

HOME SCIENTIST AS AN ENTREPRENEUR

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ABSTRACT

Entrepreneur is the person who envisages new opportunities, new techniques; who has the initiative, skill for innovation and who looks for high achievement. The study included a sample size of forty under graduate Home Science students, twenty Post Graduate students and twenty Home Science Lecturers. Seventy percent and fifty five percent respondents felt that there are less job and entrepreneurial opportunities respectively. The study revealed that major percentage of under graduate respondents felt that there are less entrepreneurial opportunities whereas Post Graduate students and lecturers opined that the entrepreneurial opportunities are more. Only twenty eight percent respondents felt that Home Science helps in developing a good career. The study revealed that Home Science education should be career based and should serve as a step stool to corresponding occupations by providing better training for entrepreneurship.

Key words : Entrepreneurship, Home Science

INTRODUCTION

In the recent decades the role of an entrepreneur has been considered very significant in accelerating the place of growth and economic development in both the developed and under developed countries. Entrepreneurship started catching up in 1980s just as professionalism in management caught up in 1970s. During Early 20th century, DEWING equated entrepreneurs with business promoter and viewed the promoter as one who transformed ideas into a profitable business. Stumper played with the world of innovation and emphasized innovation as the function of entrepreneur. Caisson in his work, describes an entrepreneur as some one who specializes in taking judgmental decisions about the coordination of scarce resources. ILO describes "Entrepreneurs are people who have the ability to see and evaluate business opportunities; together the necessary resources to take advantage of them; and to initiate appropriate action to ensure success". Whatever the definition, across the world entrepreneurs have been considered instrumental in initiating and sustaining socio-economic developments. Entrepreneurs perceive anew opportunities and seize them with super normal will power and energy, essential to overcome the resistance that socio environment offers. Entrepreneurship is basically a fusion of talent, ideas, capital know-how, commitment and perseverance to create and built something from practically nothing. Fundamentally it is a creative act. This creative process can be risky, uncertain and haphazard but it is always dynamic. Entrepreneurs are persons who initiate, organize, manage and control the affairs of business units that combine

the factors of production to supply goods and services. They perceive opportunities, explain the prospects, negotiate the collaborations arrange the capital and supplies technical know-how etc., whether the business pertains to any profession. Home Science is one such profession in which students acquire knowledge of many activities so that after completion they can start any of the enterprises. Home Science is one such profession in which students acquire knowledge of many activities that after completion can start any of the enterprises. The International Federation of Home Economics view Home Science as-"The exact and reasoned knowledge of all problems related to the home research and dissemination of research concerned with food, clothing, shelter, health, human relationships and management of resources." Entrepreneurship has now been recognized as a concept vital for starting industries, which include home-based industries, which include home based industries and large enterprises. Therefore this study has been conducted with the following objectives to study the attitude of Home Science students, their awareness about enterprises, opportunities as well as problems of Home Science students in taking up self-employment and also the perception of Home Science lecturers about the entrepreneurship.

METHODOLOGY

In order to study various issues related to Home Science entrepreneurs, a total sample of eighty was identified through random sampling which included a sample size of sixty students including forty under graduate and twenty post graduate students and a sample size of twenty lecturers. The study was conducted at

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C.S.A.University Campus and Kanpur Mahavidyalaya of Kanpur City. Questionnaire cum interview method was used to collect the information. Two questionnaire were prepared one for students and the other for lecturers.

RESULTS AND DISCUSSION

General Information—Forty student respondents from under graduation and twenty student respondents from Post graduation were selected. Seventy one percent respondents belonged to the rural area. Sixty three percent of the respondents belonged to the nuclear family. The present data about the selection of profession revealed that, twenty one percent want to become scientists, twenty three percent of the respondents want to take teaching as a profession, twenty three percent of the students want to start their own units and eight percentage preferred to remain as house wives.

Attitude of Home Science Students—The attitude of students about Home Science field plays a vital role in their further progress. It is observed that fifty eight percent of the respondents selected to join in Home Science as it was the only choice, whereas twenty five percent of the respondents joined due to interest.

Table 1. Criteria for selection of Home Science Subject by Student

Parameters for selection	B.Sc. (N= 80)	M.Sc. (N=40)	Total (N= 120)
(a) Interested	14 (17.5)	12(30.0)	26(21.6)
(b) Forced to join by parents	26(32.5)	6(15.0)	32(26.6)
(c) The only choice	40(50.0)	22(55.0)	62(51.6)

Figures in parenthesis indicate percentage

Table 2 depicts that fifty five percent of the respondents after joining felt that the home science study helps in becoming a good housewife only and sixteen percent of the respondents felt that the home science is interesting and useful and twenty eight percent of the students felt that it helps in developing a good career.

Table 2. Notion about Home Science

Notion	B.Sc. (N= 80)	M.Sc. (N=40)	Total (N= 120)
(a) Interesting and useful	14(17.5)	6(15.0)	20(16.6)
(b) Helps in developing a good career.	22(27.5)	12(30.0)	34(28.3)
(c) Helps in becoming a good housewife only.	44(55.0)	22(55.0)	62(55.0)

Figures in parenthesis indicate percentage

It is observed that a major percentage (70%) said that there are very less job opportunities and a very less percentage (15%) said that there are many job opportunities and thirty one percent of the respondents felt that there are no job opportunities at all after completion.

Awareness About Entrepreneurial Opportunities—The awareness among students about various entrepreneurial opportunities has an important part to play and thereby influences the quality of life of the students. It is observed that among under graduate students, forty five percent of the respondents felt that there are very less entrepreneurial opportunities and fifty three percent of the respondents felt that there are many entrepreneurial opportunities whereas only two percent of the respondents felt that there are no entrepreneurial opportunities at all. Among Postgraduate students, fifty six percent of the respondents felt that there are many entrepreneurial opportunities and the remaining forty four percent of the respondents felt that there are less entrepreneurial opportunities (Fig.1).

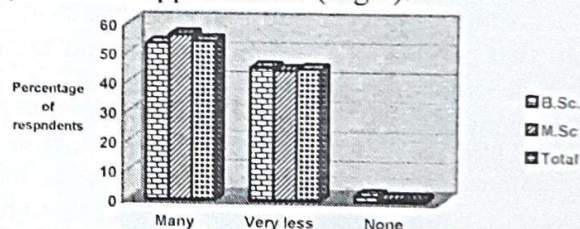


Fig. 1. Awareness About Entrepreneurial Opportunities

The study revealed that sixty five percent of the students want to take up the profession of garment designer. Sixty three percent of the respondents are in favour of opening boutique units. Ninety one percent of the respondents are interested in opening nursery schools. Ninety six percent of the respondents want to take up the profession of interior decorators. The study revealed the order of preference of taking up the entrepreneurial opportunities is in the following order. Starting with interior decoration, Nursery schools, garment designing, boutique units, dietetics, home renovation, tie and dye units, designing household furniture and counseling services (Fig 2).

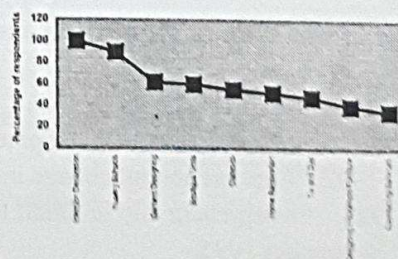


Fig. 2. Preference of Entrepreneurial Opportunities

Problems in Taking Up of Self-Employment Programmes—Even though the students are well talented on taking up the self-employment programmes, there are many problems, which comes in the way obstructing the initiation. It is observed that sixty two percent of the respondents cannot take up their own units due to lack of funds and the remaining thirty eight percent due to lack of support (Table 3).

Table 3. Problems in taking up self-employment programmes

Problems	B.Sc. (N= 80)	M.Sc. (N=40)	Total (N=120)
(a) Lack of funds	46(60.0)	26(65.0)	74(62.0)
(b) Lack of support	32(40.0)	14(35.0)	46(38.0)

Figures in parenthesis indicate percentage

Major percentage of the respondents felt that there is lack of support either from the governmental or non-governmental organizations. Majority of the respondents felt that it takes much time in the progress of plan from the initial stage.

Perception of Home Science Lecturers about Entrepreneurial Opportunities: The role of teacher is very vital in installing entrepreneurial knowledge in students. Ninety two percent of the lecturers felt that there are many entrepreneurial opportunities and the remaining eight percent of the respondents felt that there are very less entrepreneurial opportunities (Fig 3).

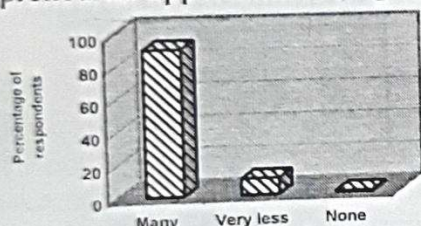


Fig. 3. Perception of Home Science Lecturers About Entrepreneurial Opportunities

They coded some of the entrepreneurial opportunities like fashion designing, interior decorators, boutique units, nursery schools, consumer counseling, sales promotion, micro teaching, technology etc. Seventy six percent of the lecturers felt that the major draw back is lack of support either from Government or from Universities. The study conducted stress on two main points :-

(1) Change in the Title of Home Science—Ninety

percent of the students and lecturers felt that the title "Home Science" is not appropriate as it gives an impression as only cooking and home related activities. The label 'home' does a disservice to the complex content of the discipline and other more appropriate label/s should be examined on a consensual basis. An overall nomenclature which will reflected professionalism and the career orientation of the discipline will help raise its enrollment not only of female but also male students since the concerns of the discipline relate to the whole family on a gender neutral basis. All the respondents felt that the syllabus and the curriculum should be career based.

2. Enhancement of Entrepreneurial Opportunities—Along with creation of jobs, we should also undertake a systematic analysis state wise, location wise to forecast the need for manpower with Home Science specialization and also need for material goods and services, which Home Science graduates, can provide through entrepreneurship. For the better results there should be special fund/budget in the universities, good transport facilities, interchange training programme for teachers, in institutes like NAARM, IIMC, NIPA, NIRD, IPA, IIM etc. and various private institutes/organizations and placement cell for students.

CONCLUSION

(1) The study revealed that Home Science education is not career based and is with very less employment opportunities.

(2) The home science lecturers expressed their opinion that the total infrastructure of Home Science should be changed and should provide training for entrepreneurship

(3) Most professional courses serve as a step stool to corresponding occupations. However in Home Science there is lack of attention in forging this link.

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