

An Analytical Study of Start-Ups and Entrepreneurship Education, Ecosystem and Student Support at Select Private Universities in Western India

Tushar Devram Awate¹ Dr. Aman Gupta²

¹Ph. D. Scholar ²Professor

^{1,2}Shri Jagdish Prasad Jhabarmal Tibrewala University, Chudela, Dist: Jhunjhunu, Rajasthan, India

Abstract— Entrepreneurs and start-ups are seen as national assets to be motivated, cultivated, and remunerated to the greatest degree possible. Entrepreneurs develop innovative ideas that provide civilization with many products and services which change the way we work and live. The importance of entrepreneurship can be understood by what it does for society. The benefits they offer are by creating job opportunities, improving standards of living, and contributing to the overall growth of the economy (GDP). Entrepreneurship can be advanced through business venture training and Education. It has stretched out with extraordinary speed across numerous advanced educational institutes and universities of the world and prevailing with regards to forming students aim towards business. As far as the impact of Entrepreneurship Education is concerned, research has shown that there is a lot of expansion in education delivery about entrepreneurship across advanced education organizations, yet specialists have discovered blended outcomes in regards with its impact on enterprising goal and Intention among students.

Keywords: Startups, Entrepreneurship Education, Student Support, Private Universities, Western India

I. INTRODUCTION

Startups, In India, as in numerous different areas of the planet, startups have gotten expanded consideration as of late. Their numbers are on the ascent, and they are currently being generally perceived as powerful motors for development and occupations age. Through innovation and adaptable technology, startups can produce adequate arrangements, and along these lines, go about as vehicles for the financial turn of events and change.

The Indian startup ecosystem has developed powerfully throughout the most recent twenty years. A few startups were established during the 2000s; however, the ecosystem was youthful as a couple of financial backers were dynamic. The number of help associations, such as incubators and gas pedals, was restricted. Some practical ways out happened in the last part of the 2000s, and over the most recent ten years, the number of startups expanded quickly, and more help has opened in all aspects. Bangalore has risen as India's essential startup center point; however critical establishing action is additionally occurring in Mumbai and the National Capital Region (NCR), just as some more modest urban areas.

India is regularly depicted as 'the poster child of developing business sectors' for its tremendous business potential for startups. In a country with almost 1.3 billion individuals, even specialty items can have huge market potential. During the 1990s, economic changes moved India towards a more market-based financial framework. Since this advancement, the general monetary improvement has been

dynamic and starting in 2017; the Indian economy had a GDP of US\$2.726 trillion. With a GDP development of 7.0% in 2018, India is one of the quickest developing massive economies on the planet. Along these lines, the Indian market is seen as being equipped for offering a wealth of chances for startups.

India's tremendous variety in culture, language, identity, and religion has ended up being both revile and a gift for startups. From one viewpoint, a startup's comprehension of clients is frequently restricted to specific districts, where they know the neighborhood language and nearby individuals. This makes it difficult for startups to scale their items to the nation's clients. Then again, on the off chance that arrangements are fruitful intending to the necessities of different client's container India, they can almost certainly find market take-up in different topographies like Africa and Latin America, and surprisingly the created world. Also, numerous Indian startups don't just gander at Indian issues yet offer tweaked answers for business sectors abroad. For example, Indian startups frequently do pilots and serve clients in the United States, where the client base has a higher capacity to pay.

II. FINDINGS OF THE STUDY

A. To Understand The Need of Start-Up and Entrepreneurship Education in Indian Scenario.

Entrepreneurship education has acquired importance throughout some stretch of time and is genuinely necessary to direct future business visionaries, particularly now like never. It will help the young people of the country in creating pioneering abilities and information, which will additionally help them in beginning, sorting out and dealing with their own endeavours in coming occasions. Entrepreneurship education will undoubtedly get the fate of the nation as it sharpens the abilities of youthful future business visionaries and helps them in becoming industry-prepared, just to set another bar of accomplishment and add to the Indian economy.

Entrepreneurship fills in as a spine to the modern development of any nation and with different drives like Make in India, Skill India and others, our nation is during the pioneering wave — assisting us with extending our viewpoints to help the economy. Entrepreneurship education and projects won't just guide the establishments to make industry-prepared business visionaries yet additionally steer the understudies towards being free while getting their professions. Following the mantra of Atma-Nirbharta, as directed by Prime Minister Narendra Modi, entrepreneurship education will complement the requirement for self-reliance too, while at the same time considering India's economy.

B. To Study Attitude of Indian Private Universities towards Start-Ups and Entrepreneurships.

	N	Mean	S. D
Innovation, entrepreneurship, and venture development program / courses	410	3.5902	1.403
Diversified approach be adopted to produce desirable learning outcomes w.r.t. start-ups / entrepreneurship	410	4.1146	1.1227
Learning interventions developed by the institutes for inculcating entrepreneurial culture	410	4.1829	1.0573
Pedagogical changes be ensure that maximum number of student projects and innovations are based around real life challenges	410	3.0561	1.3895
Stakeholder engagement be given prime importance in the entrepreneurial agenda of the University	410	3.7878	1.0839
Policy and guidelines for forming and managing the relationships with external stakeholders including private industries	410	3.6878	1.0061
Knowledge exchange through collaboration and partnership as a part of institutional policy	410	3.5927	1.0821

Grand mean: 3.71; S.D.: 1.16

Table 1: Attitude of Indian Private Universities towards Start-ups and Entrepreneurships

To measure the attitude of Indian private universities towards start-ups and entrepreneurship, researcher has developed and used 7-item scale and data has recorded on five-point likert scale from strongly agree to strongly disagree ratings from students. Researcher has calculated mean, grand mean, and standard deviation to interpret the data. From the analysis of the data, it has been observed that grand mean (3.71) is greater than average value of 3 on five-point liker scale. Moreover, standard deviation (1.16) is lesser than one-third of mean. Thus, grand mean can be treated as representative value. Thus, it is concluded from the opinion of the respondents that attitude of Indian Private Universities is positive towards Start-ups and Entrepreneurships.

C. To Study Attitude of Indian Students towards Start-Ups and Entrepreneurships.

	N	Mean	Std. Deviation
Freedom to pursue own vision	410	3.561	1.07081
Helps to become a business leader	410	4.0756	0.78285
Provides flexibility in personal and family life	410	3.9341	0.81132
Helpful to provide contribution to the community	410	3.1902	1.16085

Career prospects	410	3.9951	0.89277
Honourable profession	410	4.1146	0.7686
Knowledge exchange through collaboration and partnership as a part of institutional policy	410	3.5927	1.0821

Grand mean: 3.81; S.D.: 0.91

Table 2: Attitude of Indian Students towards Start-ups and Entrepreneurships

To measure the attitude of Indian students towards start-ups and entrepreneurship, researcher has developed and used 6-item scale and data has recorded on five-point liker scale from strongly agree to strongly disagree ratings from students. Researcher has calculated mean, grand mean and standard deviation to interpret the data. From the analysis of the data, it has been observed that grand mean (3.81) is greater than average value of 3 on five-point likert scale. Moreover, standard deviation (0.91) is lesser than one-third of mean. Thus, grand mean can be treated as representative value. Thus, it is concluded from the opinion of the respondents that attitude of Indian Students is positive towards Start-ups and Entrepreneurships.

D. To Study The Impact of Entrepreneurship Education on Entrepreneurial Intention of Students Studying at Private Universities in India.

Researcher has formulated and validated a hypothesis to study impact of entrepreneurship education on entrepreneurial intention of students studying at private universities in India. From the analysis of the data and validation of the hypothesis it has been observed that start-ups and entrepreneurship education have positive impact on entrepreneurial intention of students studying at private universities in India.

E. To Understand The Level of Entrepreneurship Ecosystem and Student Support Available at Private Universities in India.

	N	Mean	S. D.
Processes and mechanisms for easy creation and nurturing of Start-ups/enterprises	410	3.9561	0.89444
Semester/year break	410	3.1512	1.1304
Exams without attendance for classes	410	3.0439	1.07791
Provision of accommodation to the entrepreneurs	410	3.6073	1.07855
Service provisions based on mixture of equity, fee-based and/ or zero payment model	410	3.7341	1.05592
IPR support	410	2.5049	1.17272
Institute IPR cell or incubation centre	410	3.0171	1.18969

Grand mean: 3.06; S.D.: 1.13

Table 3: Entrepreneurship Ecosystem and Student Support

To measure the level of Entrepreneurship Ecosystem and Student Support available at private universities in India, researcher has developed and used 13-item scale and data has recorded on five-point liker scale from strongly agree to strongly disagree ratings from students. Researcher has calculated mean, grand mean, and standard deviation to interpret the data. From the analysis of the data, it has been observed that grand mean (3.06) is greater than average value of 3 on five-point liker scale. However, standard deviation (1.13) is greater than one-third of mean. Thus, grand mean cannot be treated as representative value. Thus, it is concluded from the opinion of the respondents that entrepreneurship ecosystem and student support available at private universities in India is not satisfactory.

F. To Find Out the Challenges and Problems Faced by Indian Private Universities with Respect to Entrepreneurship Ecosystem and Student Support Availability.

	N	Mean	Std. Deviation
Building and scaling of start-up	410	3.9317	1.01105
Diversity and the digital divide	410	3.3683	1.18609
Taking products to market	410	2.9902	1.09227
Hiring qualified employees	410	3.1146	1.13793
Complex regulatory environment	410	2.4122	1.15893
IPR support	410	2.5049	1.17272
Institute IPR cell or incubation centre	410	3.0171	1.18969

Table 4: Challenges and Problems

To measure the challenges and problems faced by Indian private universities with respect to entrepreneurship ecosystem and student support availability, researcher has developed and used 13-item scale and data has recorded on five-point liker scale from strongly agree to strongly disagree ratings from students. Researcher has calculated mean and standard deviation to interpret the data. From the analysis of the data, it has been observed that students believe that building and scaling start-up along with diversity and digital divide imposes challenges with respect to entrepreneurship ecosystem and student support availability at Indian private universities. However, taking products to market, hiring qualified employees and complex regulatory environment are not seen as challenges with respect to entrepreneurship ecosystem and student support availability at Indian private universities.

G. To Suggest Integrated Model to Link Entrepreneurship Education, Entrepreneurship Ecosystem and Student Support at Institute Level.

Based on detailed study and analysis of the data, researcher proposes following model to link entrepreneurship education, entrepreneurship ecosystem and student support at Institute Level.

III. CONCLUSION

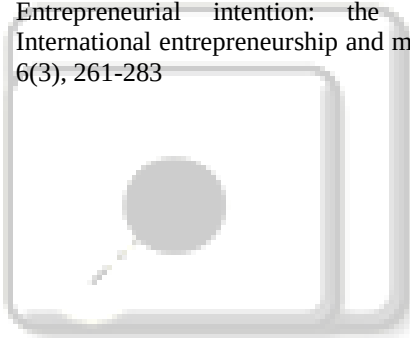
Entrepreneurship is viewed as a definitive deciding variable for the modern development of any nation or locale. India is amidst an innovative wave as it is arising as one of the most astonishing enterprising social orders on the planet. Different government drives like Make in India, Start-up India, and Skill India are expected to change the Indian economy into an 'innovative' from the 'administrative' one. However, India is seeing a few drives toward this path, it requires yet more supported endeavors in entrepreneurship education. There are a couple of organizations which offer entrepreneurship education as a discipline, and there are some that offer it as a piece of their more extensive schedule. However, the inquiry remains whether these drives are sufficient to push entrepreneurship to a scale that India wants.

Fortifying entrepreneurship education will affect the whole enterprising environment as it will guarantee improvement of abilities needed to produce a pioneering attitude and will foster future pioneers who take care of more mind boggling and incorporated issues. It will likewise be useful to generally little and medium ventures (SMEs) who wish their second/third era to develop their privately-run companies. In India, the greater part of the organizations is family-claimed and most of these organizations don't have a progression plan. As per Price water house Cooper's India Family Business Survey 2016, scarcely 15 percent of the privately-run companies in India have a very much recorded progression plan set up.

REFERENCES

- [1] Fayolle, A. (2018). Personal views on the future of entrepreneurship education. In A research agenda for entrepreneurship education. Edward Elgar Publishing
- [2] Belás, J., Dvorský, J., Tyll, L., & Zvaríková, K. (2017). Entrepreneurship of university students: Important factors and the propensity for entrepreneurship. *Administratie si Management Public*
- [3] Gundolf, K., Gast, J., & Géraudel, M. (2017). Startups'innovation Behaviour: An Investigation Into The Role Of Entrepreneurial Motivations. *International Journal of Innovation Management*, 21(07), 1750054
- [4] Lăcătuș, M. L., & Stăiculescu, C. (2016, June). Entrepreneurship in Education. In *International conference knowledge-based organization* (Vol. 22, No. 2, pp. 438-443). De Gruyter Open
- [5] Tiago, T., Faria, S., Couto, J. P., & Tiago, F. (2015). Fostering innovation by promoting entrepreneurship: from education to intention. *Procedia-Social and Behavioral Sciences*, 175, 154-161
- [6] Maritz, A., & Donovan, J. (2015). Entrepreneurship and innovation. *Education+ Training*
- [7] Heblich, S., & Slavtchev, V. (2014). Parent universities and the location of academic startups. *Small Business Economics*, 42(1), 1-15
- [8] Mason, C., & Arshed, N. (2013). Teaching entrepreneurship to university students through experiential learning: A case study. *Industry and Higher Education*, 27(6), 449-463

- [9] Ekore, J. O., & Okekeocha, O. C. (2012). Fear of entrepreneurship among university graduates: a psychological analysis
- [10] Āstebro, T., Bazzazian, N., & Braguinsky, S. (2012). Startups by recent university graduates and their faculty: Implications for university entrepreneurship policy. *Research policy*, 41(4), 663-677
- [11] Jensen, R., & Jones, M. (2012). University startups and entrepreneurship: New data, new results (No. 009). University of Notre Dame, Department of Economics
- [12] Kumar, D., & Kalyani, B. (2011). Motivational factors, entrepreneurship and education: Study with reference to women in SMEs. *Far East journal of psychology and business*, 3(2), 14-35
- [13] Keat, O. Y., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, 2(4)
- [14] Liñán, F., Rodríguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2011). Factors affecting entrepreneurial intention levels: a role for education. *International entrepreneurship and management Journal*, 7(2), 195-218
- [15] Díaz-García, M. C., & Jiménez-Moreno, J. (2010). Entrepreneurial intention: the role of gender. *International entrepreneurship and management journal*, 6(3), 261-283



IJSRD