CHAPTER V

FINDINGS AND CONCLUSIONS

The questionnaire was administered separately to Owners and promoters of higher and technical education institutes, directors of these institutes and HODs of private universities.

The promoters and Owners said that they wanted to set up these institutes because such institutes were lacking in Rajasthan. They wanted to do community service and at the same time, wealth creation was another motivation. They wanted to fulfil the needs of higher technical education for the students of Rajasthan since government initiatives were not adequate.

They have carried out a study on the requirements of such higher technical education in Rajasthan and based on their past experience, they plan to set up new ventures. They feel that edupreneurship will help in improving the status of higher technical education in Rajasthan. They are confident about the success of their edupreneurial venture and feel that such a project is very much viable. They feel that edupreneurship has a good future in Rajasthan and in India, in general. They feel that edupreneurship has played an important role in the growth of higher technical education in Rajasthan. They have also highlighted their limitations and feel that regulatory bodies and the government should give more support to them and formulate policies which help in the growth of edupreneurship in India.

From the demographic profile of the respondents, it was found that around 77% of the edupreneurs were males. 64% of the edupreneurs belonged to the age group of 40-60 years. 52.5% of the edupreneurs were from the management field followed by 18% from the engineering field. 50% of the respondents were promoters and Owners, 23.5 % were directors and 26.5% were HODs of private universities. The respondents were distributed among following cities namely Ajmer, Jaipur, Jodhpur, Kota and Udaipur.

Majority of the edupreneurs were confident or highly confident about starting the venture. Almost all of the edupreneurs gave a high or very high rating to the
success of the venture. Very large number of the edupreneurs felt that India had a good scope in technical and professional education. Large majority of the edupreneurs felt that the venture had a bright future. Nearly all of the edupreneurs felt that the growth of higher technical education in India was very much possible.

Growth of higher technical education is significantly influenced by government regulations, perception of India in terms of professional and technical education, confidence of venture taking off, perception of success of the venture in accordance with expectations and perception of future of the venture. This also validated the theoretical framework.

In cases where promoters are edupreneurs, many of them started off as mentors or directors. Later they appointed professional directors so that they could get the professional expertise of academicians to take care of the administrative issues of the institute. The promoters can spare themselves of this responsibility and use their time and resources to develop innovative strategies for developing and expanding their venture. Sometimes, they may not have the necessary managerial experience to run the institute themselves and hence have to appoint professionals for this job.

5.1 Macro picture of State of Edupreneurship in Rajasthan

(i) As given by promoters

1. Most of respondents of this category strongly feel that Technical education has shown positive signs of growth in Rajasthan. Technical Education, as opposed to academic education is gaining foothold with more and more business & job avenues opening up with time. The progress in technical education wasn’t a big leap, but instead it was a series of small frequent leaps in the last two decades. During this time, there was a fresh inflow of capital, which resulted in better quality of education.

2. Majority of respondents of this category strongly feel that there are positive signs of growth in terms of number of students enrolling for higher education programmes in Rajasthan, during the last 10 years. Technical education is growing and showing no signs of stopping any time soon. It has not yet reached its peak time.

3. Majority feel that Bureaucratic procedures are still a bottle neck in growth. Various formalities in the opening, operations and compliance of the institute is a big deterrent towards not only the everyday operations, but also further expansion. Such formalities, according to respondents, are a bottleneck in
growth and leave lesser money and manpower towards growth and in minor amounts, quality of technical education imparted.

4. Majority feel that quality of education institutes in Rajasthan is good. With more and more institutions opening in each nook and corner of the state, the competition has risen to a level where each institution must perform well to ensure that the quality of education imparted by them is in line with their counterparts in the rest of India, or even world. Technical education in general is still growing but few streams such as management, engineering, etc are close to their decline as they’ve reached maturity. Imparting quality education in these streams is a question of survival, especially in urban locations.

5. There is no clear cut verdict of respondents about adequacy of number of educational institutes in Rajasthan to satisfy the requirements of students. However, few of the respondents believe that the rural areas are still untouched by the recent wave of technical education in the country. The rural population has to travel to urban locations to avail such education. Hence, there is still a lot of scope of technical education in Rajasthan, according to the respondents.

6. Majority feel that it is not easy for a private edupreneur to set up an educational institute. Not only is strict compliance with university instructions required for such institution to be run, but it also requires to be run intelligently, keeping in mind the uncertain future, and huge expenditures. Finances have to be worked out before setting up institutes. Despite calling themselves, edupreneurs, there are certain decisions that they cannot take in fear of going against compliance to government’s and university’s instructions. Bureaucracy doesn’t make anything easier either.

7. More than 2/3 of respondents feel that their educational venture is viable. Only a small portion of respondents feel that their own Institution by itself, is not viable to run for the long term. This could be due to change in market trends, or due to too much overhead costs, etc. Some of them share the institution’s financial burdens by other ventures too, including pure business ventures.

8. Majority are confident about success of their venture in the face of competition. Very few are neutral towards this answer, which suggests that while individually few respondents face viability problems, they can still handle their competition well and make a standing of their own.
9. Almost all the respondents are optimistic about the future of Educational entrepreneurship in Rajasthan. Technical education is still in its infancy and many streams of education are yet to be introduced formally to many districts of Rajasthan. In such a situation, there’s a lot of growth left to be achieved, however not in all streams of education alike.

10. Majority of the edupreneurs feel that providing best facilities to students will help in the growth of edupreneurship in Rajasthan.

(ii) As given by directors

1. Majority of edupreneurs feel that technical education in Rajasthan has shown positive growth signs.

2. More than 2/3rd of edupreneurs feel that there is growth in number of students enrolling for higher education programs.

3. Vast majority of edupreneurs feel that bureaucratic procedures are not streamlined and simplified.

4. 2/3rd of edupreneurs feel that quality of education institutes in Rajasthan is good.

5. Majority of edupreneurs have given a neutral opinion on the statement that there are enough educational institutes for students in Rajasthan.

6. Simple majority of edupreneurs feel that it is not easy for a private edupreneur to set up educational institute in Rajasthan.

7. Very large number of the edupreneurs feel that there is lack of clarity in government departments/ regulatory agencies.

8. Majority of the edupreneurs have given a neutral opinion on the statement that policies of the government do not affect spirit of edupreneurship.

9. Vast majority of the edupreneurs feel that the state government has not been supportive in setting up the institute.

10. The above data shows that majority of the edupreneurs have given a neutral opinion on the statement that they had good experience in setting up higher education institute in Rajasthan.

11. 73% of the edupreneurs disagree with the statement that not many opportunities are available for private educational institutes in Rajasthan.

5.2 Conclusions derived from analysis of data of Edupreneurs
1. Autonomy, freedom of working according to one’s instincts and free will motivates the respondents to take to edupreneurship. The respondents venture for creating and heading an environment which strives for application of their personal values and beliefs. For this purpose, it is natural that they seek autonomy & educational institution is one such area where this becomes possible.

2. Option of Harnessing Opportunity available in the market is a strong driver which drives people to take up Edupreneurship. Educational Trends keep changing from time to time, and those who are in constant touch with the educational environment feel motivated harnessing their route to success from these changes. For example, if management courses get popular with time, many edupreneurs would be motivated to set up their own management colleges and go with the flow of the opportunity.

3. For most of the respondents, inner desire for success has been a motivating factor for choosing Edupreneurship. Many associated with educational sector for a reasonable period of time wanted to further their life with self-realizing objectives in their area of expertise, and this created their image of success, which may be diverse, but there’s no doubt that each one of them was motivated by their own perception of success.

4. Many feel that satisfaction of generating employment for others is also a factor which tempts them to take up Edupreneurship. Providing employment is a noble service indeed, and this is a motivating factor for most of the respondents who are at the Self-Actualisation stage of the Motivation hierarchy as given by Abraham Maslow. Thus, social service is also a motivation towards Edupreneurship.

5. Status in society is not a driving factor for taking up edupreneurship. Edupreneurship is motivated by various factors but a high status in society is not one of them. This high status may come as a by-product of involvement in education sector, but it is not a big motivating factor by itself. Many of the respondents already had a reasonably good status in the society before they took to Entrepreneurship.

6. The opinion of most of the respondents that there is lack of clarity, objectivity, appropriateness of actions of persons involved in various Government Departments. The present state of Bureaucracy creates problems when running an institution, as major decisions have to be undertaken with permission of the
state government in particular, and the problems noted are late replies to letters, sometimes no reply at all, arbitrary objections to proposals, arbitrary conditions & instructions, etc.

7. A small segment of respondents feels that the policies of the Government affect the spirit of Edupreneurship in Rajasthan. Most are neutral towards this thought, as government policies are applied at a macro level. The government policies can be supportive or neutral, or in some case, against the spirit of Edupreneurship and hence, there is a certain influence of government on institutions, although it applies broadly to a bigger population.

8. Majority feel that the State Government has not been supportive in their journey of Edupreneurship. With unnecessary formalities and procedures to be fulfilled before even starting the institution, there is a lot of burden on the administrative staff. There is usually no support in case of financial crunches and bad times.

9. A minor segment of respondents have had a bad experience in setting up Higher Education Institute in Rajasthan. Due to no proper support by the government and slowness in initial years, the experience was bad for few respondents. But largely most respondents are neutral towards this issue.

10. Majority disagree that there are not many opportunities for private educational institutes, in a way indicating that there are good opportunities in Rajasthan for private educational institutes. Many of them believe that technical education is not easily available in the rural areas, where there actually is a good demand for it. Thus, there are opportunities for any institute which is ready for the challenges of such expansion as well. Proper research is necessary, but there definitely is a lot of potential in the rural areas of Rajasthan.

11. Fees play a significant role while deciding a University / College by any student or his/her parents. It is perceived that an institute with a higher fees amount is genuinely better than those with lower fees, and this perception affects the mindsets of parents & students alike. It is however a matter of research whether such perception holds value in real life or not.

12. Infrastructure plays a very important factor in choosing a college. Infrastructure is an important consideration of students before taking admission in any institution. Infrastructure is one of the highest considerations while judging an institution, in the minds of students and parents. A big part of student's personality development is linked to proper infrastructure like
classes, hobby group rooms, playgrounds, computer & scientific laboratories, assembly hall, etc,

13. Respondents also consider location as an important influence on their choice of institution, as the location must be accessible for any sort of education. Proximity to home and neighbourhood of the area are highly considered while choosing a college/ institution. Location on the other hand can be a big deterrent too, if it is way outside the comfort zone of the students and parents.

14. Placement records have now become very important and influencing factor in choice of college, for both students and parents. The new era of technical education is highly focused on employment as the primary motive of education. Hence, every institution nowadays has to assist a student to get placed. A good rate of placements attracts students and parents alike.

15. Most respondents also consider recognition and affiliation as an important factor in judging a college. Credibility is given to an institution on the basis of its recognition and affiliation. This has a strong influence on the students who are genuinely concerned about their future. An institution without recognition is almost as good as a failed institution nowadays.

16. Respondents are of the opinion that sometimes good & reputed faculty members also attract a group of students towards an institution. This is a very important factor that can’t be ignored. Many faculty members are so reputed that they bring a certain group of students towards them, wherever they join. It could be their personality, talent, teaching prowess, query handling nature or a mix of these & other attributes, but these faculty members end up being a student magnet wherever they join.

17. Most respondents are of the opinion that various other non-core facilities (like Wi-fi, Sports, Library, etc.) are moderately important and can help form a decision regarding the institution, especially in the competitive environment of the urban locations in Rajasthan. A lot of institutions are judged on this basis by modern students, according to the respondents.

18. Most of the respondents believe that cultural and co-curricular activities are mostly ignored by the students and their parents and are thus, not that important in decision making towards a choice of institute. Cultural activities are not at the core of academics and in a country like India, they are often ignored in the pursuit of academic and technical excellence.
Most edupreneurs have sustenance of profit on their mind when they set up educational institute. It is not a choice, but inevitability that any such long term, full time activity must earn sustenance income at least. From the data, it is clear that none of the respondents aimed to fulfill their luxuries from edupreneurship.

Among the other personal but non-economic objectives, most respondents chose edupreneurship for job satisfaction, suggesting that education is more than a source of income for most of the promoters. In other choice, control was chosen by some respondents. These edupreneurs like to implement their values and control their own organization, instead of working under others.

Most respondents look towards continuous growth as their primary business objective. Fewer respondents aim for Survival/ Break even situation and then there are some who wish to go ahead and establish further businesses from what they learn from the experience.

Most edupreneurs believe that they tried identifying the students’ basic requirements and then fulfill these requirements through their institute. In other words, the first step towards this direction was to research and find out the students’ basic requirements.

However, a small portion of the respondents also believes that they can provide the best of infrastructure and facilities, and the students will be attracted eventually, as a result of this. Few other entrepreneurs had their own strategy which includes ensuring & working towards a low cost setup so that more students can be included with less fees, offering special facilities, focusing on excessive advertising, etc.

Majority of respondents have created good quality infrastructure at the institute for ensuring success of their venture. Few others relied on good advertisement as a means to get admission. Fewer still focused their resources on recruitment of high quality faculty members to ensure good reputation and ultimately success. Thus, infrastructure is at the core of most edupreneurs’ focus.

Almost everyone agrees that Government regulations significantly influence the growth of higher technical education in Rajasthan. Thus, it would be advisable for Rajasthan Government to speed up matters, be supportive not only in terms of official procedures, but also grants, subsidies and aids.
25. The clear opinion is that Entrepreneurship plays an important role in growth of Higher Technical Education in Rajasthan. Most respondents believe that many small businesses are better for a country’s income and lifestyle, rather than a few Ambanis, Tatas and Birlas. Entrepreneurs are usually the ones who support out of the box thinking, and this makes them support technical education in place of the traditional academic education system, which isn’t often professionally focused, but more general in nature.

In a country with more entrepreneurs, there is more employment, thus justifying the technical education’s need and relevance. Without an expanding business sector, the technical education cannot survive.

Difficulties faced: Some of the common difficulties faced by promoter edupreneurs are

1. Grants from Government bodies difficult to get
2. Lack of action by Regulatory agencies against defaulters affects level playing field and hence admissions
3. Bank funding for expansion is difficult to get
4. Lack of clarity in rules and regulations amongst Regulatory agencies
5. Exit barrier and entry barriers in education make it difficult to smoothly come out of education domain
6. Exit barrier from Education Field
7. Slump in economy affects placements hence future admissions
8. Penalty regime of universities is a big hurdle
9. Lack of infrastructure facilities affects overall image hence management issues crop up
10. Difficulty of getting Regular Electricity and water connection in city outskirts

5.3 Conclusions derived from analysis of data of Directors/HODs
1. The directors/HODs have their main objectives as
   (i) Providing quality education in Rajasthan at reasonable cost
   (ii) Set up premier educational institute
2. The important strategies adopted in setting up educational institute are
   (i) Making courses in line with industry requirements
   (ii) Offering good placements
   (iii) Providing infrastructure and facilities to attract best students
3. According to Directors the various actions undertaken to ensure success of venture by edupreneurs are 
   (i) Recruiting high quality faculty 
   (ii) Creating good quality infrastructure at the institute 
   (iii) Introducing new courses which are placement oriented. 
4. 2/3rd of the directors feel that the viability of their educational venture is high. 
5. Majority of the directors are confident about the success of their venture. 
6. Very large of the directors feel that the future of educational entrepreneurship in Rajasthan is good. 
7. Majority of the directors feel that entrepreneurship plays an important role in growth of higher technical education in Rajasthan. 
8. 75% of the directors believe in providing best facilities to students. 
9. Majority of the directors feel that they should meet the academic requirements of students. 
10. Majority of the directors feel that they can provide best alternative to government institutions. 
11. Large majority of the directors feel that more autonomy should be given to colleges. 
12. Majority of the directors feel that they should be given easy availability of land and other facilities. 
13. Majority of directors feel that the government should make policies favouring edupreneurship.