

**“A STUDY ON STUDENTS ATTITUDE TOWARDS
ENTREPRENEURSHIP WITH SPECIAL REFERENCE TO
CALICUT UNIVERSITY COLLEGES”**

*Project work submitted to the university of Calicut for the partial fulfilment of
the requirements for the awards of the degree of*

BACHELOR OF COMMERCE

Prepared and submitted by

ABHINAND S B

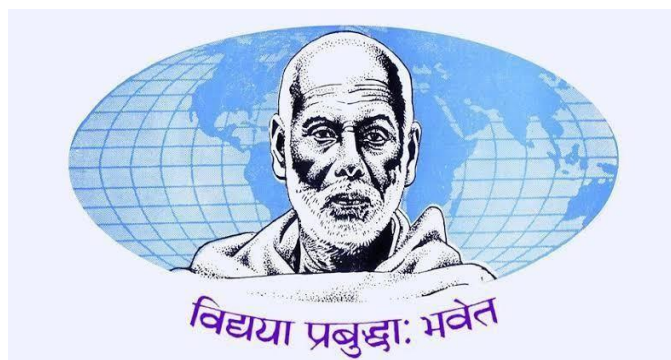
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**B.COM COMPUTER APPLICATION
VI SEMESTER**

Under the guidance of

Mr. SHAMSEER T.K

(Assistant professor, department of commerce)



DEPARTMENT OF COMMERCE

SNES COLLEGE OF ARTS, COMMERCE & MANAGEMENT

CHETHUKADAVU, KUNNAMANGALAM

(Affiliated to university of Calicut)

2022- 2025

DECLARATION

I ABHINAND S B hereby declare that this project entitled “**A STUDY ON STUDENTS ATTITUDE TOWARDS ENTREPRENEURSHIPWITH SPECIAL REFERENCE TO CALICUT UNIVERSITY COLLEGES**” has been prepared by under the guidance of **Mr. SHAMSEER T.K** Assistant professor, department of commerce, SNES COLLEGE OF ARTS, COMMERCE AND MANAGEMENT. It is to also declare that this project has not been submitted by me to any other university or institution for the award of Degree, Diploma, similar title or recognition before.

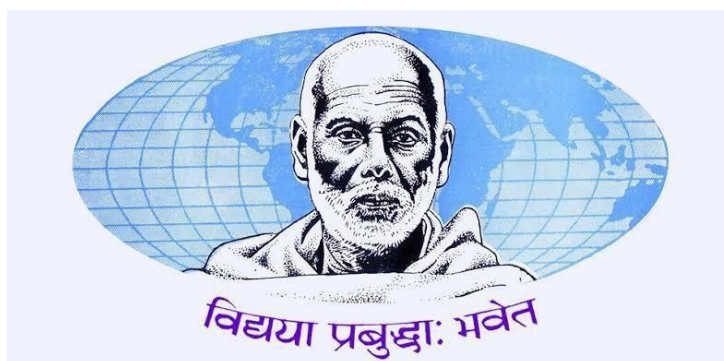
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ABHINAND S B

Date:

NXAWBCM064

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SNES COLLEGE OF ARTS, COMMERCE & MANAGEMENT
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CERTIFICATE

This is to certify that the report entitled “**A STUDY ON STUDENTS ATTITUDE TOWARDS ENTREPRENEURSHIP WITH SPECIAL REFERENCE TO CALICUT UNIVERSITY COLLEGES**” is bona-fide work done by **ABHINAND S B** submitted to the department for the partial fulfilment of the requirement for the award of the degree of bachelor of commerce, university of Calicut, during the academic year 2022-25

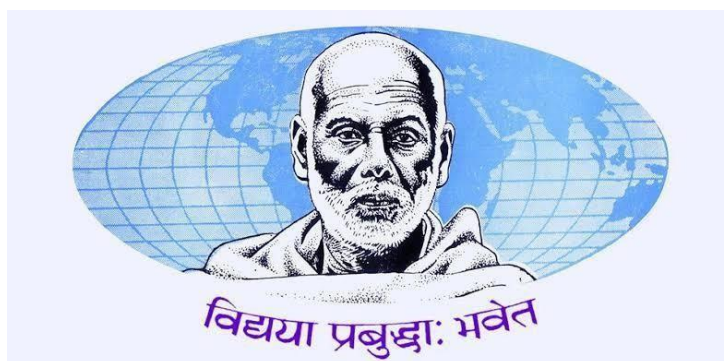
Place:

Mrs. SASILA. P

Date:

(Head of the department)

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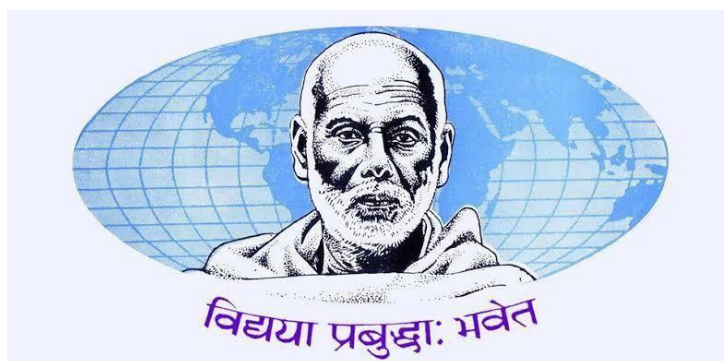
Date:

Guide

Mr.SHAMSEER T.K

(Assistant. Professor)

DEPARTMENT OF COMMERCE
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Place:

Date:

External examiner

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ABHINAND S B
(NXAWBCM064)

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

An entrepreneur is a person who establishes and runs a business with the intension of making money. The French phrase “ENTREPRENDRE” (meaning “to undertake” or “to begin”) is where the English word “entrepreneur” originates. An entrepreneur launches and runs a company with the intention to making money by taking on financial risk. Entrepreneur must exhibit initiative, creativity, and a propensity to innovate in order to launch new goods and services. Entrepreneur play a vital role in the economic development of the country. There should be entrepreneur with a vision, initiative and drive to make changes in the economic field. In universities there are many numbers of students passes out every year in all stream of education, all students pursuing their education hope to get a good job. Moreover students are less interested in becoming an entrepreneur because of lack of security and many promotion to professional courses and it effects the students enter into entrepreneurship. The present study is attempt to know the attitude of student entrepreneurship.

1.2 STATEMENT OF PROBLEM

Business has existed for as long as civilization. Many individuals in India are considering entrepreneurship as a career path, especially the younger generation. A growing number of young people without jobs are becoming interested in entrepreneurship and intending to start their own company. Because there is less security, students are also less inclined to become entrepreneurs. The Nations entrepreneurship can help to solve pressing issues like long-term unemployment, poverty, backwardness, etc. In actuality, the growth of entrepreneurship is regarded as essential to our nation’s economic success. In short , increased entrepreneurship will strengthen the country’s overall economic status, maximize the use of both available and underused resources, and result in self employment and economic self-sufficiency. The researcher’s goal in this case is to look into how college students feel about entrepreneurship.

1.3 OBJECTIVES

- To study attitude of college students towards entrepreneurship.
- To understand the awareness of college students about entrepreneurship.
- Career preference of students other than entrepreneurship

1.4 SIGNIFICANCE

Entrepreneurship is a crucial for students as it cultivates innovative thinking. Empowering them to tackle real world challenges with creative solutions and it instils a proactive mindset, preparing students for a rapidly changing job market by fostering adaptability and resilience. Additionally, entrepreneurship contributes to economic growth, job Creation, and provides students with Invaluable skills such as leadership, problem solving, and financial literacy, shaping them into well-rounded individuals ready to make meaningful contribution to society.

1.5 SCOPE

Studying students' attitudes towards entrepreneurship seeks to understand the factors influencing their interest In starting businesses, including motivators and barriers. The research also aims to assess students' knowledge Of entrepreneurship and the effectiveness of current educational efforts. Additionally, exploring students' Career preferences beyond entrepreneurship offers insights into their motivations for career choices. Ultimately, the goal is to use this information to improve educational programs and policies to better support Students' entrepreneurial aspirations.

1.6 RESEARCH METHODOLOGY

Research methodology is a systematic way to solve research problems. For collection of data, A questionnaire is generated which contains different questions . The questionnaire has been circulated on social media for collecting responses from people. The secondary data used are published research papers in journals and existing literature about this topic.

1.6.1 SOURCE OF DATA

- **PRIMARY DATA**

Primary data is original data. Primary data is collected directly from respondents with a well-structured questionnaire.

- **SECONDARY DATA**

For this study secondary data was also used. It was collected through various sources such as magazine, internet, and journals.

1.6.2 SAMPLE SIZE

The sample size consists of 80 people

1.6.3 TOOLS FOR DATA COLLECTION

The tools used for the collection of data for this project is a questionnaire survey among the students of Calicut university

1.6.4 TOOLS FOR DATA ANALYSIS

This study made use of a percentage method for analyzing the data. In addition tables, graphs, diagrams were used for presenting the data and results.

1.7 AREA OF STUDY

Calicut university colleges has been selected as area of study

1.8 PERIOD OF STUDY

The research study was conducted within a period of 21 days

1.9 LIMITATIONS OF STUDY

- sampling size is not enough to arrive strong conclusion
- limited time
- Participants may not accurately report their attitudes toward entrepreneurship.
- Attitudes can change over time due to various factors, so the study's findings may not remain relevant or accurate in the future.
- There may be errors due to bias of respondent

CHAPTER 2

REVIEW OF LITERATURE

LITERATURE REVIEW

- **JONES ET AL. (2008)** looked at how a course on starting businesses affected students in Poland. They studied 109 students and found that most hadn't done much in business before but were interested in learning. Both male and female students, aged 18-24, were equally interested in becoming entrepreneurs in the future. Overall, the study showed that teaching about starting businesses can influence students' goals and career plans.
- **PIHIE & BAGHERI (2011)** studied the attitudes and confidence levels of secondary school students in Malaysia towards entrepreneurship. They looked at 2574 students from different states and programs. Students in technical and vocational programs showed a positive attitude towards entrepreneurship. The researchers recommended that schools should offer entrepreneurship education to students to help them become more entrepreneurial.
- **ABIRAMI AND KUMAR (2014)** looked at how aware college students were about entrepreneurship. They wanted to see what students knew, where they'd get money to start a business, and what factors influenced them. They surveyed 400 students from Arts and Science colleges in TIRUPUR district. They found that more male students than female students were interested in entrepreneurship. Also, students were worried about money for starting a business. The researchers suggested that banks should give loans to students, the government should teach female students about business, and colleges should offer more talks and workshops on entrepreneurship.
- **KUSHWAHA AND MARU (2015)** studied how management students at Andhra University felt about entrepreneurship. They gave students questionnaires to fill out, then analyzed the answers. They found that about 20% of students wanted to start their own businesses. Nearly half of the management students preferred working in the public sector. Female students were especially interested in working for the government, possibly because of reserved positions for them by the Indian government. The study recommended that the university should teach students more about

entrepreneurship to help them succeed.

- **NANDAMURI (2016)** studied how family backgrounds affect the management skills of young people who are about to graduate. They surveyed 200 students, including 125 males and 75 females, using a set of five questions. They looked at whether the family was in business or had regular jobs, and how that affected the students' management abilities. They found that students from business families were more likely to be good at being independent, taking risks, and being energetic. Students from families with regular jobs were better at being proactive and confident. The study concluded that family background has a big impact on how well young people can manage businesses.
- **HAMOUDA AND LEDWITH (2016)** studied how a special program on entrepreneurship affected students' attitudes and intentions. They looked at 20 students, mostly male, and gave them a questionnaire about their views on entrepreneurship. The study found that students generally felt positive about their own entrepreneurial skills. They also looked at what the students were doing after graduating. Most of the students felt confident or very confident about starting a business in the future. The study suggested that graduates felt better at making decisions, coming up with ideas, and seizing opportunities to make money.
- **BREZNIK AND LAW (2016)** looked at how attitude and innovation affect students' desire to start businesses, comparing engineering and non-engineering students. They surveyed 400 engineering students and 800 non-engineering students from Hong Kong University. They explored four things: how motivated students were to learn, how much they wanted to start their own businesses, their attitude towards starting a business, and how confident they felt. They found that students who were more motivated to learn were also more innovative. Innovation was strongly linked to confidence and attitude. Engineering students were more likely to have a positive attitude towards starting a business compared to non-engineering students.
- **ATHULYA (2017)** studied how commerce students felt about

entrepreneurship in Calicut city. They wanted to know what factors influenced students' intentions to become entrepreneurs. They surveyed 200 students using questionnaires. They used simple statistical tools like percentage and chi-square analysis to understand the data. The study found that there was a significant relationship between gender and students' awareness of government entrepreneurship development schemes. They also found that most students were interested in starting their own businesses, but many were afraid of failing.

- **RAGU & MATI (2011)** wanted to understand how students at the University of Dubrovnik in Croatia felt about starting their own businesses. They focused on students studying business economy who were likely to become entrepreneurs. They used a survey with 21 questions covering different areas like demographics, business ideas, finances, and where students got information about starting a business. They found that students generally had positive intentions towards entrepreneurship and were willing to start their own businesses. Their study used descriptive statistics to analyse the data.
- **HUSSAIN, HASHMI, and GILANI (2018)** studied how students in the Department of Technology Education at the University of the Punjab in Lahore felt about entrepreneurship. They surveyed 135 students using a census sampling technique. The study found that technology education students generally had a positive attitude towards entrepreneurship. They also found no significant difference in attitude between male and female students or between different sessions. The researchers suggested that educational institutions should organize seminars and workshops to help students develop their entrepreneurial skills for their future careers.
- **DAVID URBANO ET AL. (2005)** conducted a study to compare how university students in Catalonia and Puerto Rico feel about entrepreneurship and starting their own businesses. They surveyed 837 students in Catalonia and 435 students in Puerto Rico. The results showed that students generally had a positive view of entrepreneurs. They thought it was a good idea to start

new businesses, but they weren't as confident about whether it was feasible. Only a small percentage of students were seriously considering starting their own companies.

- **SUDIPA MAJUMDAR (2013)** looked into whether male and female students in the UAE had different intentions about becoming entrepreneurs. This study is important because even though women in the UAE do well in education, they don't see the same success in employment. With more women graduating and considering the social, cultural, and religious context of the UAE, there might be more female entrepreneurs here compared to other places in the world.
- **ALEXANDER BREM ET AL. (2007)** highlighted the growing interest in women entrepreneurs over the past two decades. They emphasized the importance of female entrepreneurship for economic growth, employment, and innovation. In the United States, businesses owned by women are growing rapidly. However, there is still limited understanding of women entrepreneurs. This study focuses on women and men before they start their professional careers, examining factors such as family background, education, and influences on the decision to start a business. The project, led by the University of Erlangen-Nuremberg and the European Business School in Germany, surveyed 553 students in 2006 to explore gender-related differences in entrepreneurship.
- **KARMI (2020)** explored the importance of entrepreneurial passion in influencing entrepreneurial behaviours. They developed a conceptual model based on the theory of planned behaviour, which integrates cognitive factors (like attitudes towards entrepreneurship) and emotional factors (like entrepreneurial passion) to predict entrepreneurial intentions. They surveyed 250 university students using a self-report survey and analyzed the data using the partial least squares method. The results showed that entrepreneurial passion indirectly influenced entrepreneurial intentions through cognitive factors. This study highlights the significance of entrepreneurial passion in entrepreneurship education programs.

- **CACHON (2018)** discussed how at Laurentian University in Ontario, Canada, second year business students engage in hands-on learning by creating a detailed business plan over six months. They come up with their own business idea, conduct market research, and create a comprehensive plan. This active learning approach involves collaboration and small group work, allowing students to learn by doing. The research aimed to see if students' personal objectives, attitude towards risk, internal beliefs, and perceptions of tutoring were linked to their entrepreneurial mindset. The study found that students' attitudes towards the business plan project correlated with their entrepreneurial orientation. Additionally, over 20% of Laurentian graduates went on to become self employed.
- **KAKKONEN (2010)** looked at how business students in an international management program in Finland felt about entrepreneurship. They found that male students didn't necessarily have more entrepreneurial traits than female students, but they were more motivated and interested in entrepreneurship. Male students also faced fewer barriers to entrepreneurship compared to female students. Having entrepreneurial characteristics and being interested in starting a business were linked, while motivation was linked to fewer barriers to entrepreneurship. Interestingly, having an entrepreneur in the family or among friends didn't seem to affect students' intentions to become entrepreneurs. Overall, students' attitudes towards entrepreneurship didn't seem to change during their studies.
- **TSHIKOVHI & SHAMBARE (2015)** looked at how practical entrepreneurship training affects students' knowledge about entrepreneurship, their personal attitudes, and their intentions to become entrepreneurs. They studied a group of students who underwent social entrepreneurship training through ENACTUS South Africa. They wanted to see if there was a connection between these three factors. They surveyed 355 students from 27 colleges and universities affiliated with ENACTUS South Africa. The study found that both entrepreneurial knowledge and personal attitudes had a significant influence on students' intentions to become

entrepreneurs, with personal attitudes having a stronger impact. Additionally, having a good understanding of entrepreneurship positively affected students' attitudes towards entrepreneurship.

- **SUPRIYANTO (2018)** conducted research to explore the correlation between students' mindset towards jobs and their readiness to become entrepreneurs. They used a correlational research design and surveyed 87 students participating in entrepreneurship education and training at the Faculty of Economy, State University of Malang. The data were collected through questionnaires administered during the entrepreneurship education and training sessions. The analysis revealed a significant relationship between students' mindset towards jobs and their readiness to become entrepreneurs.

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CHAPTER 3

THEORETICAL FRAMEWORK

3.1 ENTREPRENEUR

Human being satisfy their needs and wants by consuming goods and services. To produce goods and services, some input factors are required. The major input factors are land, labour, capital etc. majority of the people are reluctant to undertake risk and uncertainty involved in a organizing the factors of production. only some people are willing and able to bear risk and uncertainty and these people are not mere dreamers, they are doers as well they create wealth, they create employment, they work hard to achieve success. Hence they occupy a unique place under the sun, they are entrepreneurs.

Oxford dictionary defines entrepreneur as “one who undertakes an enterprise, especially contractor – acting as intermediary between capital and labour”

3.2 TYPE OF ENTREPRENEUR

Entrepreneurs are of different types. They may be classified in a number of ways. The following are the different types of entrepreneurs.

A. On the basis of type of business

1. Business entrepreneur

He is an individual discovers an idea to start a business and then builds a business to give birth to his idea.

2. Trading entrepreneur

He is an entrepreneur who undertakes trading activity i.e; buying and selling manufactured goods. He does not undertake manufacturing activity.

3. Industrial entrepreneur

He is the entrepreneur who undertakes manufacturing activities.

4. Corporate entrepreneur

He is a person who demonstrates his innovative skill in organizing and managing a corporate undertaking

5. Agricultural entrepreneur

They are entrepreneurs who undertake agricultural activities such as raising and marketing of crops, fertilizers and other inputs of agriculture they are called agripreneurs.

B. On the basis of motivation

1. Pure entrepreneur:

They undertake business venture for their personal satisfaction, status and ego. They are guided by the motive of profit. They apply their business skills to earn more and more profit for example, Dhirubhai Ambani of Reliance Group.

2. Induced entrepreneur:

He is an entrepreneur who is induced to take up an entrepreneurial activity with a view to avail some benefit from the government.

3. Motivated entrepreneur: These entrepreneurs are motivated by their desire to make use of their technical and professional expertise and skills. They are motivated by the desire for self-fulfillment and they are highly ambitious.

4. Spontaneous entrepreneur:

These entrepreneurs are motivated by their desire for self-employment and to achieve or prove their excellence in job performance

C. On the basis of stages of development:

1. First generation entrepreneur:

He is one who starts an industrial unit by means of his own innovative ideas and skills. He is essentially an innovator. He applies technology and produces a product or service. He is also called new entrepreneur.

2. Modern entrepreneur:

He is an entrepreneur who undertakes those venture which suit the modern marketing needs.

3. Classical entrepreneur

He is one who develops self supporting venture for the satisfaction of customers needs. He does not undertake any innovation and he is a stereo-type or traditional entrepreneur

D. Classification by Clarence danhof:

1. Innovative entrepreneur:

An innovative entrepreneur, introduces new goods, inaugurate new methods of production, discovers new markets and reorganizes the enterprise. Innovative entrepreneurs are always interested in introducing innovations.

2. Adoptive or imitative entrepreneur

These entrepreneurs are ready to adopt successful innovation created by innovative entrepreneurs they only imitate techniques and technology innovated by others.

3. Fabian entrepreneurs:

These entrepreneurs are traditional in nature. They would be cautious, they neither introduce new changes nor adopt new methods innovated by other entrepreneurs they are shy and lazy they take up new projects only when it is necessary to do so.

4. Drone entrepreneur:

They would not change the method of production already introduced they follow the traditional methods of production.

Classification On The Basis Of Entrepreneurial Activity

1. Novice: A novice is someone who has started his/her first entrepreneurial venture.

2. Serial Entrepreneur: A serial entrepreneur is someone who is devoted to one venture at a time but ultimately starts many. He repeatedly starts businesses and grows them to a sustainable size and then sells them off.

3. Portfolio Entrepreneurs: A portfolio entrepreneur starts and runs a number of businesses at the same time. It may be a strategy of spreading risk or it may be that the entrepreneur is simultaneously excited by a variety of opportunities.

3.3 TRAITS OF ENTREPRENEUR

- ✦ **Initiative:** It is an inner urge in an individual to do or initiate something.
- ✦ **Ability to See and Act on Opportunities:** Entrepreneurs look for opportunities and take action on such opportunities.
- ✦ **Persistence:** It means the capacity or skill to take repeated and different actions to overcome obstacles.
- ✦ **Information Seeking:** A successful entrepreneur always keeps his eyes and ear open. He should accept new ideas which can help him in realizing his goals. He is ready to consult experts for getting their expert advice.
- ✦ **Concern for High Quality of Work:** Entrepreneurial persons act to do things that meet or beat existing standards of excellence.
- ✦ **Commitment to Work:** Successful entrepreneurs are prepared to make all sacrifices for completing the commitments they have made.
- ✦ **Commitment to Efficiency:** Entrepreneurial persons have to look and find ways for or find ways to do things faster or with fewer resources or at a lower cost. They should try new methods aimed at making work easier, simpler, better and economical.
- ✦ **Systematic Planning:** Entrepreneurial persons should be able to develop and use the logical step by step plans to reach goals.
- ✦ **Problem Solving:** Entrepreneurial persons are supposed to possess the skill of identifying new and potentially unique ideas to reach goals. They should generate new ideas or innovative solutions to solve problems.
- ✦ **Assertiveness:** They assert own competence, reliability or other personal or company's qualities. They also assert strong confidence in own company's products or services.

‡ **Persuasion:** Entrepreneurs should have the ability to successfully pursue others to perform the activities effectively and efficiently.

‡ **Use of Influence Strategies:** Entrepreneurs should have the competence of using a variety of strategies to influence others. Such entrepreneurs can develop business

Other traits are ;

- ‡ Creativity
- ‡ Willingness to make sacrifices and assume risk
- ‡ Hard work
- ‡ Desire for high achievement
- ‡ Optimism
- ‡ Foresight
- ‡ Self confidence
- ‡ Innovative ability
- ‡ Communication skill
- ‡ Team spirit
- ‡ Technical knowledge and willingness to change
- ‡ Leadership
- ‡ Determination, courage and perseverance

3.4 ENTREPRENEURSHIP

Entrepreneurship is the process of starting, building, and running a business venture, typically with the aim of making a profit. It involves identifying opportunities, taking calculated risks, organizing resources, and managing the operations of a business. Entrepreneurs are often innovative individuals who are willing to pursue their ideas and visions despite uncertainty and challenges.

“Entrepreneurship is the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services.” – A.H. Cole (1959).

3.5 CHARACTERISTICS OF ENTREPRENEURSHIP

1. Innovation: Entrepreneurs often introduce new ideas, products, services, or business models to the market, driving innovation and change.
2. Risk-taking: Entrepreneurs are willing to take calculated risks, whether financial, social, or personal, in pursuit of their goals and opportunities.
3. Vision: Successful entrepreneurs have a clear vision of what they want to achieve and how they plan to accomplish it, guiding their actions and decisions.
4. Proactiveness: Entrepreneurs are proactive and take initiative to create opportunities rather than waiting for them to arise, often displaying a high degree of initiative and self-motivation.
5. Persistence: Entrepreneurship requires resilience and perseverance in the face of challenges, setbacks, and failures. Successful entrepreneurs persist in pursuing their goals despite obstacles.
6. Flexibility: Entrepreneurs demonstrate adaptability and flexibility, being willing to adjust their strategies, plans, and approaches in response to changing market conditions and feedback.
7. Passion: Passion drives entrepreneurs to pursue their ventures with enthusiasm, dedication, and commitment, even when faced with obstacles or setbacks.
8. Resourcefulness: Entrepreneurs are resourceful, leveraging their skills, knowledge, networks, and available resources creatively to overcome challenges and achieve their objectives.
9. Customer Focus: Successful entrepreneurs prioritize understanding and meeting the needs and preferences of their target customers, often through market research, customer feedback, and continuous improvement.

10. Independence: Entrepreneurs value autonomy and independence, seeking to create their own path and be their own boss, rather than working within established structures or organizations.

3.6 NEED OF ENTREPRENEURSHIP

□ Innovation

Entrepreneurs introduce new ideas, products, and services, driving innovation and progress in various industries.

□ Job Creation

They establish businesses that generate employment opportunities, reducing unemployment rates and providing livelihoods for individuals.

□ Economic Growth

Entrepreneurship fuels economic growth by stimulating investment, increasing productivity, and fostering competition in markets.

□ Problem Solving

Entrepreneurs identify and address societal needs and challenges through innovative solutions, improving quality of life for individuals and communities.

□ Wealth Creation

Successful entrepreneurship leads to wealth creation for entrepreneurs themselves, as well as for investors, employees, and stakeholders involved in their ventures.

□ Flexibility and Adaptability

Entrepreneurial ventures are often more flexible and adaptable, able to respond quickly to changing market demands and opportunities.

□ Regional Development

Entrepreneurship promotes regional development by encouraging business activities and investments in previously underserved or underdeveloped areas.

❑ **Diversity and Inclusion**

Entrepreneurship provides opportunities for individuals from diverse backgrounds to succeed based on their ideas, skills, and efforts, contributing to a more inclusive economy.

❑ **Global Competitiveness**

Entrepreneurial ventures enhance a country's competitiveness on the global stage by driving innovation, productivity, and efficiency across industries.

❑ **Inspiration and Role Models**

Successful entrepreneurs serve as role models and sources of inspiration, encouraging others to pursue their entrepreneurial dreams and aspirations

❑ **Increase profit**

Through innovative strategies and diligent execution, the entrepreneurship venture experienced a significant boost in profit margins.

❑ **Social benefit**

The entrepreneurship venture not only thrived financially but also positively impacted the community through job creation and sustainable practices, fostering social benefit and economic growth.

3.7 CHALLENGES FACED BY ENTREPRENEUR

Certainly, here are the challenges faced by entrepreneurs :

● **Securing Funding**

- Difficulty in obtaining capital for start-ups.
- Investors' scepticism and stringent criteria.

- **Managing Uncertainties** - Dealing with unpredictable market dynamics.

- Adapting to changes in consumer preferences.

- **Building a Strong Team**

- Recruiting and retaining skilled personnel.

- Fostering a collaborative and motivated work culture.

- **Adapting to Market Changes**

- Staying competitive in a dynamic business environment.

- Responding effectively to technological advancements.

- **Balancing Work-Life Demands**

- Juggling multiple responsibilities.

- Striking a balance between personal and professional life.

- **Maintaining Resilience**

- Overcoming setbacks and failures.

- Sustaining motivation during challenging times.

- **Adapting to Technology**

- Keeping up with rapid technological advancements.

- Integrating new technologies into the business model.

- **Competition**

- Facing intense competition in the market.
- Differentiating products or services effectively.

- **Customer Acquisition**

- Developing effective marketing strategies.
- Building and retaining a customer base.

3.8 FAMOUS ENTREPRENEURS IN INDIA

1. Mukesh Ambani - Reliance industries
2. Ratan Tata - Tata Group
3. Gautam Adani - Adani Group
4. Azim Premji - Wipro limited
5. Kiran Muzumdar - Biocon limited
6. Nandan Nilekani - Infosys
7. Radhakishan Damani - Dmart
8. Bhavish Agarwal - Ola Cabs
9. Vijay Shekhar Sharma - Paytm
10. A.K. Shaji – My G

3.9 GOVERNMENT INITIATIVES

The government has implemented various initiatives to provide assistance to entrepreneurs, recognizing their critical role in driving innovation and economic growth. These initiatives aim to empower aspiring entrepreneurs and small business owners . Here are some key government initiatives that support and promote entrepreneurship:

1. ASPIRE

ASPIRE is a Scheme for Promotion of Innovation, Rural Industry and Entrepreneurship) is a government initiative in India aimed at promoting innovation, entrepreneurship, and rural industries. It seeks to create a conducive ecosystem for nurturing startups and micro-enterprises, especially in rural areas, by providing various forms of support such as funding, infrastructure, training, and mentorship. The goal is to stimulate economic growth, create employment opportunities, and bridge the urban-rural divide by fostering entrepreneurship in rural areas.

2. Pradhan Mantri Mudra Yojana (PMMY)

Pradhan Mantri Mudra Yojana (PMMY) is a flagship scheme launched by the Government of India to provide financial support to micro-enterprises and small businesses. The scheme aims to encourage entrepreneurship by providing loans through various financial institutions such as banks, non-banking financial companies (NBFCs), and microfinance institutions (MFIs). PMMY offers loans under three categories: Shishu (up to ₹50,000), Kishor (₹50,000 to ₹5 lakh), and Tarun (₹5 lakh to ₹10 lakh), catering to the diverse needs of micro-enterprises at different stages of growth. The scheme facilitates access to credit for small businesses, particularly those owned by women and marginalized sections of society, to help them start, expand, or upgrade their businesses.

3. Support for International Patent Protection in Electronics and Information Technology (SIP-EIT)

Support for International Patent Protection in Electronics and Information Technology (SIP-EIT) is a government initiative in India aimed at providing financial support to Indian startups and SMEs (Small and Medium Enterprises) in the field of electronics and

information technology for obtaining international patent protection. The program is designed to encourage innovation and facilitate the global competitiveness of Indian businesses by helping them secure intellectual property rights (IPRs) for their inventions and technologies in international markets. SIP-EIT offers financial assistance to eligible entities for expenses related to filing and prosecuting international patent applications, including professional fees, translation costs, and official fees associated with patent offices outside India. This support helps Indian companies safeguard their innovations and technology assets on a global scale, fostering growth and competitiveness in the electronics and IT sectors.

4. Multiplier Grants Scheme (MGS)

The Multiplier Grants Scheme (MGS) is an initiative by the Government of India, specifically managed by the Department of Science and Technology (DST). The scheme aims to promote technological innovation and entrepreneurship by providing financial assistance to technology-based start-ups and small and medium enterprises (SMEs) for the commercialization of their innovations.

5. Pradhan Mantri Employment Generation Programme (PMEGP)

The Pradhan Mantri Employment Generation Programme (PMEGP) is a credit-linked subsidy scheme launched by the Government of India to promote entrepreneurship and generate employment opportunities in the country. Administered by the Ministry of Micro, Small and Medium Enterprises (MSME), PMEGP aims to facilitate the establishment of new micro-enterprises and generate sustainable employment in both rural and urban areas.

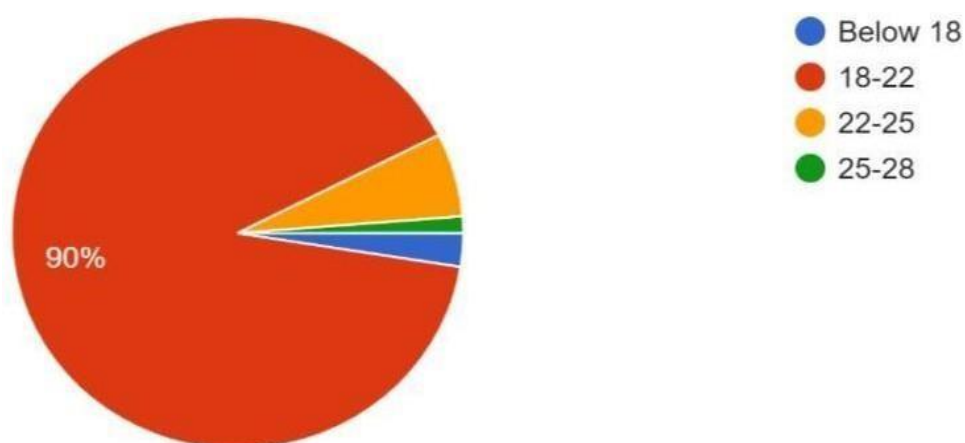
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

TABLE 4.1
AGE WISE CLASSIFICATION

AGE	FREQUENCY	PERCENTAGE
BELOW 18	2	2.5
18-22	72	90
22-25	5	6.3
25-28	1	1.2
TOTAL	80	100

CHART 4.1
AGE WISE CLASSIFICATION



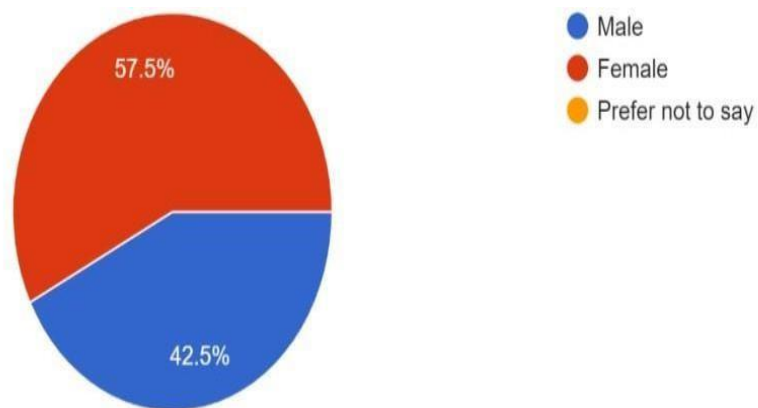
INTERPRETATION

From the above table, among the 80 respondents, 90% are under the Age group between 18-22 and 6.3% the respondents come under the age group Between 22-25, 2.5% below 18 age group, 1.2% come under age group of 25-28.

TABLE 4.2
CLASSIFICATION BASED ON
GENDER

GENDER	FREQUENCY	PERCENTAGE
MALE	34	42.5
FEMALE	46	57.5
PREFER NOT TO SAY	NIL	NIL
TOTAL	80	100

CHART 4.2
CLASSIFICATION BASED ON
GENDER



INTERPRETATION

From the above table, among the 80 respondents, 42.5% of the respondents are male and 57.5% of the respondents are females.

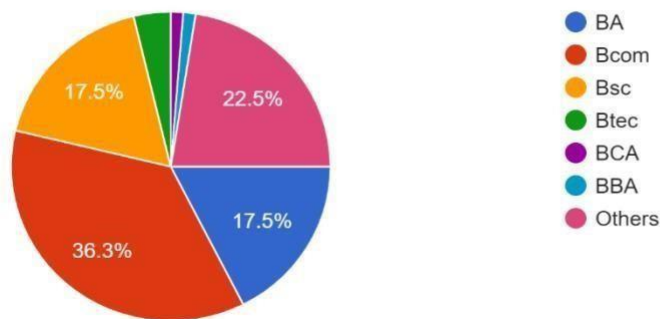
TABLE 4.3

CLASSIFICATION BASED ON COURSE OF STUDY

COURSE	FREQUENCY	PERCENTAGE
BA	14	17.5
BSC	14	17.5
BCA	1	1.2
BBA	1	1.2
BCOM	29	36.3
BTECH	3	3.7
OTHERS	18	22.5
TOTAL	80	100

CHART 4.3

CLASSIFICATION BASED ON COURSE OF STUDY



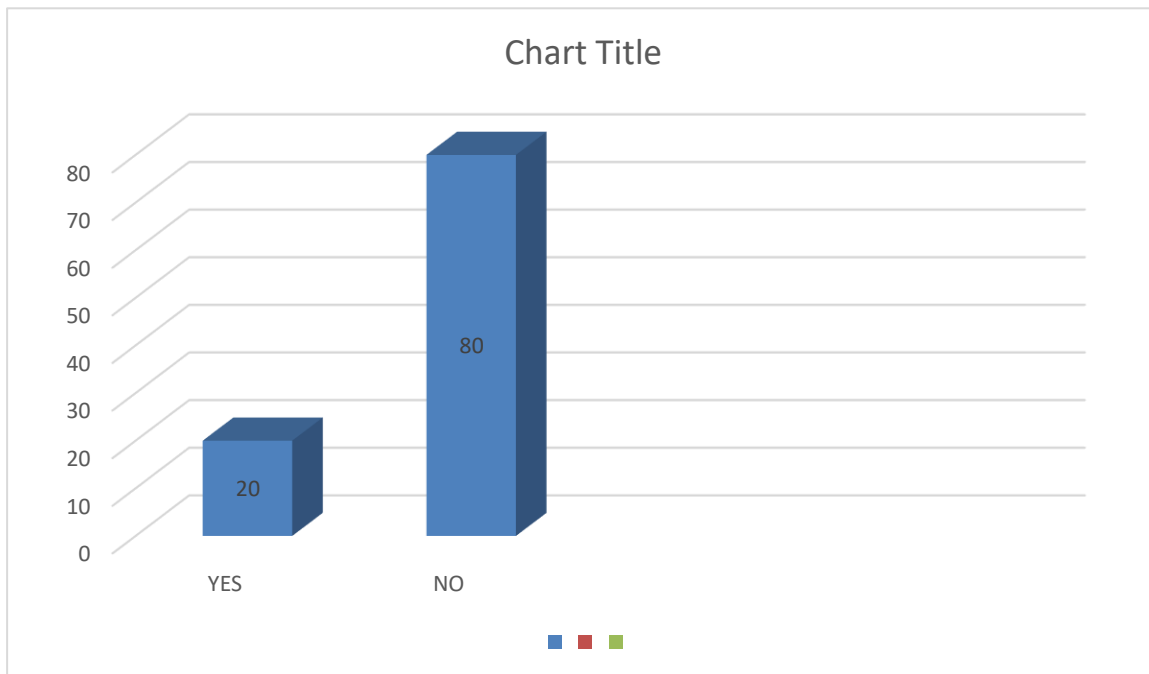
INTERPRETATION

From the above table, among the 80 respondents, 36.3% of the respondents come from B.com, 17.5% are from BSC and BA, 1.2% are from BCA and BBA, 22.5% are from others.

TABLE 4.4
CLASSIFICATION BASED ON BUSINESS BACKGROUND

	FREQUENCY	PERCENTAGE
YES	16	20
NO	64	80
TOTAL	80	100

CHART 4.4
CLASSIFICATION BASED ON BUSINESS BACKGROUND



INTERPRETATION

From the above table, among the 80 respondents, out of the respondents, most of the students (80%) have no business background and 20% have business background.

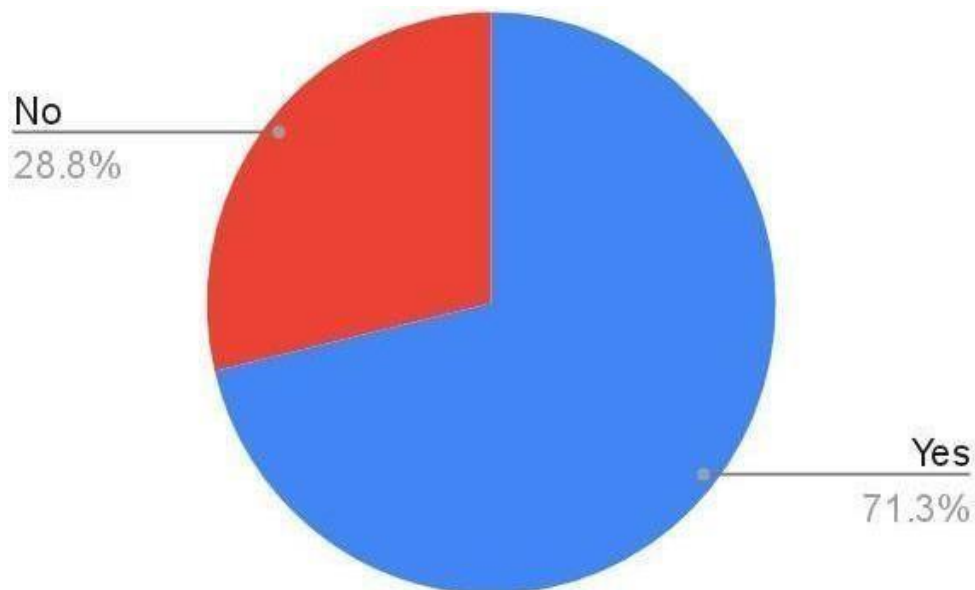
TABLE 4.5

CLASSIFICATION BASED ON INTEREST IN ENTREPRENEURSHIP

	FREQUENCY	PERCENTAGE
YES	57	71.3
NO	23	28.8
TOTAL	80	100

CHART 4.5

CLASSIFICATION BASED ON INTEREST IN ENTREPRENEURSHIP



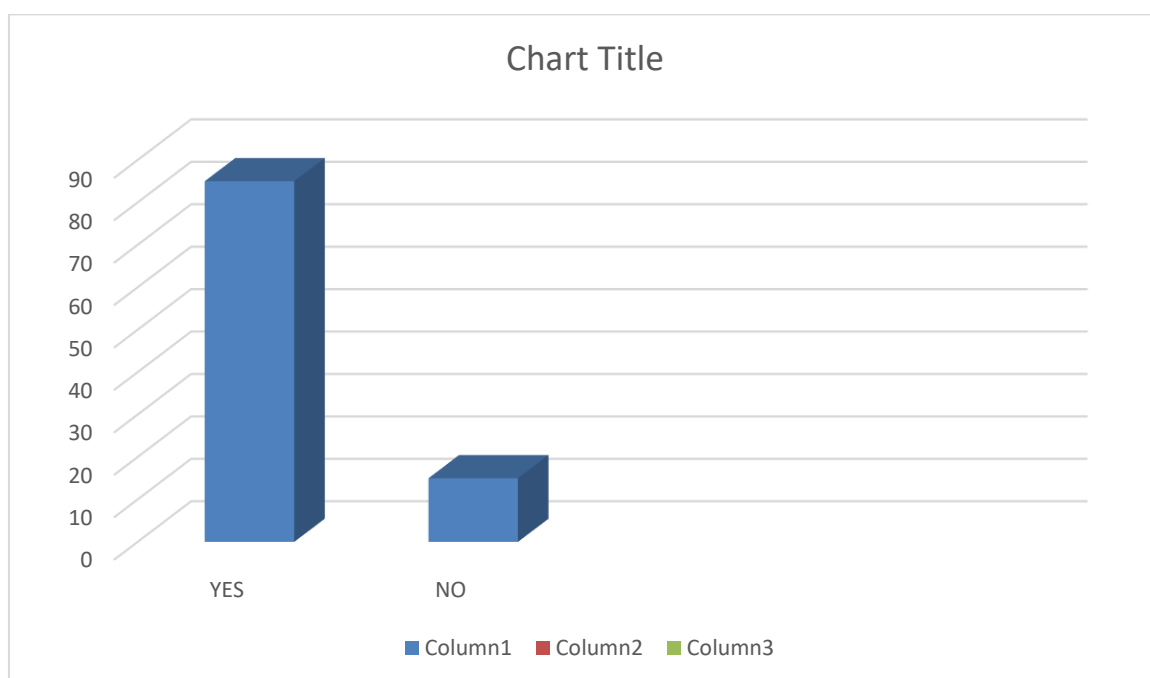
INTERPRETATION

From the above table, among the 80 respondents, 71.3% are interested in entrepreneurship and 28.8% are not interested in entrepreneurship.

TABLE 4.6
CLASSIFICATION BASE ON ENTREPRENEURSHIP IS A VIABLE
CAREER OPTION

	FREQUENCY	PERCENTAGE
YES	68	85
NO	12	15
TOTAL	80	100

CHART 4.6
CLASSIFICATION BASED ON ENTREPRENEURSHIP IS A
VIABLE CARRER OPTION



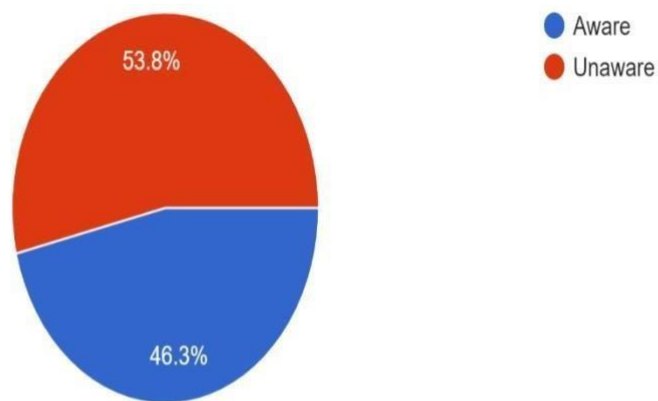
INTERPRETATION

From the above table, among the 80 respondents, 85 % of the total respondents think entrepreneurship is a viable career option and 15% did not think entrepreneurship is a viable career option.

TABLE 4.7
CLASSIFICATION BASED ON AWARENESS ABOUT INCENTIVES
OR SUBSIDY

	FREQUENCY	PERCENTAGE
AWARE	37	46.3
UNAWARE	43	53.8
TOTAL	80	100

CHART 4.7
CLASSIFICATION BASED ON AWARENESS ABOUT INCENTIVES
OR SUBSIDY



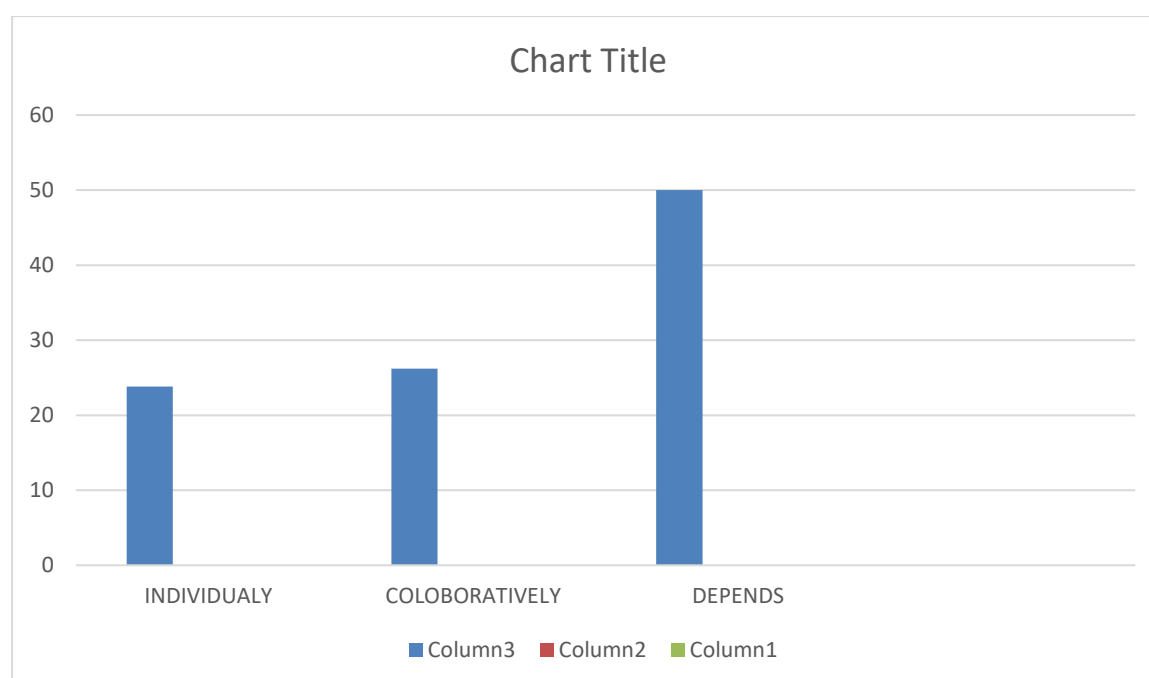
INTERPRETATION

From the above table, among the 80 respondents, 46.3% are aware and 53.8% are not aware of the incentives or subsidies for entrepreneurs.

TABLE 4.8
INDIVIDUAL OR COLLABORATIVE BUSINESS

	FREQUENCY	PERCETAGE
INDIVIDUALY	19	23.8
COLLABORATIVELY	21	26.2
DEPENDS	40	50
TOTAL	80	100

CHART 4.8
INDIVIDUAL OR COLLABORATIVE BUSINESS



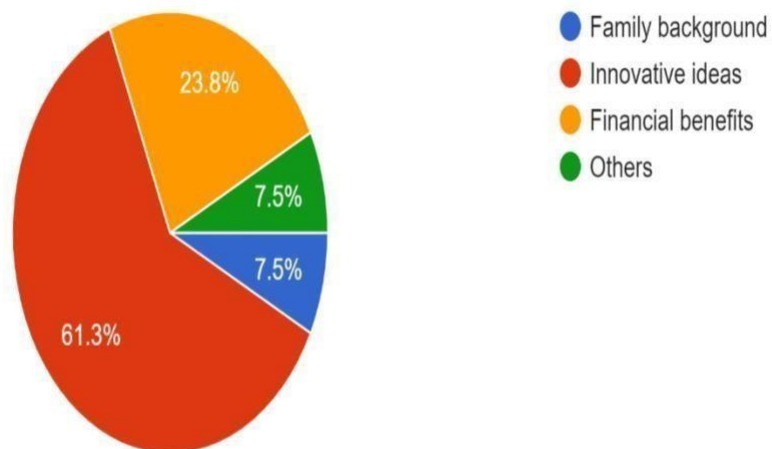
INTERPRETATION

From the above table, among the 80 respondents, most students choose "depends" (50%) for doing business, while 26% choose "collaboratively" and 23.8% opted for another option for doing business.

TABLE 4.9
MOTIVATION TO BECOME ENTREPRENEUR

	FREQUENCY	PERCENTAGE
FAMILY BACKGROUND	6	7.5
INNOVATIVE IDEAS	49	61.3
FINANCIAL BENEIFITS	19	23.8
OTHER	6	7.5
TOTAL	80	100

CHART 4.9
MOTIVATION TO BECOME ENTREPRENEUR



INTERPRETATION

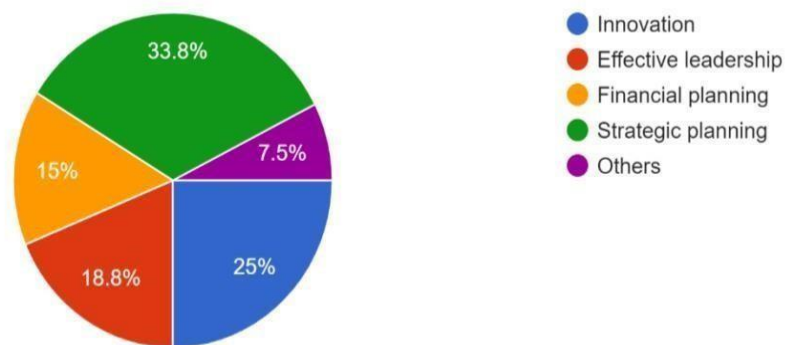
From the above table, among the 80 respondents, most students 61.3% find innovative ideas as motivation to become entrepreneurs, while 23.8% are motivated by financial benefits, and 7.5% are motivated by family background and other factors.

TABLE 4.10
FACTORS INFLUENCE SUCESS OF ENTREPRENEURSHIP

	FREQUENCY	PERCENTAGE
INNOVATION	20	25
EFFECTIVE LEADERSHIP	15	18.8
FINANCIAL PLANNING	12	15
STRAGETIC PLANNING	27	33.8
OTHERS	6	7.5
TOTAL	80	100

CHART 4.10

FACTORS INFLUENCE SUCESS OF ENTREPRENEURSHIP



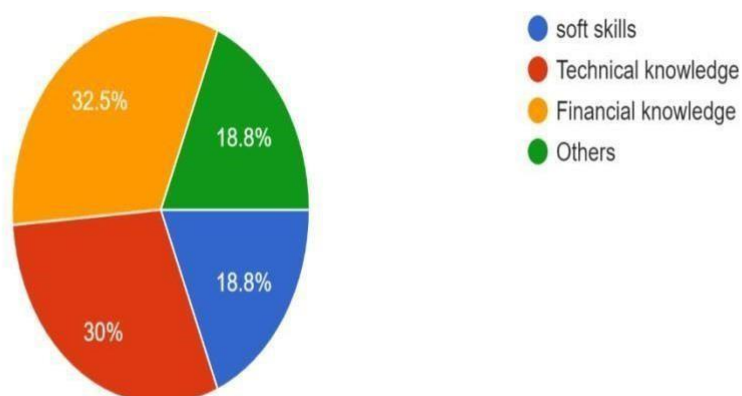
INTERPRETATION

From the above table, among the 80 respondents, 33.8% of the respondents choose Strategic planning followed by innovation 25%, financial planning (15%), effective leadership (18.8%) and others 7.5% as the factors influence success of entrepreneurship.

TABLE 4.11
SKILLS FOR AN ENTREPRENEUR

	FREQUENCY	PERCENTAGE
SOFT SKILLS	15	18.8
TECHNICAL KNOWLEDGE	24	30
FINANCIAL KNOWLEDGE	26	32.5
OTHERS	15	18.8
TOTAL	80	100

CHART 4.11
SKILL FOR AN ENTREPRENEUR



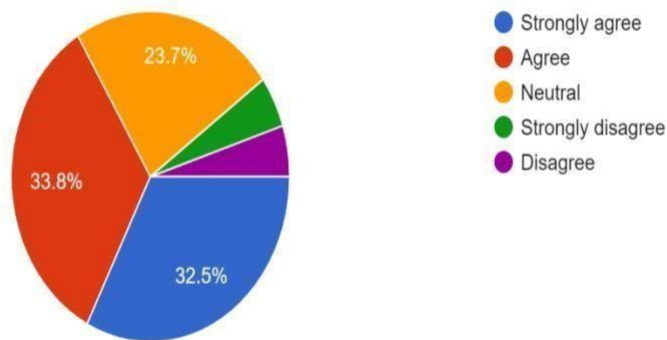
SINTERPRETATION

From the above table, among the 80 respondents, most of the respondents choose financial knowledge 32.5% and technical knowledge 30%, 18.8 % are soft skills and others respectively.

TABLE 4.12
STUDENTS HAVING ALL CAPABILITIES TO BECOME
SUCCESSFUL ENTREPRENEUR

	FREQUENCY	PERCENTAGE
STRONGLY AGREE	26	32.5
AGREE	27	33.8
NEUTRAL	19	23.7
STONGLY DISAGREE	4	5
DISAGREE	4	5
TOTAL	80	100

CHART 4.12
STUDENT HAVING ALL CAPABILITIES TO BECOME
SUCCESSFUL ENTREPRENEUR



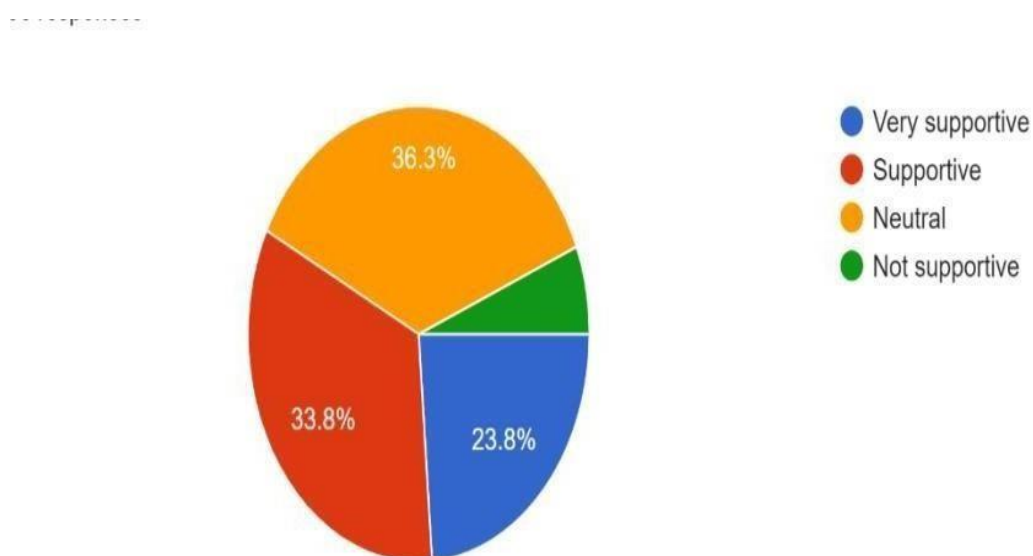
INTERPRETATION

From the above table, among the 80 respondents, 33.8% of respondents agree and 32.5% strongly agree, while 23.7% are neutral, and 5% disagree or strongly disagree with the statement regarding students' capability to become successful entrepreneurs.

TABLE 4.13
SUPPORT FROM FAMILY AND FRIENDS FOR ENTREPRENEURIAL ASPIRATION

	FREQUENCY	PERCENTAGE
VERY SUPPORTIVE	19	23.8
SUPPORTIVE	27	33.8
NEUTRAL	29	36.3
NOT SUPPORTIVE	5	6.3
TOTAL	80	100

CHART 4.13
SUPPORT FROM FAMILY AND FRIENDS FOR ENTREPRENEURIAL ASPIRATION



INTERPRETATION

From the above table, among the 80 respondents, 36.3% expressed a neutral stance, 33.8% were supportive, 23.8% were very supportive, and 6.3% were not supportive regarding entrepreneurial aspirations from friends and family.

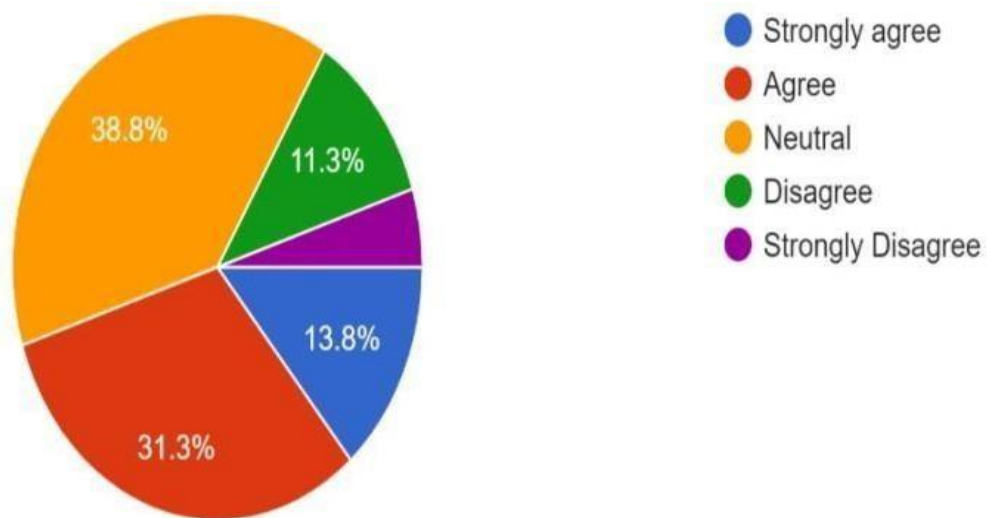
TABLE 4.14

IT IS HARD TO MANAGE A BUSINESS CONCERN AS A STUDENT

	FREQUENCY	PERCENTAGE
STRONGLY AGREE	11	13.8
AGREE	25	31.3
NEUTRAL	31	38.8
DISAGREE	9	11.3
STRONGLY DISAGREE	4	5
TOTAL	80	100

GRAPH 4.14

IT IS HARD TO MANAGE A BUSINESS CONCERN AS A STUDENT



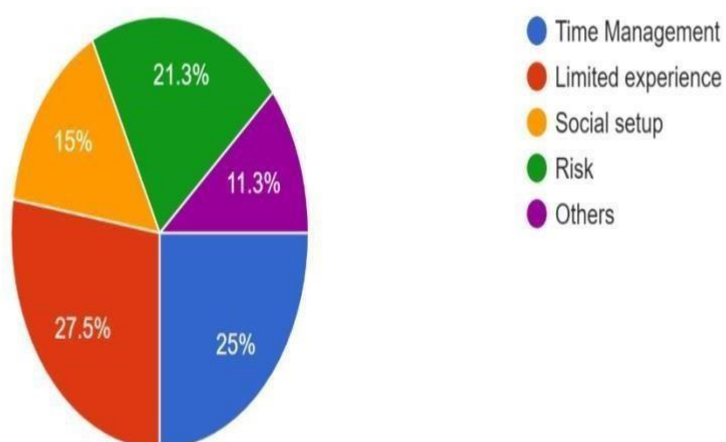
INTERPRETATION

From the above table, among the 80 respondents, 13.8% of students do not find it difficult to manage a business concern, meanwhile, 31.3% agree that it is hard, 38.8% are neutral, 11.3% disagree, and 5% strongly disagree with the statement that managing a business concern is difficult.

TABLE 4.15
BARRIER TO START OWN BUSINESS

	FREQUENCY	PERCENTAGE
TIME MANAGEMENT	20	25
LIMITED EXPERIENCE	22	27.5
SOCIAL SETUP	12	15
RISK	17	21.3
OTHERS	9	11.3
TOTAL	80	100

CHART 4.15
BARRIER TO START OWN BUSINESS



INTERPRETATION

From the above table, among the 80 respondents, most students perceive limited experience 27.5%, risk 21.3%, time management 25%, and social setup 15% as barriers to starting their own business and additionally, 11.3% mentioned other obstacles.

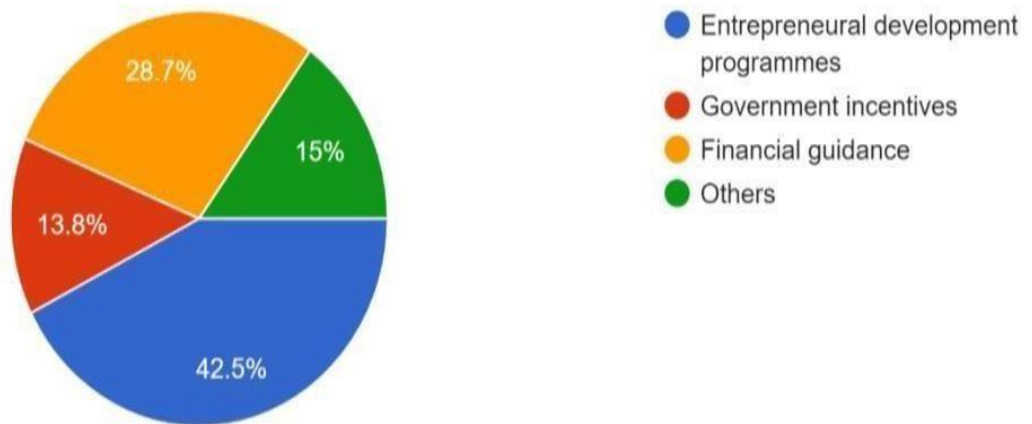
TABLE 4.16

STEPS TO TAKE FOR OVERCOMING CHALLENGES FACED BY STUDENT ENTREPRENEURS

	FREQUENCY	PERCENTAGE
ENTREPRENEURIAL DEVELOPMENT PROGRAMMES	34	42.5
GOVERNMENT INCENTIVES	11	13.8
FINANCIAL GUIDANCE	23	28.7
OTHERS	12	15
TOTAL	80	100

CHART 4.16

STEPS TO TAKE FOR OVERCOMING CHALLENGES FACED BY STUDENT ENTREPRENEURS



INTERPRETATION

From the above table, among the 80 respondents, most students 42.5% prefer entrepreneurial development programs, while 13.8% opt for government incentives, 28.7% choose financial guidance, and 15% select other measures to overcome challenges faced as student entrepreneurs.

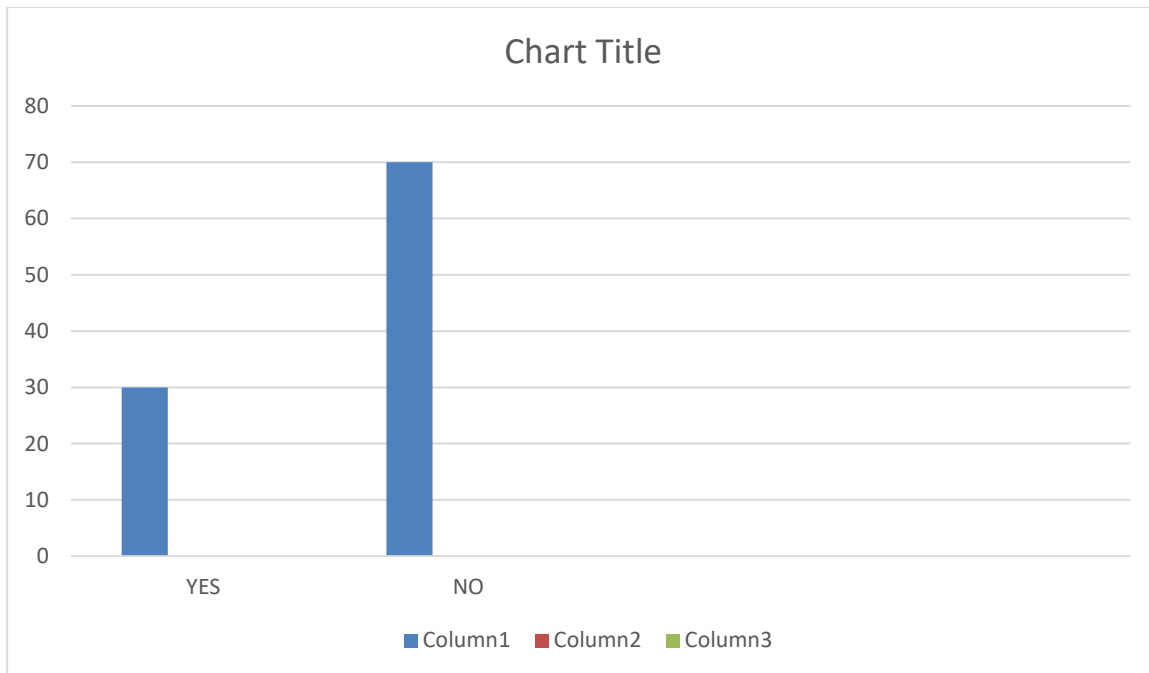
TABLE 4.17

ENTREPRENEUR REQUIRES YEARS OF EXPERIENCE

	FREQUENCY	PERCENTAGE
YES	24	30
NO	56	70
TOTAL	80	100

CHART 4.17

ENTREPRENEUR REQUIRES YEARS OF EXPERIENCE



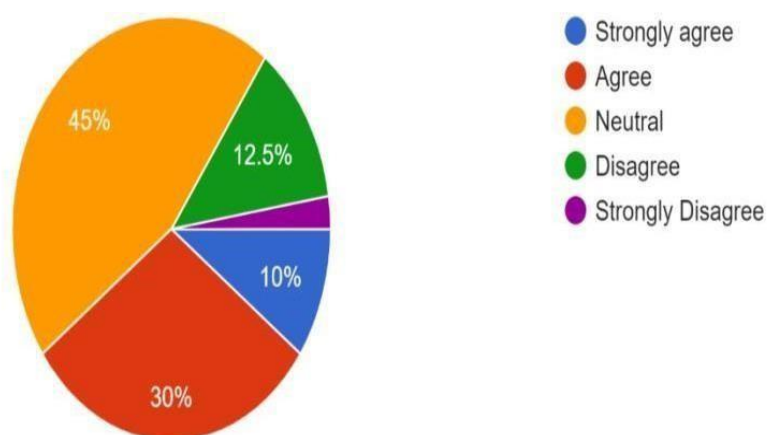
INTERPRETATION

From the above table, among the 80 respondents, 70% say “Yes” and 30% say “No” to the statement “Entrepreneur requires years of experience.”

TABLE 4.18
COLLEGE AND UNIVERSITY SUPPORTS ENTREPRENEURSHIP
EDUCATION

	FREQUENCY	PERCENTAGE
STRONGLY AGREE	8	10
AGREE	24	30
NEUTRAL	36	45
DISAGREE	10	12.5
STRONGLY DISAGREE	2	2.5
TOTAL	80	100

CHART 4.18
COLLEGE AND UNIVERSITY SUPPORTS ENTREPRENEURSHIP
EDUCATION



INTERPRETATION

From the above table, among the 80 respondents, 45% of most students are neutral, while 30% agree, 10% strongly agree, 12.5% disagree, and 2.5% strongly disagree with the statement "College or university supports entrepreneurship education."

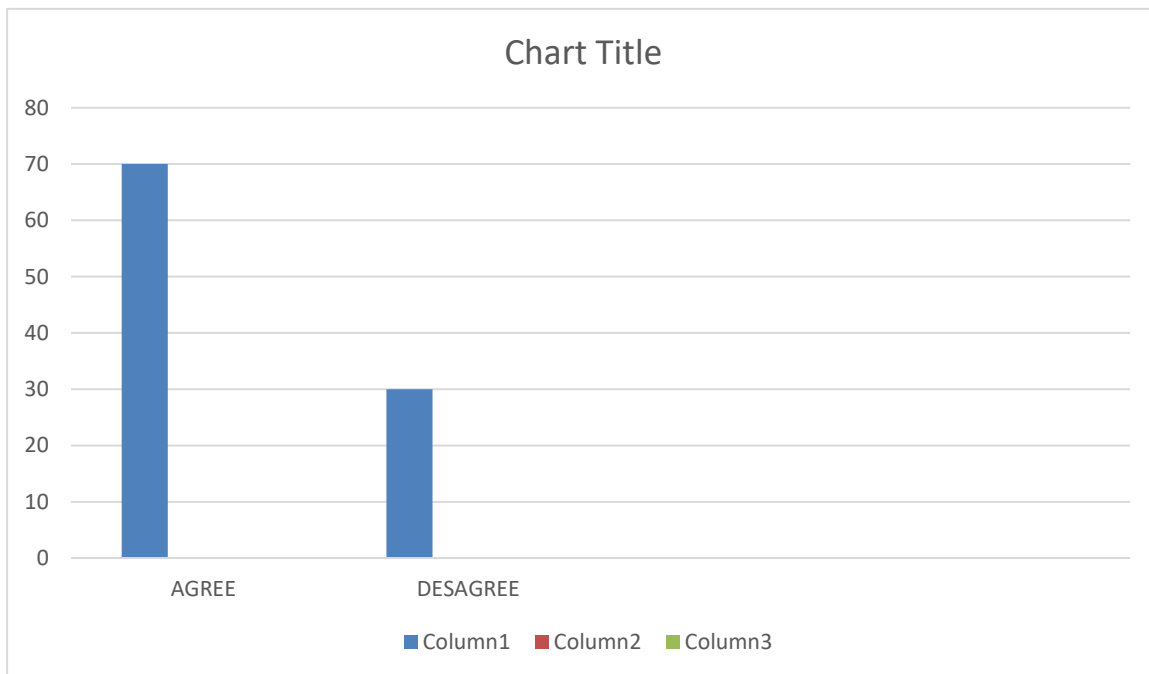
TABLE 4.19

CREATIVE COLLEGE ATMOSPHERE INSPIRES TO DEVELOP NEW IDEAS

	FREQUENCY	PERCENTAGE
AGREE	56	70
DISAGREE	24	30
TOTAL	80	100

CHART 4.19

CREATIVE COLLEGE ATMOSPHERE INSPIRES TO DEVELOP NEW IDEAS



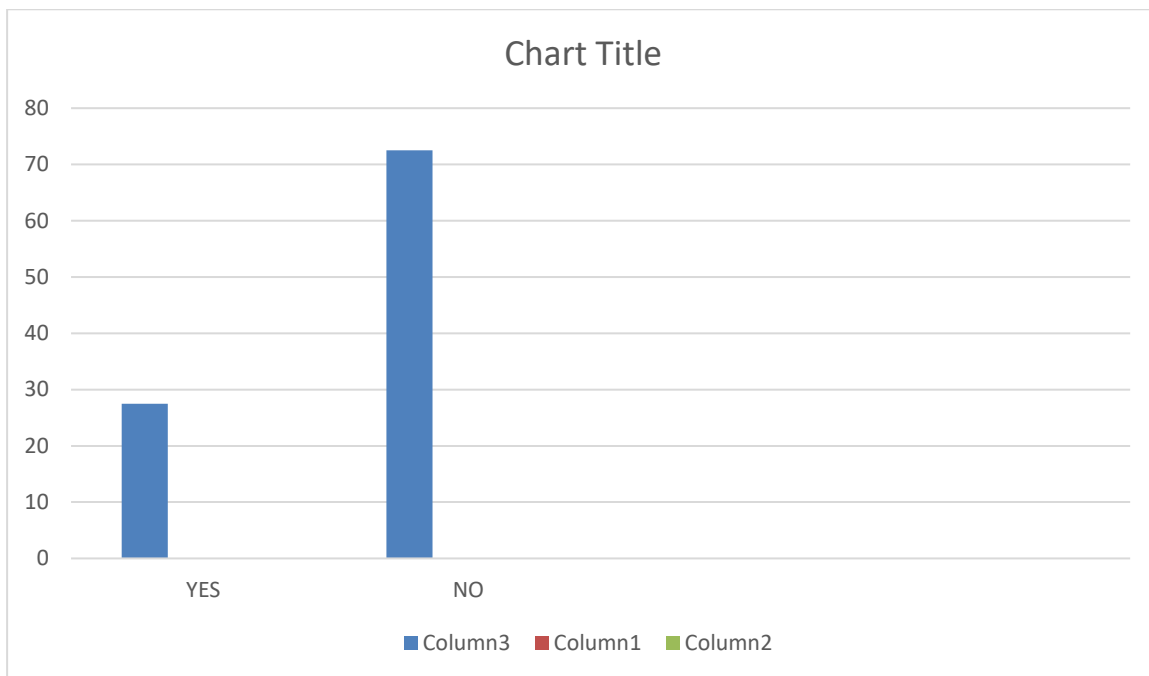
INTERPRETATION

From the above table, among the 80 respondents, 70% agree, and 30% disagree that a creative college atmosphere inspires the development of new ideas.

TABLE 4.20
MEMBERSHIP ON ED CLUB

	FREQUENCY	PERCENTAGE
YES	22	27.5
NO	58	72.5
TOTAL	80	100

CHART 4.20
MEMBERSHIP ON ED CLUB



INTERPRETATION

From the above table, among the 80 respondents, 72.5% of students have no membership in the ED club, while 27.5% have membership.

TABLE 4.21
IS ED CLUB ACTIVE OR NOT

	FREQUENCY	PERCENTAGE
ACTIVE	40	50
NOT ACTIVE	40	50
TOTAL	80	100

CHART 4.21
IS ED CLUB ACTIVE OR NOT



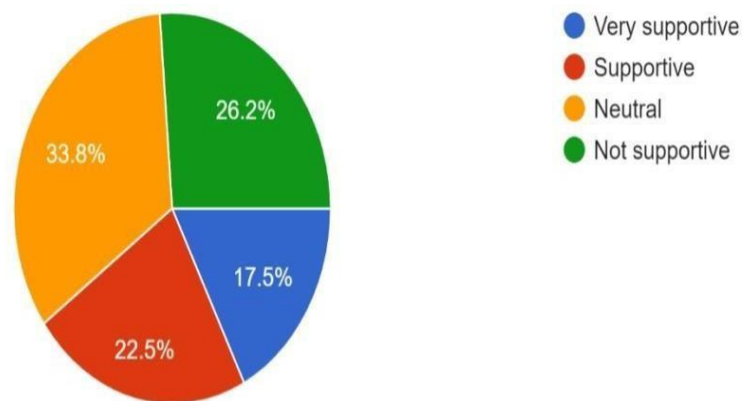
INTERPRETATION

From the above table, among the 80 respondents, 50% of the respondents are active members of the ED club, while the other 50% are not active members.

TABLE 4.22
SUPPORT FROM COLLEGE ED CLUB

	FREQUENCY	PERCENTAGE
VERY SUPPORTIVE	14	17.5
SUPPORTIVE	18	22.5
NEUTRAL	27	33.8
NOT SUPPORTIVE	21	26.2
TOTAL	80	100

CHART 4.22
SUPPORT FROM COLLEGE ED CLUB



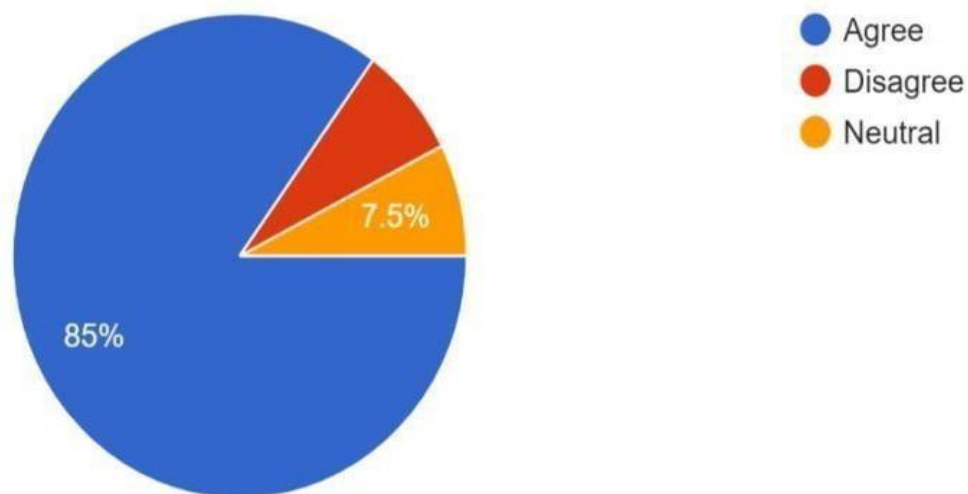
INTERPRETATION

From the above table, among the 80 respondents, 33.8% of students have neutral support from the ED club, while 26.2% have no support, 22.5% receive support, and 17.5% are very supportive.

TABLE 4.23
ENTREPRENEURSHIP BOTH CHALLENGING AND REWARDING

	FREQUENCY	PERCENTAGE
AGREE	68	85
DISAGREE	6	7.5
NEUTRAL	6	7.5
TOTAL	80	100

CHART 4.23
ENTREPRENEURSHIP BOTH CHALLENGING AND REWARDING



INTERPRETATION

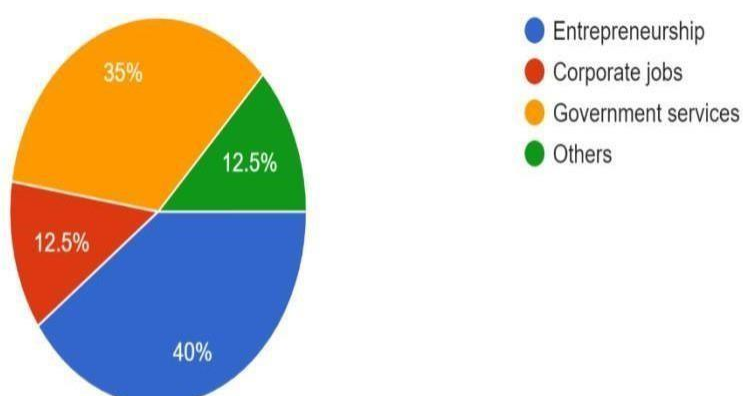
From the above table, among the 80 respondents, most students 85% agree, 7.5% are neutral, and 7.5% disagree that entrepreneurship is both challenging and rewarding.

TABLE 4.24
CAREER OPTION

	FREQUENCY	PERCENTAGE
ENTREPRENEURSHIP	32	40
CORPORATE JOBS	10	12.5
GOVERNMENT SERVICES	28	35
OTHERS	10	12.5
TOTAL	80	100

CHART 4.24

**CAREER
OPTION**



INTERPRETATION

From the above table, among the 80 respondents, 40% of students choose entrepreneurship, 35% choose government services, 12.5% choose corporate jobs, and 12.5% choose other career options.

CHAPTER 5

FINDINGS ,SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

- Among the 80 respondents, 90% are aged between 18-22, with the fewest falling in the 22-25 age group.
- 42.5% of respondents are male, while 57.5% are female.
- B.Com, B.Sc., BA, BCA, and BBA are among the areas of study represented by respondents. 36.3% of respondents are studying B.Com, 17.5% are studying B.sc or BA, 1.3% of respondents are studying BCA or BBA, while 21.3% fall into other categories.
- Most of the students have no business background
- 71.3% of respondents expressed interest in starting their own business in the future, while 28.7% did not.
- 85% of respondents believe entrepreneurship is a viable career option, while 15% do not.
- 46.3% of respondents are aware of incentives/subsidies available to student entrepreneurs, while 53.8% are unaware.
- Most of the students are depended on choosing individual or collaborative business
- 61.3% of respondents are motivated by innovative ideas, while others are driven by financial benefits, family background, or other factors.
- Strategic planning is identified by 33.8% of respondents as a critical factor for success, followed by innovation (25%), effective leadership (18.8%), and financial planning (15%).
- Respondents prioritize financial knowledge (32.5%) and technical skills (30%) as essential for entrepreneurship, along with recognizing the importance of soft skills and other competencies.
- A significant proportion of respondents (66.3%) either agree or strongly agree that students possess all the capabilities required to become successful entrepreneurs. Meanwhile, a smaller percentage (28.7%) express neutrality or disagreement with this statement.
- The majority of respondents express varying degrees of support from family and friends for their entrepreneurship, with 33.8% supportive, 23.8% very

supportive, and 6.3% unsupportive. Additionally, 36.3% remain neutral on the matter.

- Out of the total respondents , 45.1% of students find that it is hard to manage a business concern as a student
- Factors such as limited experience, risk, time management, and social setup are highlighted as challenges for entrepreneurs.
- As a step to overcoming challenges faced by student entrepreneurs, 42.5% of respondents prioritize entrepreneurial development programs, followed by financial guidance (28.7%) and government incentives (13.8%).
- 70% say Yes and 30% say No to the statement that “Entrepreneur requires years of experience”
- Most students (45%) are neutral about their college or university's support for entrepreneurship education. However, 40% agree or strongly agree with this support, while 15% disagree or strongly disagree.
- A majority of respondents (70%) agree that a creative college atmosphere inspires the development of new ideas, while 30% disagree with this statement.
- 72.5% of students have no membership on ED club and 27.5% have membership
- half of the respondents have active ED club
- 33.8 % students have neutral support from ED club , 26.2% of the students have no support , 22.5% get support and 17.5% are very supportive
- most of the students (85%) Agree that entrepreneurship is both challenging and rewarding
- Among the surveyed students, 40% opt for entrepreneurship as a career choice, while 35% prefer government services, and 12.5% lean towards corporate jobs. The remaining respondents select other career options.

5.2 SUGGESTIONS

Promote Entrepreneurial Education:

- Increase entrepreneurship courses, workshops, and seminars in the college curriculum.
- Collaborate with industry experts for practical mentorship.

Raise Awareness about Support Systems:

- Organize campaigns and use social media to inform students about available support.
- Use posters and emails to spread information about incentives and subsidies.

Encourage Networking and Collaboration:

- Host networking events and pitch competitions.
- Create online platforms for student collaboration.

Integrate Entrepreneurship into Professional Courses:

- Include entrepreneurship modules in professional courses.
- Organize interdisciplinary projects for entrepreneurial ventures.

Provide Practical Experience:

- Offer internships with start-ups for hands-on experience.
- Partner with local businesses for tailored internship programs.

Promote a Supportive Environment:

- Celebrate student achievements and share success stories.
- Establish mentorship programs with experienced entrepreneurs.

5.3 CONCLUSION

In this study, we set out to explore the attitudes of college students towards entrepreneurship, their awareness of entrepreneurial opportunities, and their career preferences beyond entrepreneurship. Through our research, we discovered that students generally possess a positive attitude towards entrepreneurship, with a notable interest in pursuing it as a career path. This enthusiasm is indicative of a growing trend among young individuals who recognize the potential of entrepreneurship in shaping their professional journeys and making a meaningful impact in society.

However, despite the evident interest in entrepreneurship, our findings revealed a significant gap in students' awareness about available incentives and support systems for aspiring entrepreneurs. While students may possess a general understanding of entrepreneurship, they lack specific knowledge about the resources and opportunities that can aid them in their entrepreneurial endeavours. This highlights the need for educational initiatives and awareness campaigns aimed at informing students about the various incentives, subsidies, and support programs available to help them succeed in their entrepreneurial ventures.

Our research found that college students have various career preferences. While many are interested in entrepreneurship, others prefer traditional paths like government services and corporate jobs. This highlights the need for colleges to offer diverse educational and career development options to meet students' different interests. By recognizing and supporting these varied preferences, colleges can better prepare students for success in their chosen career paths.

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APPENDIX

QUESTIONNAIRE

1. Your age limit in between

- a) Under 18 b) 18-24
c) 25-30 d) 31-36

2. Which is your gender

- a) Male b) Female

3. Academic Level:

High School ☐ Undergraduate ☐ Postgraduate

4. Do you have any business background?

☐ Yes ☐ No

5. Have you taken any entrepreneurship-related courses?

☐ Yes ☐ No

6. Do you believe entrepreneurship is a viable career option?

☐ Yes ☐ No ☐ Maybe

7. Are you aware about the incentives and subsidy that government provide to support business entrepreneurs.

☐ Yes ☐ No

8. Are you interested in doing a collaborative business or individual business?

☐ Collaborative ☐ Individual

9. What motivates you to become an entrepreneur?

☐ Family background ☐ Innovative ideas ☐ Financial benefits ☐ Others

10. Which factors influence the success of entrepreneurship?

☐ Innovation ☐ Effective leadership ☐ Financial planning ☐ Strategic planning

11. Which skills are necessary for an entrepreneur?

☐ Soft skills

☐ Financial knowledge

☐ Others

12. Do you feel that students should have all capabilities to become a successful entrepreneur?

☐ Yes ☐ No ☐ Neutral

14. Do you get support from your family and friends for entrepreneurial aspiration?

☐ Yes

☐ No

☐ Neutral

15. Is it hard to manage business concern as a student?

☐ Yes

☐ No

☐ Neutral

16. What is the barrier to start you own business?

☐ Time management ☐ Limited experience ☐ Social setup ☐ Risk ☐ Others

17. What are the steps to take for overcoming challenges faced by student entrepreneurs?

☐ Entrepreneurial development program ☐ Government incentives

☐ Financial guidance ☐ Others

18. Do you think entrepreneurs requires years of experience?

☐ Yes ☐ No

19. Do you think college and university supports entrepreneurship education?

☐ Yes ☐ No ☐Neutral

20. Does creative college atmosphere inspire to develop new ideas?

☐Yes ☐ No

21. Do you have membership in ED CLUB?

☐Yes ☐ No

22.Is your ED CLUB active or not?

☐Yes ☐No

23.Do you think that your college supports ED CLUB?

☐Yes ☐No

24.“Entrepreneurship is both challenging and rewarding” do you agree?

☐Yes ☐No ☐Neutral

25.According to you which is good career option?

☐Entrepreneurship ☐Corporate jobs ☐Government services ☐Others