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Entrepreneurial Skills Inculcation in Students through Entrepreneurial Development Cells of Colleges in Haryana

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Abstract: The entrepreneurial development cells owe a long history in promotion and contextual development of entrepreneurial inclinations across the students and youth in particular. The initiation of new startup policy and MSME Act mandates the early sensitization of youth towards the entrepreneurial education. The research was conducted to identify the factors associated with entrepreneurial skills inculcation in students in ED Cells in Haryana. In addition, the research sought to analyze the relationships between the aforesaid factors and derive a research model. Haryana based students and their entrepreneurial orientation was accessed withfactors namely the student's innovative capability, respective risk-taking potential, proactive decision-making stance, competitive aggressiveness potential, perceptions of contextual supports, student's uncertainty coping mechanism, technological environment perceptions, resource mobilization opinions, and associated shaping of the entrepreneurial self-efficacy.'Entrepreneurial Orientation of student' and its respective development is widely being conceived as a behavioral construct. The study attracted a valid sample of 651 respondents from across numerous colleges in Haryana having operational entrepreneurship development cell. The respondents comprised the degree college students in Haryana based Colleges. The students were sampled in random sampling manner and every accessible student in degree courses was made part of research study. The research concluded significant impact of ED cell activities in shaping entrepreneurial orientation of students.

Key words: Entrepreneurial Orientation, Students, ED Cells, Haryana, Startup Policy

Introduction

Entrepreneurship development cells constitute the backbone of state's efforts in promoting entrepreneurship tendencies in youth as part of self-employment campaign. Especially in aftermath of pandemic, the governmental thrust on self-venture development and self-reliance capabilities across students has increased. The state-based support for incubation and business skills enhancement has widely been a part of policy framework (Acs & Audretsch, 2017) in other countries with developed economies yet in Indian perspective youth has more been a job seeker. In the aftermath of national macroeconomic reforms that were initiated way back in 1990s, the economic sectors were openedfor private sector participation. The current government's focus on startups is also bound to change the existing pattern of economic production across the economy. The phenomenon of entrepreneurship development (Johnson, Bock, & George, 2019) finds extensive support in literature worldwide. Renowned management guru Peter Drucker focused on entrepreneurship as a vital driver of growth and customer satisfaction in such turbulent economies. The skilled entrepreneurial spirit was observed to be a major contributor towards ensuring the competitiveness (Foo & Vissa, 2020). However, the idea of 'Student oriented Entrepreneurial Orientation' and 'value creation for customer' never came to the

central stage in the traditional economic planning approach that existed before the initiation of mega macroeconomic reforms in India. As such, the concept of entrepreneurship and Entrepreneurial Orientation in India, could not find substantial reflection across the youth employability enhancement or in the academic literature. The youth's thinking, ideologies, perceptions, capacities and competencies, skillsets (Kolympiris & Klein, 2017) and expertise with regard to innovative, autonomous and aggressive decision making are needed more than ever in order to sustain competitiveness and reach across markets in this era of globalization. The dynamic capabilities, as resident across youth, could be a determinant in knowledge exploitation, resource assimilation and mobilization, allocation, and strategic transformation of the native career trajectory.

Scope in Haryana

The entrepreneurial development cells (Spigel, 2017) owes a long history in promotion and contextual development of entrepreneurial inclinations across the students and youth in particular. The initiation of new startup policy and MSME act mandates the early sensitization of youth towards the entrepreneurial education. The scope for entrepreneurial cells in Haryana based colleges and partial inculcation of formal education about entrepreneurship development marks a transition from job seeking approach to employment creation prospects. Ever since the liberalization, the MSME and other ministries have come up with idea of formal education of youth in entrepreneurship development and vocational skilling. The entrepreneurship development cells in this prospect are a step forward with right policy support (Carswell & Neve, 2023). The entrepreneurship development cells (Spigel, 2017) are operational in schools, colleges, and institutions of technology and engineering education. The rationale is to equip the students with necessary skills and abilities to successfully run their own ventures. As per AICTE directives, the entrepreneurial cells were sought to encourage the students in polytechnics, colleges, in engineering streams and business schools; to consider self-employment and regard self-employment as a career option. The purpose was to create a contextual learning environment whereby the entrepreneurship development is encouraged through formal and non-formal institutionalized initiatives. The additional thrust was on utilization of infrastructure and technically trained manpower to fuel the development of entrepreneurial tendencies. In literal terms, the entrepreneurial cell seeks to support pattern recognition as well as create entrepreneurial alertness (Hanohov & Baldacchino, 2018).

Review of Literature

Early inculcation of entrepreneurship education and self-reliant nation seems to bear a direct relationship. The development of economic ability to compete globally in current geopolitical perspective; owes a lot to entrepreneurial potential, capabilities and development. The early inculcation of meaningful and viable entrepreneurship education (George, Parida, Lahti, & Wincent, 2016) has long been touted as a solution for raising national youth employment; improve upon prospects for absorption of technology in the economic production (Chea&Hujsmans, 2018), for disruption of existing business models as well as for general creativity in the national economy. The early incentive based entrepreneurial education (Pathak, 2021) is a stream of study that nurtures entrepreneurial orientation in young students and budding enterprise developers alike. The focus in entrepreneurial education is on development of innovative competencies, autonomy skillsets, proactive decision-making impetus, and risk taking tendencies enhancement across curriculum up take. The formal and institutionalized entrepreneurial education (Gupta &Dharap, 2022) has its roots in vocational and occupational expertise enrichment across youth. The central idea with implementation of entrepreneurial education programs is to enable self-employment and self-enterprise development (Agrawal, 2012). Especially in aftermath of epidemic, the focus on such educational streams has come into limelight. In literal terms, the vocation oriented entrepreneurial education (Pandey& Joshi, 2020) circles around the breeding of traits, tendencies, qualities (Shah, Amjed, &Jacoob, 2020); that often lead to creation of innovative business models, new combinations of production-based factors and novel combinations and permutations of existing factors of production. Such education programs (Pandey&Nema, 2017) often enable the student to tap the market deficiencies, create new workable business models and fit their product or service in evolving uncertain business conditions (Gooptu, 2018). Being innovative, being risk taker and being proactive (Sadgopal, 2016) is nothing but identifies as being entrepreneurially oriented in strategy and overall decision-making prospect (Carswell&Neve, 2023). Such an entrepreneurially oriented firm based behavior could lead to substantial firm based engagement in product-market innovation, undertaking risky business ventures across uncertain product-market mix (Maziriri, Nyagadza, &Chuchu, 2022), being the market leader in being the first in the industry to come up with the most proactive response to market dynamics, shaping the competition and resetting market based standards, creating market shares rather than tinkering with margins (Kaur &Khurjekar, 2019). The state policy based provision of

incubators like the enterprise incubation centers (Chea&Hujsmans, 2018) seems to offer a healthy change yet the existing literature on the role of such incubators do highlight the inherent negativities and the positivity's that virtually impact the youth's initial coping abilities and capabilities. The potential usage enhancement tactics and the impact of such incubation incubators on youth's potential harnessing is rather underexplored and under researched aspect of youth based entrepreneurship in Indian perspective. The incubation centers (Spigel, 2017) as mentioned in existing literature were primarily meant for provision of all basis and elemental support to business ideas at one single place . The concept has been duly endorsed by the international finance corporation as it seeks enterprise level private sector changes in economies worldwide (Goddard, Eccles, 2012).

This research explores the role of entrepreneurial development cells and captures the opinions of students on aspects of student's innovativeness, autonomous independent thinking attributes, and likewise potential development activities (Shah, Amjed, &Jacoob, 2020). The research encompasses the exploration of student's innovative capability, respective risk-taking potential, proactive decision-making stance, competitive aggressiveness potential, perceptions of contextual supports, student's uncertainty coping mechanism, technological environment perceptions, resource mobilization opinions, and associated shaping of the entrepreneurial self-efficacy in environment of incubation and entrepreneurial development cellsestablished by the department of Higher Education in various higher education institutes.

Objectives

- To identify the factors associated with entrepreneurial skills inculcation in students in ED Cells in Haryana
- To analyze the relationships between the aforesaid factors and derive a research model

Hypothesis

The research was operationalized with factors namely the student's innovative capability, respective risk-taking potential, proactive decision-making stance, competitive aggressiveness potential, perceptions of contextual supports, student's uncertainty coping mechanism, technological environment perceptions, resource mobilization opinions, and associated shaping of the entrepreneurial self-efficacy. These were identified from respective review of literature.

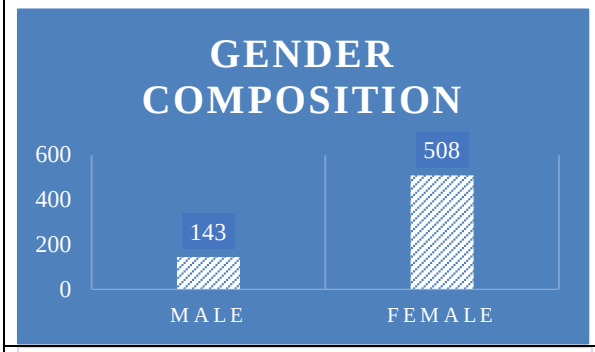
H	**Research hypothesis statements**	**Literature Support**
H1:	There is significant impact of innovative capability on student's entrepreneurial self-efficacy levels	(Bolton & Lane, 2012), (Levenburg & Schwarz, 2008)
H2:	There is significant impact of risk-taking potential on student's entrepreneurial self-efficacy levels	(Bolton & Lane, 2012), (Sowmya & Majumdar, 2010)
H3:	There is significant impact of proactive decision making on student's entrepreneurial self-efficacy levels	(Bolton & Lane, 2012)
H4:	There is significant impact of competitive aggressiveness on student's entrepreneurial self-efficacy levels	(Bolton & Lane, 2012), (Carswell & Neve, 2023)
H5:	There is significant impact of contextual supports on student's entrepreneurial self-efficacy levels	(Bolton & Lane, 2012), (Shah, Amjed, & Jacoob, 2020)
H6:	There is significant impact of uncertainty coping style on student's entrepreneurial self-efficacy levels	(Shah, Amjed, & Jacoob, 2020)
H7:	There is significant impact of resource mobilization capabilities on student's entrepreneurial self-efficacy levels	(Shah, Amjed, & Jacoob, 2020)

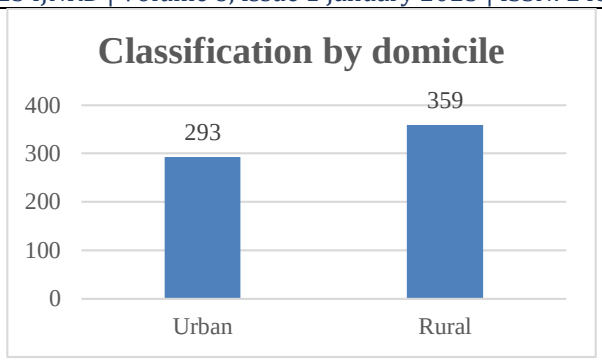
Factor	**Factor Explanation**	**Scale Source**
Student based Innovativeness	The factor represents the student-based mindset for frequent inclination towards introduction of new solution to existing problems in form of viable products and associated production of more freshly	(Bolton & Lane, 2012)

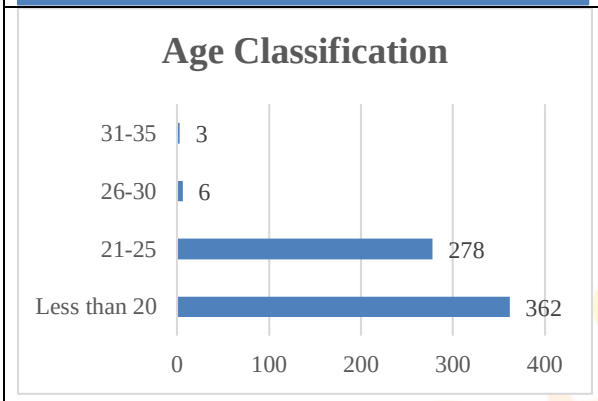
	conceptualized products.	
Risk Taking Potential	The factor represents the ability of student to engage in calculated risk undertaking in product design, development and process management. The factor measures the extent of resource commitments towards market projects, extent of adoption of bold and extensive approach	(Bolton & Lane, 2012)
Student based autonomous decision-making capability	The factor represents the ability of student to take empowered decision regarding productized solution development, regarding resource allocation, decide on the key strategies and ability to manage own work as well as acting independently.	(Bolton & Lane, 2012)
Student based proactive stance	The factor stands for extent of belief in being ahead of competitor, exhibiting intensive competition, exploiting the anticipated changes, seeking out new and novel products, seeking new opportunities to shape existing environment	(Bolton & Lane, 2012)
Student based competitive aggressiveness in way to market	The factor relies on undoing the competitor, exhibiting intensive competition and strong aggressiveness, adopting 'aggressive' posture to combat industry trends, seeks competitive goals, overcoming the competitors while dealing with them	(Bolton & Lane, 2012)
Student based perceived contextual supports	The factor explores the student's perceptions of contextual supports from economic environment	(Agrawal, 2012)
Student's uncertainty coping style	The factor represents the student's coping style with regard to uncertainty management and environment-based turbulence	(Pandey & Joshi, 2020)
Student's resource mobilization abilities	The factor stands for student's resource mobilization abilities	(Sadgopal, 2016)
Student's entrepreneurial self-efficacy	The factor represents the student's self-assessed state of entrepreneurial self-efficacy	(Sowmya & Majumdar, 2010)

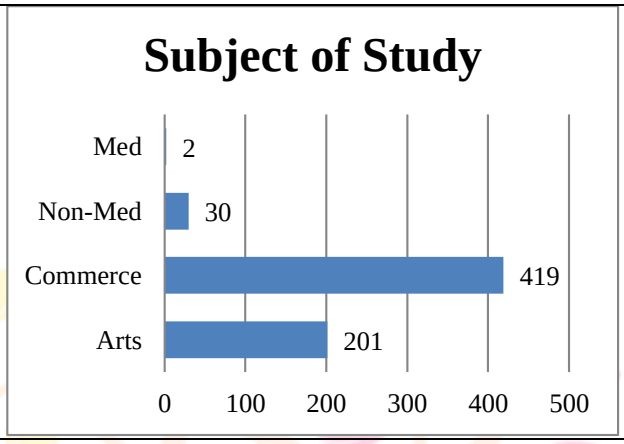
Research Methodology

The study attracted a valid sample of 651 respondents from across numerous colleges in Haryana having operational entrepreneurship development cell. The respondents comprised the degree college students in Haryana based colleges. The students were sampled in random sampling manner and every accessible student in degree courses was made part of research study.









The sample design relied on the explorative and descriptive topic-based conceptualization. The study operationalized the topic with aid of pre-validated scales on individual entrepreneurially oriented behavior. The study assessed the reliability and validity with SPSS. The respective reliability measure was observed as 0.972 which signals satisfactory internal consistency and reliability.

Analysis

The linear regression was calculated to predict 'Entrepreneurial self-efficacy' based on student's perceptions of 'innovativeness', 'risk taking', 'competitive aggressiveness', 'proactivity', 'uncertainty coping style', 'resource mobilization ability'. The significant regression equation was observed [F(Student's self-efficacy)=''innovativeness', 'risk taking', 'competitive aggressiveness', 'proactivity', 'uncertainty coping style', 'resource mobilization ability'] with an observed R of 0.554.The reported empirical observations point towards the degree of freedom as 1 and equation was found[F(1(degree of freedom)=45.2(F),p<0.000), with an R of 0.554.The aspiring young respondents predicted the weight as equal to 3.580+ 0.384 (Student's Innovativeness)+0.215 (Student's risk taking)+ 0.227(Student's competitive aggressiveness)+0.192 (Student's proactiveness)+ 0.103(Student's uncertainty coping)+ 0.175(Student's resource mobilization). The R(multiple correlation coefficient) is regarded as a reliable measure of the quality of the prediction of the dependent variable(Student's self-efficacy levels in this case). The R2 (coefficient of determination) represents the proportion of variance in the dependent variable as reported by the constituent independent variables. The observed R2 of 0.307 depicts the 37 per cent variance in dependent on account of independent variables in determining the outcomes. The reported value of 0.554 is a satisfactory measure of the multiple correlations.

Regression equation involving 'Student's Self Efficacy' = 3.580+ 0.384 (Student's Innovativeness)+0.215 (Student's risk taking)+ 0.227(Student's competitive aggressiveness)+0.192 (Student's proactiveness)+ 0.103(Student's uncertainty coping)+ 0.175(Student's resource mobilization)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554[a]	.307	.297	6.34831

a. Predictors: (Constant), S_RESC, S_PROCT, S_UNCRT, S_RISK, S_INOV, S_COMP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B(>.1)	Std. Error	Beta		
1	(Constant)	3.580	3.070		1.166	.244
	S_INOV	.384	.060	.282	6.379	.000
	S_RISK	.215	.070	.128	3.059	.002
	S_COMP	.227	.057	.182	3.958	.000
	S_PROCT	.192	.053	.147	3.628	.000
	S_UNCRT	.103	.038	.110	2.719	.007
	S_RESC	.175	.064	.117	2.721	.007

a. Dependent Variable: S_SEFFICACY

The respective significance values were observed as less than 0.05 which signifies statistical relevance. In statistical terms, the student's innovative abilities were observed as leading to 0.384 times increase in development of entrepreneurial self-efficacy, whereas student's risk taking abilities was observed as leading to 0.215 times increase in entrepreneurial self-efficacy. In similar prospect, competitive aggressiveness skills being shaped by ED Cell based activities were observed as leading to 0.227 times increase. The B values were observed as greater than 0.1 and signals statistically significant relevance.

Observations

The research observed significant role of entrepreneurial development cells in shaping student's innovative capability, respective risk-taking potential, proactive decision-making stance, competitive aggressiveness potential, perceptions of contextual supports, student's uncertainty coping mechanism, technological environment perceptions, resource mobilization opinions, and associated shaping of the entrepreneurial self-efficacy

Conclusions

The research concludes that state government decision to support self-reliance and AtamNirbhar Bharat campaign with establishment of ED cells in government colleges seems to be a appropriate decision in right direction. The research concluded that the state policy needs to be strengthened with frequent introduction of new methodologies and curriculum to make entrepreneurship a part of student's thinking and life style.

H	Statement	Outcomes
H1:	There is significant impact of innovative capability on student's entrepreneurial self-efficacy levels	Accepted
H2:	There is significant impact of risk-taking potential on student's entrepreneurial self-efficacy levels	Accepted
H3:	There is significant impact of proactive decision making on student's entrepreneurial self-efficacy levels	Accepted
H4:	There is significant impact of competitive aggressiveness on student's entrepreneurial self-efficacy levels	Accepted
H5:	There is significant impact of contextual supports on student's entrepreneurial self-efficacy levels	Accepted
H6:	There is significant impact of uncertainty coping style on student's entrepreneurial self-efficacy levels	Accepted
H7:	There is significant impact of resource mobilization capabilities on student's entrepreneurial self-efficacy levels	Accepted

Implications for policymaking

The education policy, industry promotion policy and youth employment policy needs to work in tandem to enable the youth to transform form job seeking mentality to job creating mindset. The research seems to possess implications for execution of national education policy, for Central government's AtamNirbhar campaign and its customization across state perspective.

Directions for future research

The operationalization of entrepreneurial education in India would not be an easy task. The review of trends in Indian scenario identifies marked differences and non-convergent approaches in assimilating the entrepreneurial education aspects in curriculum, in course directives, in training modules and overall framing of student personality. The observations seem to possess marked implications for the agenda setters, policy makers, institution level decision makers, business strategy development as well as education policy framing. The further areas of research could be the economic sector specific education in entrepreneurship across academia and industry interfaces. The further research could be exercised across areas of innovation of delivery models and course-based creativity in making the entrepreneurship education realize its true goal.

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