Entrepreneurship Awareness Programmes (EAPs) Impact on the Promotion of Youth Entrepreneurship

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Abstract

Lack of awareness about entrepreneurship among the educated youth in the state of Jammu and Kashmir has greatly contributed to the present state of affairs wherein there is an ever increasing rate of unemployment with the passing of every day. Knowledge about entrepreneurship as a career option is so infinitesimal that an educated youth comes to know about it after he/she has already wasted years together looking for a job and at the stage where entrepreneurship becomes a necessity rather than a choice. To address this problem focus has to be on carving out job generators rather than the job seekers among the educated youth and one of the main key for this is the conduct of a regular series of EAPs throughout the state. Conduct of such awareness programmes remains one of the main role functions of almost all the Entrepreneurship Promotional Agencies (EPAs) existing in the state. The present paper attempts to appraise the level of awareness about entrepreneurship generated by these EAPs (conducted by different agencies) on four important awareness parameters like Entrepreneurship Concepts; Support agencies & their role functions; Government, policies, schemes, regulations etc.; and sector scenarios among the enrolled college students of ten districts of Kashmir region in the state of Jammu and Kashmir.

Key Words: Entrepreneurship Awareness Programmes (EAPs), Youth Entrepreneurship, Entrepreneurship Promotional Agencies (EPAs).

Introduction

In the domain of Entrepreneurship, the philosophy that ‘Entrepreneurs are born and not created’ was pursued in general throughout the world for decades together. However, with the advent of knowledge revolution throughout the world there has been a pronounced shift in this philosophy. In today’s world people have started believing that ‘entrepreneurs need not necessarily be born but can be created with well-designed entrepreneurship development programmes and packages’. This paradigm shift in philosophy has put entrepreneurship development education the main focus of interest in many nations as an instigator of social and economic change. The search is on for identification of better methods and techniques for disseminating and imparting entrepreneurship education.
among the educated youth enrolled in different educational institutions. As entrepreneurship education is a strong
influencing media that sets values, develops attitudes, motivation and induces people to acquire skills and
competencies to establish enterprises and become torch bearers of economic and social change, all this makes
entrepreneurship development programmes awfully important. Increasing importance is being given by almost all
the economies throughout the world towards the design and development of such programmes and packages.
Certain progress is being felt across the economies in this direction and close observation of all these endeavours
leads us to a point where by and large we conclude that all these entrepreneurship development packages and
programmes throughout the world in general comprise of three important sets namely Entrepreneurship
Awareness Programmes (EAPs), Entrepreneurship Development Programmes (EDPs) and Entrepreneurship
Orientation Programmes (EOPs).

Entrepreneurship Awareness Programmes (EAPs), one of the important components of these entrepreneurship
development packages and programmes, are generally simulatory in nature and cover activities aimed at sensitizing
potential as well as existing entrepreneurs especially educated youth about the entrepreneurship as a career option.
The main objective of such programmes is generating entrepreneurial drive and talent in an economy. These
programmes are a combination of knowledge and belief about the opportunities and advantages of
entrepreneurship and generally comprise of activities like: Awareness about entrepreneurship as a career option;
Documented presentation of available entrepreneurial opportunities; Information about thrust areas and
promising entrepreneurial sectors; Motivational campaigns; Selection of potential entrepreneurs; Identifying
training needs; Entrepreneurial counselling and promotions; Creating entrepreneurial forum for the support
agencies for the dissemination of information about their specific role functions; Brainstorming sessions and
business plan competitions for idea generation; Knowledge about available entrepreneurial products, schemes
and business advisory services; Presentation of success stories preferably local success stories; Simulation games &
exercises; Field visits and surveys etc. However irrespective of the sector, in general it has been observed that each
EAP is a composite package of four important informational dimensions: Entrepreneurship Concepts; Support
agencies & their role functions; Government, policies, schemes, regulations etc.; and sector scenarios.

The unemployed youth particularly the enrolled students of different educational and professional institutions
remain the main focus of these Entrepreneurship Awareness Programmes. Through these programmes an endeavor
is being made first to help the youth in understanding the ground realities in terms of the unemployment scenario
prevailing in the economy and the self-employment opportunities available in the area of entrepreneurship. They are
subsequently motivated through these programmes to take up entrepreneurship as a career option and create
employment opportunities not only for themselves but also for others. So, in a way it is a process of changing the
mindsets averse to entrepreneurship into positive ones through the dissemination of information. There is as such
no set format for these programmes because they are mostly adapted and customized in line with the needs and
situations existing in any economy.

In developing economies, it has been generally observed that the trajectory of youth entrepreneurship is slow in
taking off due to the lack of awareness among the educated youth about the concepts and nitty gritty ties of
entrepreneurship. That is why regular conduct of apt ‘Entrepreneurship Awareness Programmes’ assumes a great
importance in such places for youth entrepreneurship.

Realizing this the policy makers and thinkers throughout the world are vigorously trying to develop modular
entrepreneurship awareness programmes and packages for the enrolled students in educational institutions
throughout the world. Government of India through its agencies has already taken number of initiatives in this
direction, however the progress towards the youth entrepreneurship in the country in general and the State in partic- ular is not satisfactory. Experts are of the opinion that the problem lies in the prevailing system of education. “Entrepreneurship education has just entered the country, but it will go a long way in helping India churn out “job- generators” instead of “job-seekers”.” (APJ Abdul Kalam, Ex. President, Government of India). Across, it is being felt that the prevailing system of education in the country needs a paradigm change as it has not been able to promote independent thinking, creativity, innovativeness, risk taking abilities among the educated youth to build in them the required entrepreneurial competencies. On the same lines, there is thus a tremendous need to inculcate the spirit of entrepreneurship in the psyche of the youth enrolled in different educational institutions throughout the country. An understanding has to be developed among them that the main objective of the education is not to get a government job but to enlighten the mental faculties of a person. They should be educated about the magic of entrepreneurship with which they will not be only able to solve their own employment problems but also the unemployment problems of their brethren and of the state as a whole.

Against this setting, government of Jammu and Kashmir State through a network of Entrepreneurship Promotional Agencies (EPAs) like; JKEDI, Micro Small and Medium Enterprise Institute (MSME), District Industries Centers(DICs), Khadi & Village Industries commission(KVIC), Entrepreneurship Development Cell(EDC)-Kashmir University, Khadi & Village Industries Board(KVIB), ITCO, RSETI and a number of other financial and educational Institutions, is organizing extensive Entrepreneurship Awareness Programmes (EAPs) throughout the state for the youth enrolled in different educational institutions. However, very thin studies have been undertaken to assess the level of awareness generated by these Entrepreneurship Awareness Programmes among the youth enrolled in different colleges of Kashmir region in the State of Jammu and Kashmir.

It is in this milieu, that the present study is being undertaken to assess the impact or the level of awareness about entrepreneurship generated by these Entrepreneurship Awareness Programmes (EAPs) among the youth enrolled in different colleges across the ten districts of Kashmir region of the State against four awareness parameters: Entrepreneurship Concepts; Support agencies & their role function; Government, policies, schemes, regulations etc.; and sector scenarios. The results of this study shall pave the way for more research in framing the entrepreneurship development policies and in devising the apt modular Entrepreneurship Awareness Programmes for the encouragement of youth entrepreneurship in the state.

REVIEW OF LITERATURE

Youth unemployment is one of the major challenges facing most governments in the world for decades to come. With an estimated 88 million young women and men worldwide unemployed, the need for employment creation efforts focusing on youth is undeniable. According to a recent study conducted by the International Labour Office (ILO), youth are generally three and a half times more likely than adults to be unemployed. In 2015, approximately 660 million young people will either be working or looking for work – an increase of 7.5 per cent over the 2003 figure. While bound up with the overall employment situation, this challenge has its own specific dimensions and therefore requires targeted responses.

As such, the challenge of creating employment for youth has been identified as a major priority by the international community. In the Millennium Declaration adopted by the General Assembly in September 2000, Heads of State and Government discussed the problem of youth unemployment and resolved to “develop and implement strategies that give young people everywhere a real chance to find decent and productive work”. (United Nations General Assembly, A/RES/55/2, 18 Sep.2000, para. 20.).
In 2001, the UN Secretary-General, together with the heads of the World Bank and the ILO, set up the Youth Employment Network (YEN). The YEN is the first global alliance under the umbrella of the ILO’s Global Employment Agenda (Ulrich, 2006). The ILO has strengthened its activities on policy recommendations, programmes and tools targeting the reduction of youth unemployment. Questions related to youth employment are treated in a number of ILO Conventions and Recommendations and the subject has been one major topic at the International Labour Conference in June 2005.

Within the framework of potential efforts and strategies to boost employment and job creation for young people, youth entrepreneurship is increasingly accepted as an important means and a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people. It is an innovative approach to integrate youth into today’s changing labour markets. Youth entrepreneurship has been touted by educators and employers as an alternative means for acquiring skills and attitudes necessary for entering the workforce (Tweeten, 1992; Bishop, 1991). Additionally, acquiring skills and attitudes necessary for the workforce can be achieved through youth entrepreneurship programs (Cox, 1998).

The International Labour Organization (ILO) defines entrepreneurship as “a way of thinking, reasoning and acting... It is much more than starting a new business. It is the process whereby individuals become aware of self-employment career options, develop ideas, take and manage risks, learn the process and take the initiative in developing and owning a business” (in Schoof, 2006). Importantly, according to GEM (2012), young entrepreneurs, those under 34 years of age, are more likely to be found among high-expectation entrepreneurs (those who aim to create at least 20 new jobs in the next five years), than among low-expectation entrepreneurs. So young people, who are starting up a business intend to create more employment opportunities than other age groups, particularly in middle to low-income countries (GEM, 2005). For young people in the informal economy, micro entrepreneurism is a bottom-up method for generating an income, self-reliance and a new innovative path to earning a living and caring for oneself (Maxwell, 2002). Youth entrepreneurial propensity is a function of three factors, each associated with one of the relationships: (1) One’s perceived level of entrepreneurial education, knowledge, and competence concerning new venture operation, (2) One’s beliefs concerning entrepreneurial opportunities in the economy i.e., financial rewards, employment, etc., and (3) one’s confidence in one’s ability to access the available opportunities i.e. self-employment, risk, etc.

Initiatives and policies promoting youth entrepreneurship should focus on the main factors that facilitate and stimulate, or hinder and impede, the entrepreneurial activity of young people. The determinants are common to all countries. Nonetheless, every country has to find an appropriate policy mix of initialisers that correspond to the most important barriers and constraints that exist in their countries. Therefore, a tailor-made, holistic approach that responds to different economic, social and cultural situations as well as to particular entrepreneurial framework conditions is required! (Schoof 2006). Youth entrepreneurship policy is cross-cutting in nature and therefore necessitates a collaborative multi-stakeholder approach on the part of government and society. This means that for successful policy development in youth entrepreneurship collaboration between different line Ministries (Education, Labour, Industry, Youth and Finance in particular) is vital (Ulrich, 2006). However, there is no one best way to foster entrepreneurship: it requires practical, targeted strategies, based on an understanding of the specific conditions faced by entrepreneurs in a particular area or region... The economic, technological, legal and cultural environment in which entrepreneurs operate makes an enormous difference, often determining their original decision to start a new business as well as their subsequent chances of success.” (Monitor Group 2009). Lundstrom and Stevenson (2002) emphasize that a multitude of factors account for entrepreneurship in different societies and that “context” is important in developing entrepreneurship policies. By context, they mean economic, social,
cultural, attitudinal, and structural factors, and they caution against transferring isolated cases of “best practices” from one country to another without understanding these contextual differences (Karen and Carolin, 2011).

Youth entrepreneurship policy at the global level identifies two main goals to encourage young people to start entrepreneurial ventures or their own businesses; and to increase their general employability. Employability addresses the necessity for youth to acquire entrepreneurial attitudes and skills so that they can move away from an expectation of “job for life” careers to a more flexible notion of a “portfolio” of careers (Schoof, 2006).

The primary responsibility in developing environment friendly policies and programmes for youth entrepreneurship and enforcing the legal and regulatory framework rests with the government. There are two distinct channels through which government policy impacts the rate of entrepreneurship. The first is through its impact on the quantity and quality of inputs going into the entrepreneurial process (education, venture capital, etc.). Targeted tax relief and/or direct government subsidies or regulations generally have their primary impact through this first channel. The second is through the impact of policy on the institutional structure that determines the ‘rules of the game’ under which the entrepreneurial process unfolds. These broad institutions together determine the incentive and reward structure faced by economic agents within an economy (Sarita Agrawal, 2009). Thus, entrepreneurial activity responds to internal country factors ‘Entrepreneurial Framework Conditions’ (EFCs) and external factors ‘General National Framework Conditions’ (GNFCs) that intervene between the emergence and expansion of new firms (Bosma et al. 2008). According to the Global Entrepreneurship Monitor (GEM) model, the role of the government is one among the important GNFCs factors whereas Education, training and government policies & programmes are important factors in the Entrepreneurial Framework Conditions’ (EFCs) that may affect the creation and development of new firms. From the findings of their international benchmarking study of entrepreneurial activity, Reynolds et al. (1999) recommended that governments should focus their effort on creating a culture that validates and promotes entrepreneurship throughout society and develops a capacity within the population to recognize and pursue opportunity. They should target policies and programs specifically at the entrepreneurial sector rather than at aiming to improve the overall national business context, and to increase the overall education level of the population, specifically ensuring that entrepreneurship training is readily accessible to develop the skills and capabilities to start a business.

Thus, entrepreneurship education is crucial in assisting young people to develop entrepreneurial skills, attributes and behaviours as well as to develop enterprise awareness, to understand and to realize entrepreneurship as a career option (Schoof, 2006). The Australian Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has defined entrepreneurship awareness education as: “Learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative, to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.” According to Schoof (2006) entrepreneurship awareness education is not only a means to foster youth entrepreneurship and self-employment but at the same time to equip young people with the attitudes (e.g. more personal responsibility) and skills (e.g. flexibility and creativity), necessary to cope with the uncertain employment paths of today’s societies.

According to Harper (1988), White and Kenyon (2001), and Chigunta (2002) entrepreneurship awareness education results in multiple benefits in addition to creating employment opportunities, such as incorporating alienated and marginalized youth into the economic mainstream, addressing delinquency and psychosocial issues arising from unemployment, developing new skills and experiences to be applied to general challenges in life, promoting innovation and resilience, revitalizing local communities, and using the dynamism of young entrepreneurs to...
respond to new economic trends. However, the need to differentiate training programs that aim at inculcating entrepreneurial attitudes for employability from those aimed at increasing business start-ups is emphasized (Karen Ellis and Carolin Williams, 2011).

Almost all the youths experience certain changes that are all pervasive when they are pursuing their education. These experiences shape one’s views, principles and decisions later in life. If during these years, result oriented values and skills are ploughed, the results later on are very fruitful. Many psychologists believe that this should be the underlying rule for churning out entrepreneurs among the educated youth. In lieu of this, Schoof (2006) acclaims, that early entrepreneurship education in particular is perceived to be crucial in assisting young people to develop entrepreneurial skills, attributes and behaviours as well as to develop enterprise awareness and to realize entrepreneurship as a career option. As such, there is increasing recognition that there are substantial benefits from entrepreneurship education being integrated into national curricula from primary level. At a general level, the multi-dimensional nature of the required entrepreneurial skills originates in education and involves a combination of critical (objective, analytical and logical) as well as creative and empathetic (lateral, imaginative and emotional) thinking. Imparting such skills is a process, which starts right from the school stage (Ulrich, 2006). “A country’s competitiveness starts not on the factory floor or in the engineering lab. It starts in the classroom.” (Henry Ford).

Hence, there is an imperative need to integrate the entrepreneurship education in the contemporary educational system, if the dream of an entrepreneurial society is to be realized (Uma, J. and D. Saluja, 2009). Additionally, the educational institutions need to make conscious and concerted efforts to promote entrepreneurship as a profession, make students think innovatively, provide help in identifying business opportunities, expose students to various aspects of business management, help develop business plans through faculty and professional mentors, network with venture capitalists, banks and financial institutions, extend help in understanding and completing legal formalities, develop incubation cells to facilitate the young entrepreneur in fertilization of their dream ideas and promote interactive sessions with successful business icons (Uma, J. and D. Saluja, 2009). To meet all these objectives there is a terrific need of organizing Entrepreneurship Awareness Programmes regularly in all the educational institutions besides the other academic courses. It is because of this understanding that in the past 10 to 15 years, entrepreneurship education has grown dramatically throughout the world, particularly in those countries already known as entrepreneurial such as the US, Canada and Australia. This growth is reflected in the development of numerous new entrepreneurship curricula, study programmes and initiatives, as well as increasing research activities on enterprise education in general, and on its various effects and best practices in particular (Ulrich, 2006).

The emerging international literature on youth entrepreneurship highlights several key issues involving youth participation in training and its impact on business creation or expansion. These include youth attitudes toward business and business people and the factors that motivate youth to go into business, as well as the paucity of rigorous frameworks and data to evaluate the impact of youth entrepreneurship programs globally (Nireka Weeratunge, 2010). However, lack of systematic studies, evaluations, and assessments of the impact of youth entrepreneurship awareness programs (EAPs) and the need to develop more rigorous frameworks are constantly emphasized in most of the available literature for both developed and developing countries, where such programs have been implemented for decades, (Bronte- Tinkew and Redd 2001; Lundstrom and Stevenson 2005; Schoof 2006; Listeri and others 2006; Aspen Institute 2008). Some of the comprehensive studies like Botham and Mason (2007) looking at outcomes and impact of entrepreneurship awareness trainings / education assessed the relevance and quality of the trainings, business start-up and expansion rates, changes in business practices, business indicators, and employment generation. A qualitative study on the impact of entrepreneurship training in Sri Lanka (Weeratunge 2010) emphasized that the ways local entrepreneurs used their entrepreneurship training to change
their business entrepreneurs practices did not necessarily correspond with intended outcomes of globally designed packages.

All this review analysis necessities a need for the importance of introduction of entrepreneurship awareness/education in all educational institutions and as a follow up impact assessment of the Entrepreneurship Awareness Programmes (EAPs) on the youth entrepreneurship across the economies.

STATEMENT OF THE PROBLEM

In order to foster youth entrepreneurship, government of Jammu and Kashmir through a network of Entrepreneurship Promotional Agencies (EPAs) has been conducting a series of Entrepreneurship Awareness Programmes (EPAs) in the entire State especially for the enrolled college youths. Yet the Kashmir region of the State remains far behind in this direction which among other reasons is attributed to the low level of entrepreneurship awareness among the educated youth. Hence, there is an earnest need to assess the level of awareness or impact of the Entrepreneurship Awareness Programmes (EAPs) on youth entrepreneurship among the educated youths enrolled in different colleges. In this context, present study first of its kind is being undertaken to assess the level of awareness or impact of Entrepreneurship Awareness Programmes (EAPs) on Youth Entrepreneurship among the youth enrolled in the colleges of the Kashmir region (ten districts) of the state.

OBJECTIVES OF THE STUDY

1. To assess the level of entrepreneurship awareness generated by EAPs among the youth enrolled in different colleges throughout the Kashmir region.
2. To appraise the impact of Entrepreneurship Awareness Programmes on youth entrepreneurship in the Kashmir region of the State.
3. To suggest the measures for devising the Entrepreneurship Awareness Programmes (EAPs) for the promotion of youth entrepreneurship in the state.

SCOPE OF THE STUDY

The paper focuses on assessing the level of entrepreneurship awareness generated by EAPs among the educated youth who are enrolled in different government colleges in the ten districts of the Kashmir region of the State against the four awareness parameters: Entrepreneurship Concepts; Support agencies & their role functions; Government, policies, schemes, regulations etc.; and Sector scenarios. Only youths enrolled in colleges have been purposively selected keeping in view their propensity to become prospective entrepreneurs, job seekers or otherwise unemployed persons.

RESEARCH METHODOLOGY

The focus of the study was to appraise the level of awareness generated by EAPs about entrepreneurship among the educated youth enrolled in different government colleges in ten districts of the Kashmir division namely Srinagar, Baramullah, Ganderbal, Bandipora, Kupwara, Budgam, Shopian, Pulwama, Anantnag, and Kulgam against four awareness parameters: Entrepreneurship Concepts; Support agencies & their role functions; Government, policies, schemes, regulations etc.; and Sector scenarios. A survey was conducted to collect the relevant data through the instrument of questionnaires (personal/telephonic & online interviews) from a reasonable district wise
A representative sample of 200 enrolled students (20 students from each district) in different government colleges. The respondents were asked to express their level of agreement/disagreement on a 5-point Likert-scale ranging from strongly disagree to strongly agree. Mean, Standard Deviation and t-test were used to evaluate the responses of the respondents and also to know the statistical significance of the data so collected.

DATA ANALYSIS AND FINDINGS

The present study shows some interesting findings. Table 1 presents the findings of the level of awareness generated by the EAPs.

**Table 1: Level of Awareness (parameters)**

<table>
<thead>
<tr>
<th>Parameters</th>
<th>t*</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entrepreneurship Concepts</td>
<td>14.098</td>
<td>2.78</td>
<td>1.781</td>
</tr>
<tr>
<td>2. Subject Expert Availability</td>
<td>22.186</td>
<td>3.45</td>
<td>1.559</td>
</tr>
<tr>
<td>3. EAP frequency</td>
<td>33.454</td>
<td>4.00</td>
<td>1.266</td>
</tr>
<tr>
<td>4. Proper Conduct</td>
<td>33.465</td>
<td>4.01</td>
<td>1.272</td>
</tr>
<tr>
<td>5. Programme Design</td>
<td>25.172</td>
<td>3.82</td>
<td>1.584</td>
</tr>
<tr>
<td>6. Policy, Schemes and Govt. Program Information</td>
<td>11.394</td>
<td>2.07</td>
<td>1.328</td>
</tr>
<tr>
<td>7. Regulatory exposure</td>
<td>28.596</td>
<td>3.72</td>
<td>1.343</td>
</tr>
<tr>
<td>8. Exposure to existing Sectors</td>
<td>14.181</td>
<td>2.55</td>
<td>1.546</td>
</tr>
<tr>
<td>9. Information about Potential Sectors</td>
<td>33.505</td>
<td>4.19</td>
<td>1.346</td>
</tr>
<tr>
<td>10. Local Successful Entrepreneur’s involvement</td>
<td>32.626</td>
<td>3.97</td>
<td>1.287</td>
</tr>
</tbody>
</table>

Df = 199  
* 95% Confidence Interval  
Level of Significance $\leq 0.005$

Table 1 reveals the overall response against the four parameters of entrepreneurship awareness level in the form of 10 statements among the enrolled college students in ten districts of the Kashmir region. The arrangement of same distribution of four Parameters designated by 10 statements is shown below in figure 1.
It is observed that the level of awareness about Entrepreneurship Concepts shows that “Subject experts are not involved” (t = 22.186). While analyzing role of Support agencies, it has been observed that “EAP’s are not conducted properly (t = 33.465) and more frequently” (t= 33.454). Enquiring about the awareness about Govt. policies, schemes and regulations, respondents show a great need for imparting “Regulatory awareness” among them (t= 28.596). Sector scenario parameter reveals that there is a great requirement to exhibit awareness regarding Potential sectors within the state (t = 33.505).

The results of the above analysis clearly indicate that there is low level of information about the four parameters of entrepreneurship awareness (selected for the study) among the enrolled students of the colleges in the ten districts of the Kashmir division and the impact of EAPs conducted by different agencies on youth entrepreneurship is not significant.

Many reasons can be attributed to this phenomenon among which some of the important ones inferred from the present study are as follows:

- **Irregular conduct of Entrepreneurship Awareness Programmes (EAPs):** No regular calendar is being followed neither by the Entrepreneurship Promotional Agencies nor by the colleges for the conduct of EAPs. In most of the cases it is once upon a type of phenomenon.
Inadequate number of EAPs: The Number of Entrepreneurship Awareness Programs organized throughout the academic year is very less resulting in the negative impact on youth entrepreneurship.

Less youth coverage: Irregular conduction and very less number of Entrepreneurship Awareness Programmes organized by the EPAs results in less coverage of youth towards entrepreneurship.

Inappropriate programme design: In general no particular module or customization is being followed as per the youth need assessment. They are not apt but too general in nature.

Improper Conduction of the Programmes: No proper execution plans are generally followed while conducting EAPs.

Insufficient research base: Without having an accurate sectorial mapping study or research base awareness programmes especially the sectorial programmes are being organized resulting in the poor understanding of the sector scenarios in the State.

Lack of proper follow-up mechanism: No proper follow up mechanism is being followed after the conduct of these programmes resulting in the subsequent non-seriousness, lack of interest, demotivation and mistrust among the youth towards the government youth entrepreneurship policies and programmes.

Dearth of professional & subject matter experts: The technical sessions, dissemination of the information about the role functions of the support agencies, youth entrepreneurship policies & schemes is being generally undertaken by the generalists rather than the concerned resource persons(specialists), resulting in low level of such awareness among the youth.

Poor institutional network: Inadequate network and coordination among the Entrepreneurship Promotional Agencies in the process of conception, conduction and follow up of these awareness programmes results in a high negative impact upon the success of any entrepreneurship awareness programme.

CONCLUSION

From the empirical results of the study, it can be safely concluded that there is low level of awareness about the youth entrepreneurship among the youth enrolled in different colleges (ten districts) of the Kashmir region in the state of Jammu and Kashmir and the overall impact of the different Entrepreneurship Awareness Programmes (EAPs) conducted by the existing Entrepreneurship Promotional Agencies (EPAs) and the colleges themselves towards the youth entrepreneurship is not satisfactory.

The present study offers a lot of scope for further research. The influence of each of the parameters taken to measure impact of EAPs can be explored to find their influence on youth entrepreneurship.

Suggestions:
In order to increase the impact of EAPs on Youth Entrepreneurship, following few suggestions are put forth:

1. Regular conduct of Entrepreneurship Awareness Programmes: In addition to the normal academic curriculum colleges should follow a regular calendar for the conduction of Entrepreneurship Awareness Programmes (EAPs). This will increase the student coverage in EAPs.
2. **Research based Modular Entrepreneurship Awareness Programmes:** The educational institutions should formulate module based Entrepreneurship Awareness Programmes depending upon the need assessment and understanding of the participating youth backed by research based information and technical inputs.

3. **Involvement of local entrepreneurs and all other stakeholders:** The local success stories increases the degree of achievement motivation among the youth, they start believing if one among us has done it why can’t we. Further the presence of all the stakeholders at a one platform removes misunderstandings about the EPAs, disseminates information about their programmes/scheme offerings and introduces an element of seriousness about the government towards entrepreneurship development in the minds of the youth.

4. **System initiatives:** To make EAPs more result oriented and sustainable, creation of following system initiatives in the educational institutions have to be taken on priority basis:

   - **Support Systems:** Establishment of Entrepreneurship Development Cell and Business Incubation lab with the active involvement of successful local entrepreneurs and EPAs in colleges with mentoring and funding facilities
   - **Achievement Motivational Trainings:** Business idea and plan Contests, interactive guest lectures by experts & specialists, conferences/workshops and other motivational exercises.
   - **Vocational Research Project Assignments:** Vocational Project and other research abased assignments on entrepreneurship among the students should be made an essential part of the curriculum.
   - **Introduction of Entrepreneurship as a subject or course:** Should necessarily comprise of expert sessions on ‘enterprise creation’ and ‘business ideation & plan’.

5. **A proper follow-up Mechanism:** In order to increase the impact of EAPs on youth entrepreneurship, a proper inbuilt follow-up mechanism should be linked with each and every Entrepreneurship Awareness Programme.

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