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ROLE OF PROFESSIONAL EDUCATION IN DEVELOPING ENTREPRENEURIAL SKILL AMONG FEMALE STUDENTS AN EMPIRICAL RESEARCH

[1]Dr. Bhawna Chahar, [2]*Dr. Vinod Hatwal, [3]Dr. Bhavana Arya

ABSTRACT--*Women entrepreneurship has witnessed phenomenal growth and gaining significant importance in higher educational policy of Indian government in the wake of liberalization, and globalization. Indian Government has taken several measures to promote entrepreneurship among women and bridge the gender gap created socio economic inequality. Both central and state government in association with several government and nongovernment organization has taken initiative to develop entrepreneurial skill through professional education and make them empowered. The present paper focus on role of professional education in promoting entrepreneurial skill among female students. The cross-sectional study method was used by researcher in this study. The sample consists 209 female students doing professional courses in the various engineering and management institutes of Rajasthan state. Factors of professional education and outcome of professional education on entrepreneurial skill were identified from secondary literatures. Validity and reliability of the construct and their interrelatedness were measured and tested using SPSS software. Finding indicates positive association between professional education and entrepreneurial skill. It is found that family background moderates the relationship between professional education and entrepreneurial skill. It has been seen that professional education helps the candidates to improve their skills and other entrepreneurial outlook like being the independent boss etc. Some of the conclusion and managerial implication based on study were also drawn and presented in the study.*

Keywords-- *Entrepreneurial skills; entrepreneurial skills dimensions; professional education, Vocational Training, businesses education, etc*

I INTRODUCTION

Professional education has gained significant importance with the start of new century. Professional education may help people to develop skills and knowledge that would be helpful in starting, organizing and managing their own enterprises. Generally, it is considered as a tool for creation of jobs and raising economic power of nation. Putting emphasis on professional education is helpful for raising the living standard of the

[1] *Associate Professor, Department of Business Administration, Manipal University Jaipur, Jaipur-Ajmer Express Highway, Dehmi Kalan, Near GVK Toll Plaza, Jaipur, Rajasthan 303007, India, drbhawnachahar@gmail.com*

[2] ** Lecturer, Department of Business Studies, Ibri College of Technology, Ibri, Az Zahirah, Sultanate of Oman, drvinodhatwal@gmail.com*

[3] *Associate Professor, Department of Psychology, Manipal University Jaipur*
Jaipur-Ajmer Express Highway, Dehmi Kalan, Near GVK Toll Plaza, Jaipur, Rajasthan 303007, India
bhavana.jaipur@gmail.com

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community. Professional education is considered a formal move toward improving training and applying it for gaining business competitiveness. Professional training helps in transferring learning into practices and helps the profession from becoming obsolete. Professional education helps in developing skill like creativity, innovation, and agility that are primarily needed for starting business operations. Majority of institution today focus more on professionalization of training to develop knowledge and entrepreneurial skill. Women contribute half of the population in the world. Education and professional training remained the core issue women development in any country. The area of entrepreneurship education has growth with ever interesting choices about different domains of service. The globalization, technological advances, shifting of demographics and social view has opened many opportunities for women entrepreneurs. According to global entrepreneurship monitor 2016-2017 there are more than 163 million women worldwide who opened their own venture while another 111 million were already having their own business as of 2016. This indicates that there is phenomenal growth of 10 percent in 74 countries of the total entrepreneurial activity by women. From the Indian perspective, the study shows there was an increase in entrepreneurial intentions among women across all economies by 16 percent from 2014 to 2016. On the World Economic Forum's Gender Gap, India is ranked 108 out of the total of 149. Proactive measures to support gender parity and social inclusion are essential for the healthy economy and good for society as whole. Urgent and effective action to education and develop to the vast majority of the women population in the country is needed for betterment of society as a whole.

Table 1: Unemployment rate

Unemployment rate among educated (in %)			
	2004-05	2011-12	2017-18
Male(Rural)	4.4	3.6	10.5
Female(Rural)	15.2	9.7	17.3
Male(Urban)	5.1	4.0	9.2
Female(Urban)	15.6	10.3	19.8
Note: As per a report in Business Standard			

The unemployment rate among educated people in the country rose sharply in 2017-18 after a record fall in 2011-12 as shown in the table 1. The unemployment rate for skilled persons almost doubled between 2011-12 and 2017-18, even as the proportion of the people who got vocational or formal training during this period was less. The survey showed that the literacy rate increased in 2017-18. More rural people got educated and young female workers spent more years towards attaining formal education than their male counterparts. The NSSO survey explains that unemployment rate of a person has doubled to 12.4 per cent in 2017-18 in comparison to 5.9 per cent in 2011-12 among the educated person who completed school education at least up to secondary level. Survey indicated unemployment rate of trained person has also doubled. Looking at formal training to work force, NSSO data revealed only 4.69 percent total workforce of India has undergone formal skill training. India is facing skill challenges of huge extent. Looking these at macro level, the government on 31st July 2014, created its first dedicated Department of Skill Development and Entrepreneurship to pave the way for new skill

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ecosystem across both private as well as public sector. As a result, there has been significant improvement in the number of ITI training institutes between May2014 to May 2017. Like 24% increase in ITI institutes and 44 % increased in number of seats 26% increase in the admission. According to a report of all India council of technical education, there are total 1712 institution under Prime Minister Kaushal Vikas Yojana scheme with total intake of 371025 Students and net 200074 students enrolled under different skill development scheme (AICTE statistics 2018-19). Even though the participation rate is increasing gradually, women comprise, on an average, only about 10 percent of the admission at post-secondary level in technical and vocational education, and about 28 percent taken together at secondary and post secondary level. The basic intention of most business education programs is to prepare students for successful careers by enhancing their capacity of learning. The present research work is taken up to analyze the professional education program and their role in developing the entrepreneurship skill among the women. Accessibility of researcher with the respondents of Jaipur city, state capital of Rajasthan has motivated them to select them for the proposed study.

II Statement of Problems

The women constitute half of the population yet there is very low rate of enrolments in the technical and professional education system in the country. In spite of fast urbanization, it is observed that women development in comparison to urban India is lesser in rural India. In spite of rapid advancement in technology, skills and sciences, women lack in grasping the opportunities due to several socio-economic reasons. The discrepancy between skills and the labour market needs is a major factor preventing young men and women from finding and maintaining stability in employment. It is well documented that education, training and entrepreneurial skills of women are strong factors that make them independent and financially strong. The spirit of professional education must be in promoting entrepreneurial skill among female students in order to bridge gender gap and make them competitive.

III Review of Literature

Education has been recognized as an essential part of change and development in the minds of potential Entrepreneurs. In the traditional system of education, students are inevitably stuck on the outdated method of teaching. As a result, students do not get an entrepreneurial education and exposure of the competitive environment. Innovation in conjunction with Entrepreneurship is rapidly being recognized as the important economic driver across the g lobe. This interest in innovation created greater demand for imparting entrepreneurship education worldwide, including India. This has been recognized in the article of Ehlen (2001) that a small business will create majority of jobs in future, compared to the big business houses. The literature on the entrepreneurship education, teaching methods and how professional education develops entrepreneurial skill among female has been reviewed and presented below.

Education on Entrepreneurship focus on all those activities inculcating entrepreneurial mindset, developing attitude and skill and covering activities like idea generation, start-up, growth and innovation (Fayolle et al., 2009). The very common objectives of entrepreneurial education as stated by Alberti et al, 2004 can be

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summarized as to gain knowledge about entrepreneurship and develop skills in usage of technique related to business situation and in the synthesis of action plan. Another objective as stated include to identify and stimulate entrepreneurial drive, talent and skill, and to encourage new start-ups and other entrepreneurial ventures. (Alberti et al, 2004). Sexton et al. (1997) has identified most significant ten area that need to be strengthen for fast growth of entrepreneurship. These are summarized as ; the cash flow to make operational decisions; financial education; means of increase in the business value; strategic knowledge for self-compensation and acquaintances; education for effective hiring, training, and motivating for the growth of business; education related to success in a fast moving world; education selling; education related to sales force management; professional approach towards success; and difficulties of growth. These literatures suggest that separate education is needed for women entrepreneurs in growth firms and in start – up or slow growth firms.

Hannon et al, (2006) explained entrepreneurship objective as gaining knowledge and understanding of the enterprise management and its practice. Author explained entrepreneurial objective is to develop a favourable attitude and buildup self confidence and capability and about venture creation process (Hannon et al, 2006).

Mohd. Salleh et al.,2005 explained that knowledge and skill is essential to achieve success. Pyysiainen et al. (2006) stated that entrepreneurship consists of two important things. First one is management skills and second one is entrepreneurial approach. Both skills occupy different categories of activities. Mohd Salleh et al., (2005) explained that for transforming business ideas into viable business opportunities, entrepreneurs should have skills like start – up business, production and technical together with management skill. Apart from these entrepreneurial skills a proficient networking, personal credibility and rapport are also essential skill needed for business entrepreneur.

Yogita Sharma (2013) in her study on Women Entrepreneurs in India found that women entrepreneurs are facing a large amount of problem due to their sociological and economic dependence on their counterpart male member. Author has highlighted some important problem like lack of education, social barriers, legal formalities, high cost of production, male dominated society, limited managerial ability, lack of self confidence etc that women entrepreneurs are facing in the market. Further, author also explains that there is urgent need to draw attention on several factors like push and pull that influence women entrepreneurs.

Rengamani & Ramachandran (2015) in their study on "A Study on the Entrepreneurial Skills among Students in Chennai" explained that educational institute imparting professional courses can play a critical role in encouraging students to enter into venture for self employment. According to researcher, certain Entrepreneurial Traits essential for business venture can be developed through professional education. On the other hand, Hessel Oosterbeek, Mirjamvan& Praag AukeIjsselstein (2009) analyzed the impact of a leading entrepreneurship education program on college students on entrepreneurship skills and motivation. The finding revealed program does not have the intended effects on developing entrepreneurial skill and negative effect was found on intention to become entrepreneur.

Family background and Entrepreneurship among students

From traditional point of view, it can be experienced that entrepreneurship among communities are primarily facilitated by traditional entrepreneurial ecosystem and by an interdependent business network. Parental role was

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found to be one of the important factors for entering into entrepreneurial career. (Matthews & Moser, (1996, p. 30) another author Carsrud, Olm, & Eddy, (1987) found that probability of engaging into entrepreneurial activity are found to be high among individuals with family role models. Brockhaus & Horwitz, (1986) found that Parents profession/occupation is important for child to become entrepreneur (Brockhaus & Horwitz, 1986). It is well documented and proved empirically that people having background of family business are more likely to start their own business as compared to others (Krueger, 1993; Matthews & Moser, 1996). Therefore, an attempt was directed to explore the impact of family background on exploring the relationship between professional education and entrepreneurial skill among the prospects.

IV Objectives and Methodology

To achieve the goal of Education for all, various government programmes have been initiated. Every effort is made to develop the women through raising their literacy rate. Together with improving education level, it is necessary to improve the skills level. A National Mission on Skill Development has been launched which envisages skilling without any bias. Many professional institutes were opened for developing the skill set among women and empower then and make them sustainable in the fast-changing society. The aim of present paper is to analyze whether professional education is able develop required skill set needed for the women. The objectives of the research are:

- To analyze the qualitative as well as quantitative growth of professional education.
- To analyze the impact of professional education on developing the skill among the female respondents.
- To assess the moderating role of family background on relationship between professional education system and skill among women.

Following hypothesis was assumed

Hypothesis No1:

H0: professional education has no significant impact on developing required skill set among women.

H1: professional education has significant impact on developing required skill set among women

Hypothesis No2:

H0: Family background does not moderate the relationship between professional education system and skill among women.

H1: H0: Family background of the respondents moderate the relationship between professional education system and skill among women

V METHODOLOGY

This study is based on both primary and secondary data. Primary data was collected through a structured questionnaire. Secondary data has been collected from various published and unpublished sources like newspaper, research journals, books, manuals and internet sources. In order to analyze whether professional education creates skill among the women, both the primary as well as secondary data were collected. Primary data was collected using questionnaire covering different dimensions of professional education and various skill

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set created while undergoing professional courses. The sample units that have been taken in the study are the women undergone any professional /vocational courses at Jaipur city of Rajasthan state which is considered as one of the important educational hub of western India and famous for its unique art and craft culture. The sample size is 209 respondents who participated in the survey. Data collected through the questionnaire has been coded and processed in SPSS software and than analyzed using appropriate statistical tools through the statistical software SPSS (version 22). The reliability of the construct and variables under consideration has been specially reviewed. The reliability is considered as the extent to which a measure, indicator or method of data collection possesses the quality of being dependable, good or true as far as can be judged (Jary & Jary, 1995). To describe it, the validity of information is its reliability and appropriateness to the research in question and the quality of its association with the conceptual variables under study. Validity of the construct and variables for identifying key indicators of entrepreneurial intention in India were determined by discussing the concept with academicians, institutions, researchers, professionals, and other stake holders in business. Consistency is one of the main measures of reliability. Reliability of the measurement variable related to professional education was found to be .796 and measurement variable related to various skill was found to be .697 which seem to reveals that variable are consistent and reliable to go for further statistical tests. Table 1 present the demographic characteristics of the respondents.

Table 2: Demographic characteristics of Respondents

	Categories	*Count*	*Percentage*
Age	Upto18 Years	38	18.2
	18-22 Years	100	47.8
	22-25 Years	40	19.1
Family Background	Agriculture	65	31.1
	Service	48	23.0
	Business	61	29.2
	[illegible]	[illegible]	[illegible]
Nature of course undergoing	Engineering	34	16.3
	Management	74	35.4
	Commerce	60	28.7
	Law	15	7.2
	Arts and Others	26	12.4

Table 1 reveals that 18.2% of respondents are from the age group up to 18 years, 47.8% were from 1 8-22 years, 19.1% were from 22-25 years and remaining 14.8% respondent belong to the age above 25 years. Out of 209 one third 31.1% are from agricultural back ground. 23.0% respondents are from service background. 29.2% respondents indicated that they are from business professional background and remaining 16.7% respondents are from other professions. The information related to undergoing courses reveals that 16.3 % respondents are from engineering courses. 35.4% are from management courses, 28.7% are from commerce

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stream and 7.2% respondents are from law stream. Remaining 12.4% respondents indicated arts and other courses they are undergoing.

Table3: Dimension of Professional Education and its Impact on Skill: Descriptive Statistics

	N	Mean	SD
Course Curriculum		3.5638	.50523
The course content is good and competitive	209	4.1005	.95799
Program structure of present course is competitive and viable in the present contest	209	4.4545	.91415
This course delivery is good	209	3.5502	1.17613
Internship program organized for students	209	3.9282	.87135
Number of specialization in the streams:	209	2.3780	1.32494
Practical lectures involving group work	209	2.97	1.240
Delivery		3.7719	.74792
Quality of intake of students	209	3.3110	1.17421
Quality of faculty and their delivery mechanism	209	4.31	.916
Regular training and Re-training of faculty:	209	3.6986	1.30090
Institutional Infrastructure		3.9569	.68855
Institutional facilities,	209	4.13	.825
financial resources of the institutions,	209	3.78	.818
institutional policy of investment in faculty,	209	4.35	.929
program fee like tuition and others fees,	209	4.10	.925
student support services offered by institutions	209	3.73	.829
Reputation of institution in the market	209	3.13	1.173
Institutional Policy		**3.8278**	**.62230**
institutional policy of investment in faculty,	209	4.35	.929
program fee like tuition and others fees,	209	4.10	.925
student support services offered by institutions	209	3.73	.829
Reputation of institution in the market	209	3.13	1.173
Professional Orientation		3.3804	.73383
Strategic focus of institution towards development of professionalism in students	209	3.88	.909
Institutional emphasis on making entrepreneurs in stead of employees:	209	2.8804	1.19295
Institutional Support		4.2632	.78608
Research grant provided by institution	209	4.0144	.93787

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Technological support for student learning	209	4.5120	.87766
Operational Skill		3.3014	.54306
My business understanding has improved after getting business education	209	2.8421	1.07817
I have gained skill in business operation through business education.	209	3.4545	.67160
I have gained knowledge of market analysis	209	3.6077	.66444
Managerial Skill		3.5502	.56212
I am prepared for Business ethics and social responsibility	209	3.5263	.77864
My Ability to measure level of prospects for a proposed Business has improved	209	2.8182	1.47917
My management skill has improved	209	3.2105	.70280
Entrepreneurial skill		3.4163	.72153
My Ability to source capital for startup/development has improved	209	2.8900	1.22958
I have gained knowledge about financial Analysis	209	3.9426	.73808
Personal Skill		3.6316	.64676
This course is very helpful in strengthening my learning	209	3.3876	1.23181
This course has helped me in motivating and leading people	209	3.5215	1.08785
This course is helpful in developing strategies for national and global markets	209	3.5072	1.03366
This course is helpful in understanding people and developing customer-orientated organizations	209	3.5024	.94627
Valid N (list wise)	209		

The most recognized types of descriptive statistics are the mean and standard deviation that are generally used at almost all levels of mathematics and statistics. For measuring impact of professional education on developing entrepreneurial skill, variable under different construct related to dimension of professional education were identified and respondents rated them on a scale of 1 to 5 in order of their preferences. The descriptive statistics as calculated by SPSS software as presented in Table 3, provide further insight about the dimension of professional education and entrepreneurial skill. The first dimension of professional education was the module related to Course Curriculum which is combination of 6 variables i.e. The course content is good and competitive, Program structure of present course is competitive and viable in the present contest, this course delivery is good, Internship program organized for students, Number of specialization in the streams, Practical lectures involving group work. Combined together this component has scored mean of 3.5638 and Standard deviation of .50523. Second dimension of Professional education is the Delivery which is combination of 3 variable i.e.

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Quality of intake of students, Quality of faculty and their delivery mechanism, Regular training and Re-training of faculty: Combined together this dimension has scored a mean of 3.7719 and Standard deviation of .74792. Third dimension of professional education is the Institutional Infrastructure which is the combination of variable like Institutional facilities, ,financial resources of the institutions, ,institutional policy of investment in faculty, ,program fee like tuition and others fees, ,student support services offered by institutions ,Reputation of institution in the market. Combined together this dimension has scored the mean of 3.9569 and standard deviation of .68855. Fourth dimension of professional education is the Institutional Policy which the combination of variable like institutional policy of investment in faculty, ,program fee like tuition and others fees, student support services offered by institutions ,Reputation of institution in the market ,. Combined together this component has scored mean of 3.8278 and SD of .62230. Fifth dimension of professional education emerged as Professional Orientation which is the combination of variable like Strategic focus of institution towards development of professionalism in students, Institutional emphasis on making entrepreneurs instead of employees and scored the mean of 3.3804 and SD of .73383. Last dimension of professional education was the institutional support which is the combination of variable like Research grant provided by institution and Technological support for student learning. Combined together this dimension of professional education has scored mean of 4.2632 and SD of .786.

Professional education builds knowledge and skills which are critical for entrepreneurial skill among students. (Mohd. Salleh et al. 2005). The construct related to the outcome of professional education in developing entrepreneurial skill were identified through secondary literature and respondents were asked to rate them on a scale of 1 to 5 in order of their preferences. Variable were group into four important skill outcome from professional education of female student. These are operational skill, managerial skill, personal skill and entrepreneurial skill. First outcome of professional education was emerged as operational skill which is the combination of variable like my business understanding has improved after getting business education; I have gained skill in business operation through business education. I have gained knowledge of market analysis. Combined together this has scored mean of 3.3014 and SD of .54306. next outcome of professional education is managerial skill which is the combination of variable like I am prepared for Business ethics and social responsibility, My Ability to measure level of prospects for a proposed Business has improved my management skill has improved and scored a mean of 3.5502 and SD of .56212. third entrepreneurial skill is the entrepreneurial skill which is the combination of variable like, My Ability to source capital for start up/development has improved, I have gained knowledge about financial Analysis and scored mean of 3.4163 and SD of .72153. Fourth outcome of professional education is the personal skill which is the combination of variable like This course is very helpful in strengthening my learning, This course has helped me in motivating and leading people, This course is helpful in developing strategies for national and global markets, This course is helpful in understanding people and developing customer-orientated organizations and scored the mean of 3.63 and SD of .646.

Table 4: Impact of Entrepreneurial education of Entrepreneurial Intention: Regression Analysis

Dependent Variable: Operational Skill

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Independent Variable:	**Beta**	**t- Value**	**P Value**
Constant		8.242	.000
Course Curriculums	.336	4.442	.000
Program Delivery	.034	.390	.697
Institutional Infrastructure	-.043	-.592	.555
Institutional Policy	-.024	-.263	.792
Professional Orientation	-.142	-2.028	.044
Institutional Support	-.090	-1.018	.310
R= .323[a] R^2 .105 F= 3.933 P=.001			
Dependent Variable: Entrepreneurial Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
Constant		6.328	.000
Course Curriculum	.092	1.160	.248
Program Delivery	.120	1.309	.192
Institutional Infrastructure	-.044	-.579	.563
Institutional Policy	-.096	-1.022	.308
Professional Orientation	-.083	-1.138	.257
Institutional Support	.051	.552	.581
Family Background	.097	1.394	.165
R= .165[a] R^2 .027 F= .945 P=.464[b]			
Dependent Variable: Managerial Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
Constant		2.989	.003
Course Curriculums	.025	.469	.640
Program Delivery	.409	6.699	.000
Institutional Infrastructure	.034	.674	.501
Institutional Policy	.411	6.555	.000
Professional Orientation	.002	.050	.960
Institutional Support	.013	.217	.828
R= .756[a] R^2 .571 F= 44.842 P=.000[b]			
Dependent Variable: Personal Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
Constant		2.237	.026
Course Curriculum	.130	1.978	.049
Program Delivery	.290	3.790	.000
Institutional Infrastructure	.373	5.890	.000
Institutional Policy	-.018	-.223	.824
Professional Orientation	.216	3.548	.000

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Institutional Support	-.181	-2.375	.018
R= .572[a] R^2 .327 F= 16.377 P=.000[b]			

The dimensions of professional education has been taken as an independent variable and various skill set as the dependent variable. The value of R, $R^{2,}$ F value, P value, Beta, t- Value and P Value of regression coefficient is presented in the table 4. From the table 4 it is inferred that Course Curriculums, Program Delivery and Professional Orientation has a significant effect on gaining operational skill as compared to their independent variable. Similarly, we find Program Delivery Institutional Policy has significant effect on managerial skill. Similarly, Program Delivery Institutional Infrastructure Professional Orientation Institutional Support Has significant influence of personal skill of the women in the region. It is significant to know that professional education has no significant effect in developing entrepreneurial skill among women employee.

Table 5: Moderating role of Family Background on Professional education and Different Skill Set

Dependent Variable: Operational Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
(Constant)		8.030	.000
Course Curriculum	.332	4.358	.000
Program Delivery	.031	.354	.724
Institutional Infrastructure	-.043	-.594	.553
Institutional Policy	-.023	-.254	.800
Professional Orientation	-.141	-2.009	.046
Institutional Support	-.087	-.981	.328
Family background	-.034	-.500	.617
R= .325[a] R^2 .106 F= 3.395 P=.002[b]			
Dependent Variable: Entrepreneurial Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
(Constant)		6.996	.000
Course Curriculum	.080	1.019	.310
Program Delivery	.111	1.213	.227
Institutional Infrastructure	-.045	-.589	.557
Institutional Policy	-.094	-.995	.321
Professional Orientation	-.080	-1.096	.274
Institutional Support	.059	.644	.521
Family background			
R= .191[a] R^2 .037 F= 1.091 P=.367[b]			
Dependent Variable: Managerial Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
(Constant)		3.226	.001

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Course Curriculum	.018	.338	.736
Program Delivery	.404	6.605	.000
Institutional Infrastructure	.034	.665	.507
Institutional Policy	.412	6.585	.000
Professional Orientation	.004	.086	.932
Institutional Support	.018	.299	.765
Family background	-.058	-1.251	.212
R= .758[a] R^2 .574 F= 38.768 P=.000[b]			
Dependent Variable: Personal Skill			
Independent Variable:	**Beta**	**t- Value**	**P Value**
(Constant)		2.045	.042
Course Curriculum	.132	1.998	.047
Program Delivery	.292	3.796	.000
Institutional Infrastructure	.373	5.879	.000
Institutional Policy	-.018	-.228	.820
Professional Orientation	.215	3.529	.001
Institutional Support	-.183	-2.387	.018
Family background	.020	.336	.737
R= .572[a] R^2 .328 F= 13.992 P=.000[b]			

The above table 5 regression equation result of various dimension of professional education on different entrepreneurial skill. In the table 5 the family background was added with the different dimension of professional education and then regress analysis was carried out to assess the impact of family background on improving the relationship between professional education and entrepreneurial skill. The improvement in the R^2 value indicated the moderating role of family background on professional education and entrepreneurial skill.

VI Discussion and Conclusions

The study conducted based upon the data collected from the literatures and from other multiple primary sources of evidence. The study signifies that certain dimension of professional education like course curriculums, program delivery, institutional support, and institutional policy has significant effect in developing operational skill, managerial skill as well a personal skill but this dimension is not able to create entrepreneurial skill among women under study. Finding of the research is in conformation of the previous research undertaken by Sexton et al. (1997) who identified the ten most important areas for further learning needed for the speedy growth of entrepreneurship. Author also stresses the need for separate profession education for women entrepreneur in growth firms or slower growth firms. It was found in the study that women face some challenges like unfavorable environmental factors including lack of autonomy, to raise them and become self reliance, independent and showing responsiveness to financial burden, social support, family responsibility etc. the finding of the present study is also in confirmation of the study of Yogita Sharma(2013), S. John Kaviarasu,

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A.Hendry Ruban, & Dr.C.Francis (2018) stating that women entrepreneurs faced lots of problems like lack of education, social barriers, legal formalities, high cost of production, male dominated society, limited managerial ability, lack of self-confidence etc. Similar finding was confirmed by G S N G Rama Mohan Rao (2016) in his study on Status of Women Entrepreneurship in India and suggested that highly educated, technically sound and professionally qualified women should be encouraged for managing their own business, rather than dependent on wage employment outlets. There is need to promote these program professionally so as to prepare the women to face the challenge of change. A foresightedness approach is needed to keep the professional education up to date and be able to compete global economic challenges, helpful in long run social upliftment and inclusiveness. This requires a focused approach of policy makers, government as well as educational institutions for the development of Entrepreneurship/Vocational Training so as to raise the lifestyle of the women and make them competitive and self independent.

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Dr. Bhawna Chahar is working as Associate Professor in Department of Business Administration in Manipal University Jaipur. She is known for high level of commitment towards organization, stakeholders and students by providing highest quality research-based education.

She is a strong academician with a combination of educational as well as professional qualification. Academic qualification includes a PhD in Human Resource Management in addition to MBA in Human Resource Management, M.A. in Psychology and Post Graduate Diploma in Guidance and Counselling. Along with this her professional qualification achievement are UGC Net (Human Resource Management), U-SET, NPTEL certification course in Leadership conducted by Indian Institute of Technology, Kharagpur, Certificate course from coursera that comprises of ‘Work Smarter, Not Harder: Time Management for Personal & Professional Productivity’ by University of California, ‘Effective Problem Solving and Decision Making’ by University of California, and ‘Fundamentals of Management’ by University of California.

She has a research interest in Human Resource Management, Emotional intelligence, Managerial effectiveness, Performance management and related areas. Her publication speaks about her achievements with several publications in International and National journals of repute. She has attended numerous International and National conferences as a Presenter/ Participant. She has chaired sessions in International Conferences in India and Abroad. She is a certified peer reviewer for Elsevier, reviewer for Scopus indexed journals (Q1, Q2 and Q3), article editor and reviewer for Social Science Journals of SAGE Open from SAGE Publications and Reviewer and Technical Program Committee Member of 2019 IEEE conference.

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Dr. Vinod Hatwal is working as a Lecturer in Ibri College of Technology, Ibri, Sultanate of Oman. He is known for his high level of Professional ethics and commitment towards the organization and students by providing research-based quality education.

He is an academician with a combination of educational as well as professional qualification. Academic qualification includes a PhD in Human Resource Management in addition to MBA in Human Resource Management and Master of Commerce. Along with this his professional qualification achievement are UGC Net (Management).

He has a research interest in Human Resource Management, Training and Development, Performance Management and related areas. His publication speaks about his achievements with publications of research papers in International and National journals of repute. In addition to this he has attended several International and National conferences as a Presenter and Participant.

Dr. Bhavana Arya is an associate professor of psychology. Her interest areas are positive psychology and psychometrics. She has an experience of teaching and research for more than 10 years. She is also a practicing psychotherapist

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