is necessary for the University to develop conflict resolution capacity among students, helping them as a budding entrepreneur to know about their competitors, who could hinder their growth while setting their venture. This is important because he will come to know about the product demand and the strength of his competitors, thus, keeping himself mentally ready to face any kind of controversy. Additionally, it will help the person to protect his new ideas and innovations by granting patent to protect themselves from competitors. Besides his competitors, one should have an immense knowledge regarding the deleterious effect of his venture on society or environment and should be able to resolve it at the very initial stage.
- **Public speaking:** There is need to develop communication skills among students, so to increase their capacity of delivering motivational speeches, training exercises and professional exercises. Training students in this context will enable their skills to deliver information in such a way that will make the listener eager to hear more.
- **Group Discussions:** Within campus monthly there should be student's group discussion, so that they could put forth their ideas. This discussion should be wholly on entrepreneurship so to develop awareness about existing world. These meetings will prove to be useful for students to connect with each other and form a business team.
- **Leadership & Decision making:** The universities must on regular basis organize lectures of motivational speakers as well as successful entrepreneurs, so as to create a positive attitude among the students regarding entrepreneurship. This process should continue throughout the degree programme. The students should be provided with proper mentorship and advisors. This is important as students will get mentorship by entrepreneurs who have gone through the process of venturing by themselves, thus, motivating students to understand the challenges and start up an initial business plan. Self-paced programmes can be formulated by universities in collaboration with international organizations so to increase leadership qualities of students by implementing the strategies that they will learn through program and could inculcate them in their everyday life.
- **Information & Technology:** As we know, new technologies are constantly emerging in the era of the Fourth Industrial Revolution. Hence, students should be updated with the knowledge regarding the new technologies in their concerned fields so as to keep them abreast with the innovations, thereby enabling them to compete and become successful entrepreneurs.

- **Conducting case studies:** -Students may be asked to conduct case studies of the successful entrepreneurs so as to know the secret of their success, as well as the challenges faced by them so as to learn of and from their journey.
- **Interaction with the successful entrepreneurs:** - Regular interaction with the successful entrepreneurs shall motivate the students and create zeal in them for entrepreneurship.

#### **IV<sup>th</sup> Year**

- In VII<sup>th</sup> semester of the degree programme, Rural Agric. Work Experience (RAWEX programme) students must be deputed at business enterprises of small, medium and large-scale entrepreneurs. The universities must ensure the stay of students for the minimum period of one month each, at all the three categories of business enterprises. This will expose them to different techniques and strategies for setting up the business ventures of different scales. Such exposure will boost the confidence and 'know-how' of the students to take up entrepreneurship as a career option. Students must be encouraged to take collective entrepreneurial endeavors.
- During Experiential Learning programme in VIII<sup>th</sup> Semester, the students (already bifurcated in different interest-based groups during II<sup>nd</sup> year) must be trained in their respective interest area in a more elaborated and extensive manner, thereby enabling them to take up their interest as an entrepreneurial activity. The business / project proposals already prepared by the Interest based groups may be discussed with the Angel Investors or Venture Capitalists to dedicate "seed money" to be invested onto the best student entrepreneurship teams, ideas or startups. Industrialists of the region, who, under Corporate Social responsibility, are bound to do Social / Philanthropic work, can also be taken on-board by the University to finance the entrepreneurship projects of the budding entrepreneurs belonging to disadvantaged section of the society.
- There should be an incubation Centre in each University. Incubation centers would help as catalysts for developing students as entrepreneurs.

The results of study revealed that majority of respondents lacked the confidence and skills to become entrepreneurs. The study concluded that for motivating, developing positive attitude and expertise among the students regarding entrepreneurship, universities need to reframe their syllabus focusing not only on theory but more on practical aspect of it. The study also highlighted on initiating teaching of entrepreneurship from Ist year up to final year of degree programme instead of restricting it to only few semesters. Entrepreneurship is not an instantaneous act but a gradual process that could be developed over a period of time. The study also emphasised on seeking help of angel investors and venture capitalist to procure the seed money in addition to securing benefits from the start-up schemes initiated by the Government of India. The study in the form of model suggested the steps to be undertaken for making higher education system more entrepreneurship focused and result oriented. Entrepreneurial outlook cannot be expected of students instantaneously – rather, it is a gradual process. Therefore, the study has highlighted the need of introduction and acquaintance with the concept of entrepreneurship, equipping them with the technical expertise and required soft-skills in phased manner throughout the degree programme so as to enable them to become successful entrepreneurs.

#### **Futuristic Scope**

The study carried out can be extended by including students from other domain like science and technology streams. The sample size can be increased to provide diversity to the research study in the near future. This study will work as a platform for researchers across the globe for conducting studies related developing culture of entrepreneurship. Future research will explore more toward the imbining the concept of establishing a business enterprise during the studies of a degree programme from inception till maturity.

### **Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during writing or editing of manuscripts.

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