

CREATING ENTREPRENEURSHIP IN SKILL BASED EDUCATIONAL INSTITUTES IN WESTERN MAHARASHTRA

Brijesh Deore¹, Kala K²

^{1,2} School of Management, Vel Tech Dr.RR & Dr.SR Technical University, (India)

ABSTRACT

The technical and professional skills gained in vocational training form the basis for setting-up a new business, but professional skills alone do not help a company survive and succeed. Entrepreneurial mind-sets, skills and competences are also needed to maximize the benefits of professional skills and expertise for company success, growth, and innovation. In vocational training entrepreneurship training can be particularly effective as students are close to entering working life and due to apprenticeship training (internship) they may test their vocational and entrepreneurial competences during their studies and training. An attempt has been made in this paper to study role of Vocational Institute in crating entrepreneurship.

Keywords: *Vocational Institute, Training, Skill, Entrepreneurship, Maharashtra.*

I. INTRODUCTION

The foundation of entrepreneurship training and start-up support in Maharashtra in Western Region vocational training centers and Entrepreneurship training has grown out of its initial grounding in the conventional understanding of entrepreneurship as venture creation. It has traditional been delivered by business departments and schools through courses on subjects such as small business management, business planning and technology management. However, over the years the concept of entrepreneurship has evolved from a subject matter focused on business creation into a broader concept that refers to an individual’s ability to turn ideas into action and is commonly considered to be key competence in the modern labour market. Thus entrepreneurship has grown to cover more than setting up and running a business. It is encourages creative thinking and promotes a strong sense of self-worth, initiative and a tolerance to failure. It not only gives people the means to cope with an increasingly complex and uncertain world, but also gives them the mind-set and capabilities to thrive upon it. (1, 2)

Entrepreneurship has a crucial role to play in modern societies due to its considerable macro- and micro-level effects. It contributes to the generation of new ideas, innovation, job creation and economic growth. The pressures of rising youth unemployment have propelled entrepreneurship and small business development high in political agendas in India. In addition, the current complex and insecure economic environment calls for creative individuals capable of solving new problems through independent action. Entrepreneurial capabilities

and competences can be supported and nurtured through training. Vocational training plays a key role in developing entrepreneurship, innovation and sustainable economies. Entrepreneurship training is relevant in vocational training as self-employment is a realistic option for many students, who end up establishing their own businesses. Entrepreneurship training often aims at boosting start-ups, innovative ventures and new jobs. However, entrepreneurship is a competence for all as it supports individuals to become more creative and self-confident in any career path that they may pursue. In other words, entrepreneurship is a competence that can increase individual employability (3). Entrepreneurship training has role in supporting the acquisition and development of entrepreneurship skills. A business opportunity is considered to form the core of entrepreneurship and therefore opportunity recognition needs to be addressed in entrepreneurship training. An entrepreneur needs both knowledge (science) to exploit the business opportunity and new ways of thinking, new kinds of skills as well as new modes of behavior (art) to create and discover new opportunities to be effectively exploited.(4)

Key features of the education given to student learning in vocational institute in India.

- An emphasis that is broader than business and includes other contexts, particularly the interdisciplinary of different settings;
- Targeted at all students, regardless of discipline;
- Courses and programmes aim to develop both soft and hard skills, and particularly the combination of the two;
- Learning process is embedded in different contexts that are relevant for different disciplines; and,
- Outcomes seek to foster entrepreneurial behaviors, skills and mind-sets.

II. METHODS USED TO TEACH ENTREPRENEURSHIP IN VOCATIONAL TRAINING

The choice of relevant teaching methods is generally considered to be important in entrepreneurship training at all levels. It is increasingly accepted that entrepreneurship is best learned by doing. The closely related concepts, such as contextual learning, experiential learning and action learning all understand learning as a highly situational and holistic, contextually-embedded process, in which participants tackle elusive problems and combine social processes with their individual learning. There is some evidence that this kind of learning might be effectively addressed by multi-method approaches creating value-added to students. Methods for teaching entrepreneurship vary extensively. Entrepreneurship training uses the current approaches: classic methods (i.e., lectures and readings), action learning, new venture simulations, technology-based simulations, the development of actual ventures, skills-based courses, video role plays, experiential learning. However, the approach is not an end in itself but it supports the reaching of the learning objectives i.e. one can learn from mistakes, by doing, by coping, by experiment, by problem-solving/opportunity grasping, by making things up as well as from explicit formal sources. While it is often suggested that entrepreneurship training should be theory-driven, there is a need to integrate entrepreneurship training with concrete and practical challenges that give opportunities for “hands-on” experiences. This is particularly true for vocational training which typically operates in close collaboration with industries and businesses. The practical notion is strengthened when external networks and

sources of knowledge are intensively tied into the training. Entrepreneurial learning involves emphasis upon “how to” and “who with” and that some knowledge is offered on a “need to know” basis). Therefore, it is fruitful to attempt to integrate entrepreneurs, students and trainers/lecturers in order to catalyse a fruitful exchange of different viewpoints. In addition, enough time and support need to be given to feedback, reflection and discussion. For example, intensive “boot camps” may serve these needs. Literature on entrepreneurship training clearly highlights the need of active pedagogies, but on the other hand it acknowledges that methods and contents that work well in one context and audiences do not necessarily work equally well in other contexts.

III. OBJECTIVES

To study the Role of Vocational Institute in crating entrepreneurship

3.1 research methodology

A questionnaire was sent to students at the 5 vocational training centres that participated in the case study reviews who participated in entrepreneurship training or received business start-up support. The survey asked questions about the type of learning activities that they participated in, the types of business start-up support used and their impressions of these offerings. The results provide an indication of the strengths and weaknesses of entrepreneurship offerings in the vocational training centres. This survey was administered on between Feb 2016 and June 2016 and students could answer in English. 51 responses were received and it is analyzed with using the MS Excel.

3.2 Data Analysis

Table No.1: Expectations of future employment

Expectation	Doing Research	Short Distance between home and Work	Social status	Team work	Self Determination	Working Abroad	Project management	Participating in Decision Making	Testing own Abilities	Financial Awards	Ease with private	Permanent Job Position
N	44	46	41	38	18	25	18	26	24	45	42	51
%	86	90	80	74	35	49	35	50	47	88	82	100

Source: Responses from Respondent

Most of the student who have enrolled in the vocational institute has expectation of future employment. Thus, Table No.1 exhibits the that more than 80% students are inclined towards the expectation of employment which

is short distance between home and work and most of them are expecting that they will get social status and want the financial awards for the futures endeavor.

Table No.2: Motivation for business creation

Motivation	Hobby	Scientific And Applied research	Idea from his friends	Teacher	Friends outside the school	Current Activities	Family Pressure	Other	
N	5	5	38	2	1	0	0	0	
%	9.80	9.80	74.50	3.92	1.96	0	0	0	

Source: Responses from Respondent

From the Table No. 2, it is observed that most of the students got the idea from their friends. It means that for most of the student’s friend are more important to do the business

Table No.3: Barriers to business start-up

Reason for Difficulties starting the business	N	%
Unfair Competition	35	68
High Risk	28	54
Unclear Vision to start business	48	94
Lack Of office Space	22	43
Bureaucratic Hurdles	23	45
Insufficient business knowledge	49	96
Lack of Capital	49	96

Source: Responses from Respondent

The Table No.3 reveals that there are some barriers to start the business .Most of the students think that they do not have the clear vision and plus they have insufficient knowledge and lack of capital.

Table No.4: Experiences with entrepreneurship training

Influence of starting the business	N	%
Visits to the firm	40	78
Internship in firm	25	49
Social media	6	11
Business Plan Competition	25	49
Case Studies	20	39
Meeting with students entrepreneurs	22	43
Lack of Capital	49	96

Source: Responses from Respondent

% Students states that there are most of the students from the Table No. 4 that are influenced by visiting the firm to start the business for the employment. About 78% students have given positive responses.

Table No.5: Sources of start-up information and knowledge used “often” or “very often

Sources of Startup information and Knowledge	N	%
Students Groups at the training center	39	76
Teacher at my training center	45	88
Carrier training Centre	30	58
Entrepreneurship Cell	20	39
Business Development Cell	24	47

Source: Responses from Respondent

The Table No. 5 revealed that more than 60% students have got the information of starting a start up information and knowledge form the students group and teacher at their training place.

Table No.6: Business Startup support services Very useful

Business Startup support services Very useful	N	%
Business Mentoring	39	76
Assistance on Business Process	45	88
Business Plan Preparation	27	52
Assistance for Idea Implementation	28	54
Access to Start up network	29	56

Source: Responses from Respondent

The Table No. 6 exhibits that more than 50 % students positively said that they get the support services like business mentoring and Assistance on Business process, business plan preparation and Assistance for the idea implementation and easy access to start up network.

IV. CONCLUSION

The surveys of training centre of students provide evidence on the foundation of entrepreneurship training and start-up support in Maharashtra in Western Region vocational training centers. These results also suggest directions for future actions that will help to fill gaps and increase quality in graduate entrepreneurship support so as to favour better entrepreneurship outcomes. The training centre survey highlighted that among those training centres that provide entrepreneurship training, students have options inside and outside of the curricula to learn about entrepreneurship. This provides students with different access points to entrepreneurial learning which increases the chances that students will be exposed, although more training centres should be actively promoting these opportunities. This variety of offerings also demonstrates to students the value of learning in

both formal and informal setting, which is needed if they are to embark on a lifelong learning journey. However, the survey clearly shows that the training centres have limited resources and tools at their disposal to facilitate entrepreneurial learning. Teaching methods are very passive and traditional and do not allow students to learn through actions. These teaching methods may also work against efforts to facilitate entrepreneurial learning both inside and outside of the curricula because passive teaching is not effective at encouraging idea generation or entrepreneurial behaviors. Business start-up support services appear to be readily available for students. There is room to increase the proportion of training centers that work with entrepreneurs. Entrepreneurs are an invaluable resource for students because they can be exposed to real-life issues and challenges, and can be the start of a professional network for business partners, suppliers and clients. Moreover, few training centers work with external support organizations. This disconnect introduces a significant inefficiency into the entrepreneurship support system and leads to an ineffective allocation of resources. The student survey reveals that students are unclear about what they are seeking in a future job. On the one hand, students indicated that they value the ability to realize their own ideas in the work which is consistent with entrepreneurial behavior. On the other hand, students do not value self-determination. Among those students interested in business creation, the vast majority seeks their business ideas from their family or their work and few cite their trainers or classmates. Moreover, learning assignments were rated as having the least impact on interest in starting a business. There is clearly room for training centers to take a larger role in promoting and supporting the generation of ideas, especially given the existing support services that are at their disposal. Using more active learning methods should make the training centers more relevant. Start-up support provided at or through the training centers was rated poorly by students. This is a clear indication that the quality of support provided does not meet the student’s expectations. This is evident by looking at the services that students identified as needing the most improvement. Support services that were identified as needing improvement were “assistance with business plans” and “business mentoring”.

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