

**STUDY ON ENTREPRENEURSHIP EDUCATION AND
INTENTION AMONG UNDERGRADUATE STUDENTS:
WITH SPECIAL REFERENCE TO BHARATA MATA
COLLEGE, THRIKKAKARA.**

Dissertation submitted to
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

In partial fulfilment of the requirement for the degree of

BACHELOR OF COMMERCE

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(2021-2024)



Department of Commerce

BONAFIDE CERTIFICATE

This is to certify that this dissertation entitled “**STUDY ON ENTREPRENEURSHIP EDUCATION AND INTENTION AMONG UNDERGRADUATE STUDENTS: WITH SPECIAL REFERENCE TO BHARATA MATA COLLEGE, THRIKKAKARA.**”, has been prepared by **Ardhra Saju, Niya James and Akhil Jeesan** under my supervision and guidance in partial fulfilment of the requirement for the Degree of Bachelor of Commerce of Mahatma Gandhi University. This is also to certify that this report has not been submitted to any other institute or university for the award of any degree.

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DECLARATION

This project report, "Entrepreneurship Education and Intention Among Undergraduate Students," is a true record of the work that we, AKHIL JEESAN, ARDHRA SAJU, and NIYA JAMES, completed under the direction and supervision of JULIE P J, Assistant Professor, Department of Commerce, Bharata Mata College, Thrikkakara. We further declare that this work has not served as the foundation for the award of any academic qualification, fellowship, or other title of a different University or Board.

Date:

Place :

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We give thanks to God Almighty for leading us during the study and for bestowing upon us his wisdom and understanding.

We would first want to express our gratitude to the administration of Bharata Mata College, which is led by Rev. Fr. Dr. Abraham Oliapurath, Manager; Dr. Johnson K. M., Principal; Ms. Bini Rani Jose, Vice Principal; and Ms. Ancy Antony, Head of the Department, for helping us to finish the assignments assigned as part of our curriculum.

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**AKHIL JEESAN
ARDHRA SAJU
NIYA JAMES**

CONTENTS

Chapte	Title	Page No.
I	Introduction	
II	Literature review	
III	Theoretical Framework	
IV	Data Analysis and Interpretation	
V	Summary of Findings, Conclusions and Suggestions	
	Bibliography	
	Appendix	

LIST OF TABLES

No.	TITLE	Page No.
4.01	Gender of respondents	
4.02	Career intentions of students after completing under graduate studies	
4.03	Entrepreneurship as a part of academic syllabus	
4.04	Level of exposure to entrepreneurial education in undergraduate program	
4.05	Stress levels of entrepreneurship when compared to paid employment	
4.06	Venturing into entrepreneurship is a risky affair	
4.07	Role of entrepreneurship education in developing entrepreneurial skill	
4.08	Awareness about government schemes and institutions	
4.09	Practicality of entrepreneurial education provided	
4.10	Importance of finance in choosing entrepreneurship	
4.11	Obstacles in starting own business	
4.12	Attributes achieved through entrepreneurial education	
4.13	Factors that influence paid employment intentions	
4.14	Harmonic mean	

INTRODUCTION

The process through which an individual or group of individuals takes advantage of a business opportunity is known as entrepreneurship. This can be done by launching a new process or product onto the market or by significantly enhancing an already-existing good, service, or production method. This process is typically carried out by a brand-new organization, or start-up, but it can also happen in a small business that has already been operating for a while and is making a big change to its offering or business plan. It is the capacity and willingness to create, set up, and manage a business venture, with all of its ambiguities, in order to turn a profit.

It is now clear that entrepreneurship education is a difficult subject for young students to master. The current generation views entrepreneurship as a major career option because employment opportunities are becoming more scarce due to a number of factors, including population expansion and technology improvements. Entrepreneurship creates a multitude of job opportunities while also making a major contribution to economic progress. Because of this, intelligent people have long urged young people to launch their own businesses. Numerous studies have demonstrated that undergraduate students' inclinations to work for themselves rise when they receive entrepreneurship education (EE). Since the introduction of EE into the curriculum by higher education institutions, findings show a positive relationship between EE and self-employment intentions. However, the truth is that as long as undergraduate students still have paid-employment intentions, probably stronger than their self-employment intentions, the impact of EE on their self-employment intentions will be little.

The development of entrepreneurship is crucial in developing economies. The two main issues facing developing nations are underemployment and unemployment. Being an entrepreneur is a good way to combat underemployment and unemployment. Entrepreneurship education and training have gained much attention in recent years in a developing country like India. India enjoys immense potential to innovate, develop entrepreneurs and create jobs for the benefit of the nation.

OBJECTIVES OF THE STUDY

- To examine the influence of entrepreneurial education on self-employment intention of students
- To determine the students attitude towards entrepreneurship education and self-employment intention
- To examine whether paid employment opportunities influences self-employment intentions

SIGNIFICANCE

It is very important to investigate the relationship between entrepreneurship education and the ambitions of undergraduate students to work for themselves.

It not only informs educational institutions on how to better prepare students for the job market but also holds economic importance by fostering entrepreneurship and job creation. In addition, by helping policymakers create strategies that effectively encourage entrepreneurship, this connection helps students grow personally and professionally and may pave the way for more rewarding and flexible career paths in a job market that is constantly changing.

SCOPE

The scope of this study is to investigate the impact of entrepreneurship education on the mind-set, skills, and intentions of undergraduate students regarding starting their own businesses. It aims to examine the practical skills, knowledge, networking opportunities, risk-taking, innovation, understanding of the business environment, and available resources provided by entrepreneurship education programs. By exploring these aspects, the study aims to contribute to the understanding of how entrepreneurship education can foster an entrepreneurial mind-set and equip students with the necessary skills for entrepreneurship.

RESEARCH METHODOLOGY

PRIMARY DATA:

Here the study is based on the structured questionnaire. Primary data is typically collected by creating questionnaire . The study consists of collecting primary data from Bharat Mata College (Thrikkakara) students.

SECONDARY DATA

The secondary data which strengthens the theoretical framework of the study were collected from various books, magazines, journals, internet etc.

POPULATION

The research paper focuses on a population comprised of B.com students from Bharat Mata College Thrikkakara

SAMPLE SIZE

About 64 students were selected from the population.

TOOLS USED FOR ANALYSIS

.Simple Percentage and harmonic mean are used.

REVIEW OF LITERATURE

Innocent Otache, Dorcas Omanyu Oluwade & Ele-Ojo Jeremiah Idoko(2020) delivered a paper on the topic of undergraduate students' ambitions for self-employment and entrepreneurship education: does it matter if they want to work for pay? The study aims to ascertain whether EE positively affects SEIs, whether there is an inverse relationship between PEIs and SEIs, and whether PEIs mitigate the good effect of EE on SEIs. For this study, which employed a descriptive research design, 95 accounting students from two polytechnics in Nigeria were randomly recruited using a self-reported questionnaire. While it is evident that EE has a substantial impact on students' SEIs, it should be highlighted that EE's impact is constrained by high PEIs.

Aamir Hassan, Imran Saleem, Imran Anwar & Syed Abid Hussain(2020) studied a paper on Indian university students' intentions to become entrepreneurs: the importance of opportunity recognition and entrepreneurship education. The purpose of this study was to investigate the relationship between students' intentions to launch their own enterprises in India and their levels of entrepreneurial self-efficacy and opportunity recognition. This study also examines the relationship between opportunity recognition and intention, as well as self-efficacy and intention, and how gender and entrepreneurship education affect these relationships. They found that self-efficacy and opportunity recognition have a significant impact on students' intentions to pursue entrepreneurship, that education moderates the relationship between self-efficacy and intention in a positive way, and that gender has an adverse effect on the relationships between self-efficacy and intention and opportunity recognition and intention.

Giang Hoang, Thuy Thu Thi Le, Anh Kim Thi Tran & Tuan Du(2020) In their study, the mediating functions of self-efficacy and learning orientation were investigated in relation to the entrepreneurial education and intentions of Vietnamese university students. This study aims to explore the relationship between entrepreneurship education and the entrepreneurial ambitions of Vietnamese university students, with a particular focus on the effects of self-efficacy and learning orientation. The results of the hierarchical regression analysis demonstrate that learning orientation and self-efficacy function as mediators in the relationship between entrepreneurship education and entrepreneurial motives, which is positively influenced by the former.

R K Jena(2020) measured the effect of business management students' attitudes about entrepreneurship education on entrepreneurial intention through a case study. Whether or not students choose to launch their own business, entrepreneurship education offers them a new outlook on the world, according to the analysis of data from 579 completed questionnaires using the "R Programming Language." The results showed that attitudes toward entrepreneurship education and entrepreneurial intention were substantially correlated

Quyen Do Nguyen & Hang Thu Nguyen(2023) conducted a study to confirm the mediation function of students' entrepreneurial potential and to explore the relationship

between entrepreneurship education and entrepreneurial capacity. Research indicates that entrepreneurship education has a beneficial effect on students' propensity for entrepreneurship. Furthermore, students' entrepreneurial potential is developed through entrepreneurship education, and their entrepreneurial capacity shapes and nurtures their company objectives. The findings of their research therefore provide credence to the idea that students' entrepreneurial capacity acts as a kind of mediating factor in the relationship between entrepreneurship education and students' entrepreneurial aspirations.

Lihao Wu *et al.*(2022) the moderating effect of entrepreneurial competition experience and the mediating role of entrepreneurial self-efficacy in an empirical study on college students' entrepreneurial goals and entrepreneurship education. The purpose of this study is to explore useful strategies for raising the entrepreneurial self-efficacy and objectives of college students through entrepreneurship education. In the relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention, entrepreneurship education has a strong and positive impact. There exists a positive and significant correlation between entrepreneurial self-efficacy and entrepreneurial intention. Entrepreneurial self-efficacy serves as a comprehensive mediator between entrepreneurship education and entrepreneurial intention.

Chacha Magasi(2020) said that the five most important predictors of entrepreneurial intents are interpersonal skills, EE gained via competency-based training, planning and focus, successful groups that are close to a potential entrepreneur, and government support. According to the research, entrepreneurship educators, role models, close groups, professional supporters, and the government must all work together to simultaneously foster the combinations of EE and other factors that were found to have the highest predictive power on entrepreneurial intention in order to support and psychologically develop students' entrepreneurial careers of self-reliance and self-employment.

Chinwe Gloria, O. (2023) submitted a paper in which she discovered that the Global Entrepreneurship Monitor indicated the necessity of introducing entrepreneurship at an early age in academic institutions. This essay covered four goals: taking risks, being creative and innovative, and being self-employed in order to lessen the number of people who pile up looking for white-collar jobs. These goals will help university graduates embrace entrepreneurship early in life, succeed in it, and become self-employed.

Madhuri, C. M., & Malarkodi, M. (2023) conducted a study that gave a summary of the impact of personality traits on students' desire to start their own business. The ambition to work for oneself by launching their own business or buying an already-existing one was referred to as entrepreneurial intents. Personality qualities such neuroticism, agreeableness, conscientiousness, extroversion, and openness to new experiences were the key determinants of people's aspirations to start their own businesses.

Aga, M. K. The purpose of this article was to examine how perceived behavioral control influences the link between entrepreneurship education and inclinations to pursue entrepreneurship. For analysis, the SEM technique with AMOS software was used. Prior to analysis, the data validated the measurement and the fit of the structural model. According to our research, entrepreneurship education significantly and favorably influences PBC and entrepreneurial intentions.

Aliero, H. M., & Olarinde, M. O. (2023). Using North-western Nigeria as a case study, this study investigates the effect of entrepreneurship education on students' inclination to pursue entrepreneurship. A systematic questionnaire was used to collect primary data, which was then analyzed using profit regression and pairwise correlation tests. 1,871 randomly chosen final-year students from six degree-granting schools in the four northwest states that were purposefully chosen were given the surveys.

ROBERTS, R. E., UYE, E. E., STEPHEN, G., & OLAPEGBA, O. P. (2023) discovered via his research that since white collar jobs are hard to come by after graduation, self-employment is becoming more and more popular among university freshmen. It is now essential to prepare pupils for self-employment. The purpose of this study is to look into two factors that influence entrepreneurial ambition among University of Ibadan undergraduate students: self-efficacy and role model. The Role Model Scale, Self-efficacy Scale, and Entrepreneurial Intention Scale were the three instruments used in a cross-sectional survey design to gather data from 200 conveniently sampled undergraduate students (95 females and 105 males). The t-test of independent samples, zero-order correlation, and conventional multiple regression analysis were used to evaluate the data.

Nawang, W. R. W. (2023). Using the Entrepreneurial Intention Model (EIM), this study examined the entrepreneurial intentions of undergraduate students. The Theory of Planned Behavior (TPB) served as the model's inspiration. The study on entrepreneurial intention based on the EIM comprised three variables: professional attractiveness, social valuation, and entrepreneurial capacity. A modified version of Liñán and Chen's Entrepreneurial Intention Question (EIQ) was used in this study. A total of 136 students from Malaysian Higher Education Institutions (HEIs) took part in the survey, from which a convenience sample was selected.

Mahama, I., Eshun, P., Amos, P. M., Antwi, T., Amoako, B. M., & Egglely, V. E. (2023). Finding out the psychological underpinnings of entrepreneurial goals among undergraduate students at a Ghanaian university was the aim of the study. The study discovered that undergraduate students' motivation to pursue entrepreneurial goals and behaviors was significantly impacted by psychological capital and the entrepreneurial scaffolding offered by higher education institutions.

According to the research, these undergraduate students think highly of the theoretical instruction and preparation they received and may start their own businesses after graduation. Undertakings by undergraduate students to pursue entrepreneurial endeavors could be spurred by the ongoing claims from stakeholders in the job market that graduate unemployment is on the rise and that graduates must realign and refocus their career possibilities.

Ashari, H Abbas, I., Abdul-Talib A. N., & Mohd Zamani, S. N. (2021) The study deepens our comprehension of the efficacy of entrepreneurship education by examining a paper that emphasizes the importance of entrepreneurial knowledge. The research's conclusions point to the necessity for content and teaching strategies to be updated for the course. This work improves the approach for applying MGA in the context of entrepreneurship education in addition to its practical value.

Otache, I. (2019) studied how paid work intention affects the relation between EE and self-employment intention. Results showed that while there is no question that EE has a good effect on undergraduate students' intents to work for themselves, it is important to emphasize that this effect is counteracted by a larger desire to work for a salary.

Researchers Parlina, Diandra, Priyono, Sulistianto, & Paidi (2023) looked into a quantitative strategy and survey techniques are employed in this investigation. Using a sample of 100 graduating students from the School of Tanri for Management & Leadership Jakarta Abeng University. The analysis employed in this study SMART PLS 3.0, as well as some in-depth interviews conducted by researchers.

Investigators Cera, G., Mlouk, A., Cera, E., and Shumeli (2020) Consider two groups of people: a control group that has not received formal education and an exposed group that has. Although this design and covariance analysis have been applied in the field (Oosterbeek et al., 2010; Sánchez, 2011), no publication that employs such a rigorous methodology to achieve similarity between these two populations has been found (Volery et al., 2013). found that self-efficacy plays a crucial role in mediating the relationship between entrepreneurial aspiration and entrepreneurship education in decision-making related to entrepreneurship.

Mei, H., Lee, C. H., & Xiang, Y. (2020) studied seven universities in the Shaanxi Province were chosen for this study as study locations. Four research universities and three other colleges and universities made up the seven universities that were chosen for this study. The job assignment policy for college graduates that had been in existence since the formation of the People's Republic of China has been replaced by the two-way choice system, under which college graduates can pick where to work and employers can choose who to hire.

Boldureanu, G., *et al*(2020) By considering students' perceptions of entrepreneurial success, the study aims to bridge this knowledge gap by assessing the effects of exposing them to successful entrepreneurial models. It talks about a trial project that a Romanian university's graduate students taking a course on business creation did. Finally, we provide our research on how students' views toward entrepreneurship have evolved as a result of their exposure to successful entrepreneurial models and summarize the important findings related students' perceptions of successful entrepreneur profiles.

Wardana, L. W., *et al*(2020) Look over In addition to classroom training, the optimal teaching style for entrepreneurship education at the university level should consider how students can get real-world business experience. Based on the investigation, a total of 14 characteristics were identified, which include entrepreneurial mindset (4), entrepreneurial attitude (4), entrepreneurial self-efficacy (3), and entrepreneurial education (4). All of the variables also have Cronbach's alpha values between 0.599 and 0.975, indicating their reliability for the next investigation.

Theoretical concept

The dynamic and diverse phenomena of entrepreneurship embodies the ethos of resource management, invention, and taking calculated risks. It essentially entails starting, growing, and running a company endeavor with the ultimate goal of becoming financially successful and making a positive impact on society. The journey of an entrepreneur is marked by the identification of opportunities, the cultivation of innovative ideas, and the orchestration of resources to transform vision into reality. At the heart of entrepreneurship lies the recognition of gaps or inefficiencies in the market. Entrepreneurs are individuals who possess a keen eye for spotting these opportunities and envisioning solutions that meet the needs or desires of a target audience. A thorough understanding of customer behavior, market dynamics, and new trends is necessary for this procedure. Entrepreneurs that are successful are skilled at spotting trends in the business environment and setting themselves up to take advantage of them.

One defining characteristic of entrepreneurship is the willingness to take risks. Launching a new business inherently involves uncertainties, and entrepreneurs must navigate through these challenges with resilience and adaptability. Risk-taking, however, is not synonymous with recklessness; rather, it involves calculated decisions based on thorough market research, a clear understanding of potential pitfalls, and a strategic plan for mitigating risks. The ability to manage and embrace risk is a crucial element that sets entrepreneurs apart and propels them toward success.

Entrepreneurship is not confined to traditional business sectors. In the contemporary landscape, it extends to innovative fields such as technology, social enterprise, and sustainable business practices. Technological advancements have facilitated the rise of tech entrepreneurs who leverage digital platforms to create disruptive solutions. Social entrepreneurs focus on addressing societal challenges, combining profit motives with a commitment to positive social impact. Sustainable entrepreneurs prioritize environmentally conscious practices, contributing to the growing emphasis on corporate responsibility and ethical business conduct.

The societal impact of entrepreneurship is profound. Beyond economic contributions, entrepreneurs foster job creation, drive technological advancements, and stimulate competition, which collectively fuels overall economic development. Furthermore,

prosperous businesspeople frequently serve as role models for others, encouraging them to launch their own projects and fostering an innovative culture.

Skills and characteristics integral to effective entrepreneurship include strategic thinking, financial acumen, leadership, and adaptability. Entrepreneurs must be visionary, able to anticipate market trends and envision the future trajectory of their industries. Financial literacy is crucial for effective resource management, budgeting, and investment decisions. Leadership skills are essential for guiding teams and navigating the complexities of business operations. Adaptability enables entrepreneurs to pivot in response to changing market conditions, technological shifts, or unforeseen challenges.

ENTREPRENEURSHIP IN INDIA

Entrepreneurship in India has undergone a remarkable evolution, transforming the economic landscape and contributing significantly to the nation's growth. Fueled by a youthful demographic, technological advancements, and a burgeoning middle class, India has emerged as a global hotspot for entrepreneurial activities.

An atmosphere that is favorable to entrepreneurial ventures has been established by the government's proactive steps, which are best illustrated by programs like "Startup India" and policy reforms intended to reduce regulatory burdens. The ability to obtain capital more easily, tax exemptions, and financial incentives have all pushed would-be business owners to transform their creative concepts into successful companies. These programs have not only increased the number of startups being formed, but they have also promoted an innovative and risk-taking culture. India's entrepreneurship has been concentrated in the technology industry, where several Indian businesses are becoming well-known worldwide. From e-commerce giants like Flipkart and Snapdeal to fintech disruptors like Paytm, the digital revolution has played a pivotal role in reshaping traditional business models. Moreover, the proliferation of smartphone usage and affordable internet access has opened new avenues for entrepreneurs, particularly in sectors like edtech, healthtech, and agritech.

Social entrepreneurship is also gaining prominence, reflecting a growing awareness of the need for businesses to contribute positively to society. Initiatives addressing issues such as healthcare accessibility, education, and environmental sustainability showcase the diverse range of social enterprises emerging in India. While urban centers like Bengaluru, Mumbai, and Delhi continue to be startup hubs, entrepreneurship is spreading to tier-II and tier-III cities, fostering inclusive economic development. The 'Make in India' initiative further emphasizes the role of entrepreneurship in boosting manufacturing and job creation. Challenges persist, including bureaucratic hurdles, access to capital, and

market complexities. However, a noteworthy aspect of the Indian entrepreneurial spirit is resilience. Entrepreneurs often navigate these challenges with determination, learning from failures, and adapting strategies.

As India positions itself as a global economic player, entrepreneurship remains a linchpin in achieving sustainable development. The continuous interplay of government support, technological innovation, and a dynamic startup ecosystem propels India into a future where entrepreneurship not only drives economic growth but also addresses societal challenges, shaping the nation's narrative on the global stage.

SCHEMES IN ENTREPRENEURSHIP

"schemes" typically refer to government or institutional programs designed to support and encourage entrepreneurial activities. These programs are designed to give aspiring business owners cash support, mentoring, and other tools. The following are some typical plans seen in the entrepreneurship space:

1. Startup India:

Launched by the Government of India, the Startup India initiative promotes and supports startups through various incentives, such as tax exemptions, funding opportunities, and a dedicated online platform for registration.

2. MUDRA Yojana:

The Pradhan Mantri MUDRA Yojana is a scheme which provides financial assistance to micro-enterprises in the form of loans. It supports entrepreneurs in the non-corporate small business sector, facilitating their growth and development.

3. Stand-Up India:

This scheme is focused on promoting entrepreneurship among women and individuals from SC/ST communities. It provides financial support for setting up greenfield enterprises in sectors like manufacturing, services, and trading.

4. Credit Guarantee Fund Scheme for Micro and Small Enterprises (CGS):

The CGS scheme aims to facilitate collateral-free credit for micro and small enterprises. It provides credit guarantee cover to banks and financial institutions, encouraging them to extend credit to small businesses without the need for collateral.

5. Technology Business Incubators (TBIs):

TBIs are schemes that provide a conducive environment for startups to grow by offering infrastructure, mentorship, and networking opportunities. These incubators focus on technology-driven ventures and help entrepreneurs turn innovative ideas into successful businesses.

6. National Manufacturing Competitiveness Programme (NMCP):

NMCP is designed to enhance the competitiveness of the manufacturing sector. It includes various schemes that provide financial assistance, technology support, and capacity building for entrepreneurs in the manufacturing domain.

7. Pradhan Mantri Rozgar Yojana (PMRY):

Through the establishment of small businesses, the PMRY program seeks to provide educated unemployed youth with opportunities for self-employment. It offers advice, training, and financial support for starting a business.

8. Skill Development Initiatives:

Various skill development schemes focus on enhancing the entrepreneurial skills of individuals. These programs offer training in specific domains, equipping aspiring entrepreneurs with the knowledge and expertise needed to start and run successful businesses.

9. Cluster Development Programs:

These programs aim to promote entrepreneurship by supporting the development of industrial clusters. By bringing together similar businesses in a geographical area, entrepreneurs can benefit from shared resources, knowledge exchange, and increased market access.

These schemes play a crucial role in fostering a conducive environment for entrepreneurship, addressing financial barriers, providing mentorship, and encouraging innovation. Entrepreneurs can explore these opportunities to kickstart and grow their ventures.

India has witnessed a dynamic influx of young entrepreneurs, shaping the business landscape across diverse industries. These individuals exhibit characteristics such as a strong focus on innovation and technology, leading ventures that leverage the digital revolution to create disruptive solutions. Unlike previous waves that centered primarily on IT, today's young entrepreneurs are diversifying across sectors, including e-commerce, fintech, edtech, healthtech, agritech, and sustainable businesses.

A notable trend among these entrepreneurs is a growing emphasis on social impact. Many are not solely profit-driven but actively address societal challenges, contributing to sustainable development and social welfare. Additionally, there is a global outlook among these entrepreneurs, with many building businesses intended for international markets and collaborating with global players.

The startup ecosystem in India has matured, providing a conducive environment for young entrepreneurs. Initiatives like incubators, accelerators, and funding platforms have facilitated their growth, enabling them to navigate challenges and thrive in a competitive market.

Several young entrepreneurs stand out for their significant contributions. Ritesh Agarwal, the founder of OYO, disrupted the hospitality industry, while Vijay Shekhar Sharma, founder of Paytm, played a crucial role in the fintech revolution. Byju Raveendran transformed education with BYJU'S, Kunal Bahl and Rohit Bansal contributed to e-commerce with Snapdeal, and Bhavish Aggarwal revolutionized transportation with Ola. Shradha Sharma, with YourStory, has played a pivotal role in documenting and promoting the stories of entrepreneurs in India.

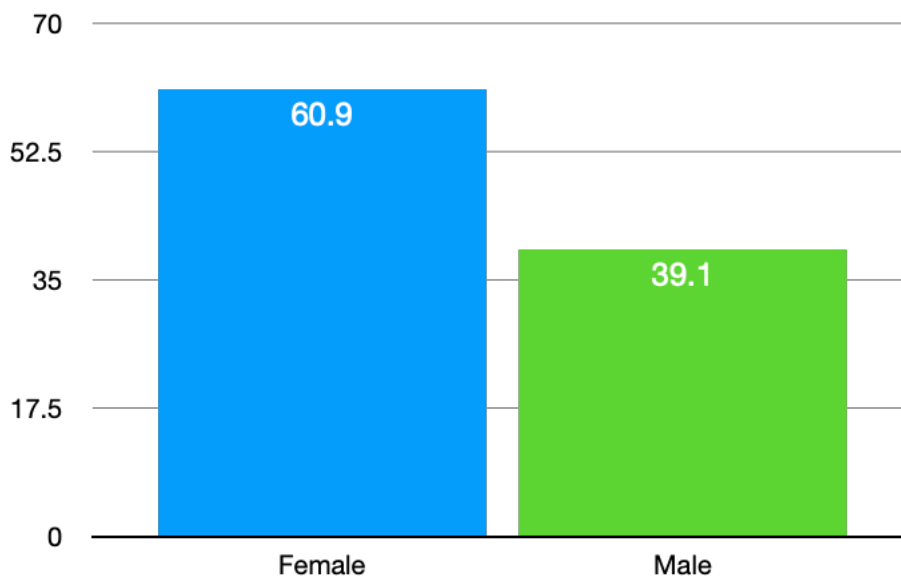
While these entrepreneurs face challenges such as funding constraints, regulatory complexities, and market competition, their resilience and adaptability have been instrumental in overcoming hurdles. Looking ahead, the future remains optimistic as India continues to be a hotbed for innovation and entrepreneurial ventures.

ANALYSIS AND INTERPRETATION

Table:4.1

GENDER	NO.OF	PERCENTAGE
Female	39	60.9%
Male	25	39.1%
Total	64	100

Chart:4.1



Interpretation:

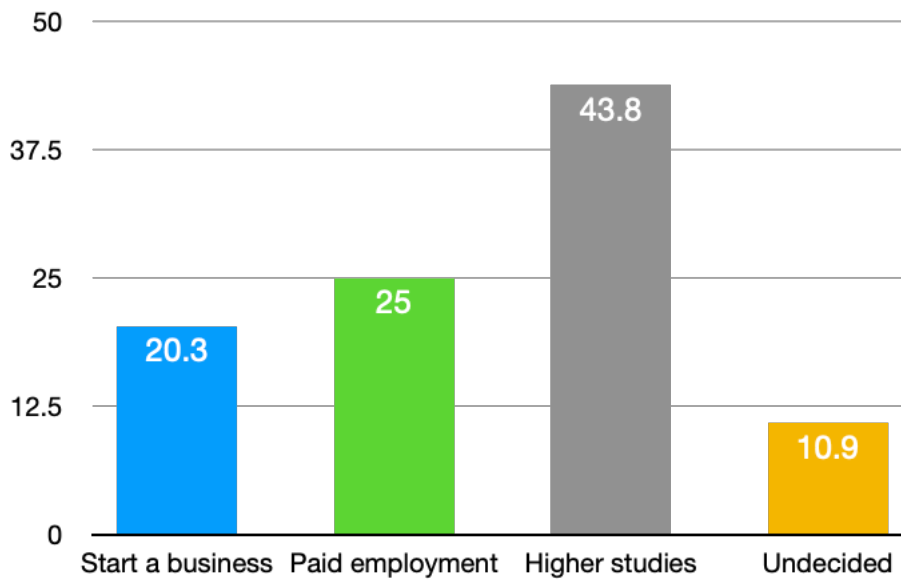
Table 4.1 shows that majority of the respondents are female(60.9%) and male respondents is around 39.1%

Career intentions of students after completing their under graduate studies

Table:4.2

Career intentions	No.of respondents	Percentage
Start a business	13	20.3
Paid employment	16	25
Higher studies	28	43.8
Undecided	7	10.9

Chart:4.2



Interpretation:

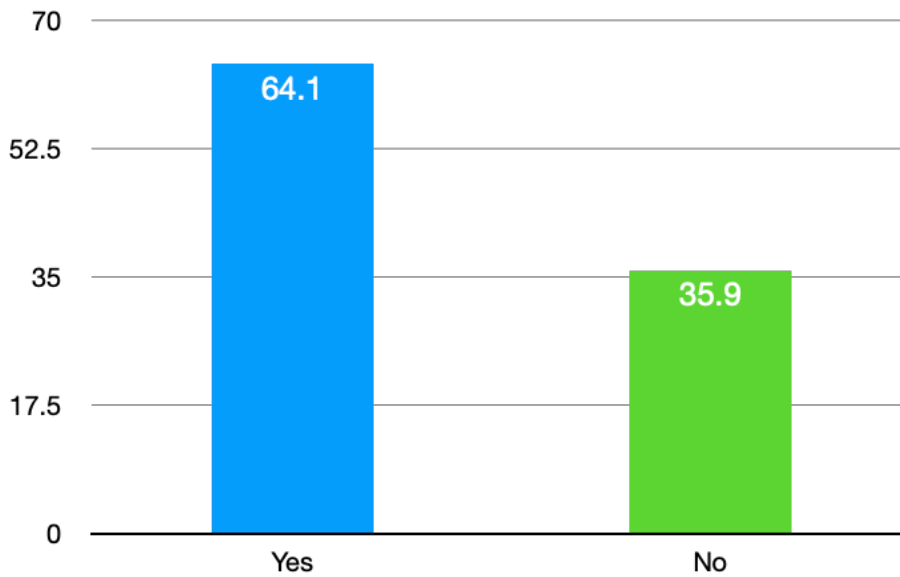
From the above table it is clear that majority respondents(43.8%) opt for higher studies after their graduation and 25% of them choose to go for a paid job. Only 20% of the respondents have interest towards establishing their own business.

Entrepreneurship as a subject in academic syllabus

Table: 4.3

Response	No of responses	percentage
yes	41	64.1%
no	23	35.9%
TOTAL	64	100

Chart: 4.3



Interpretation

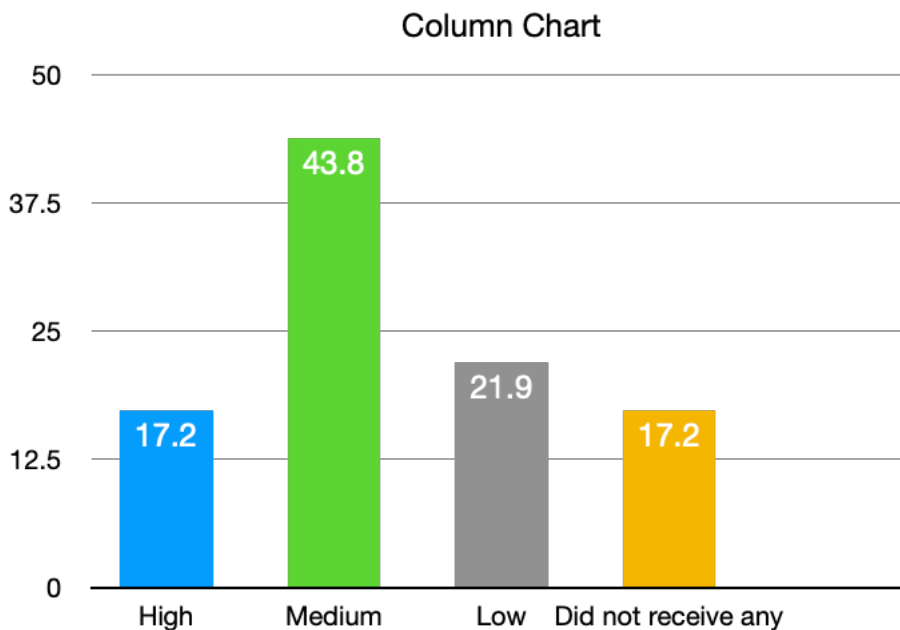
From the above diagram it is clear that majority of the students have studied entrepreneurship as a part of their academic syllabus. 64.1% of the students have received entrepreneurship education whereas 35.9 students don't have entrepreneurship in their syllabus.

Level of exposure to entrepreneurial education in under graduate program

Table: 4.4

Particulars	No.of responses	Percentage
High	11	17.2%
Medium	28	43.8%
Low	14	21.9%
Did not receive any	11	17.2%
TOTAL	64	100%

Chart: 4.4



Interpretation

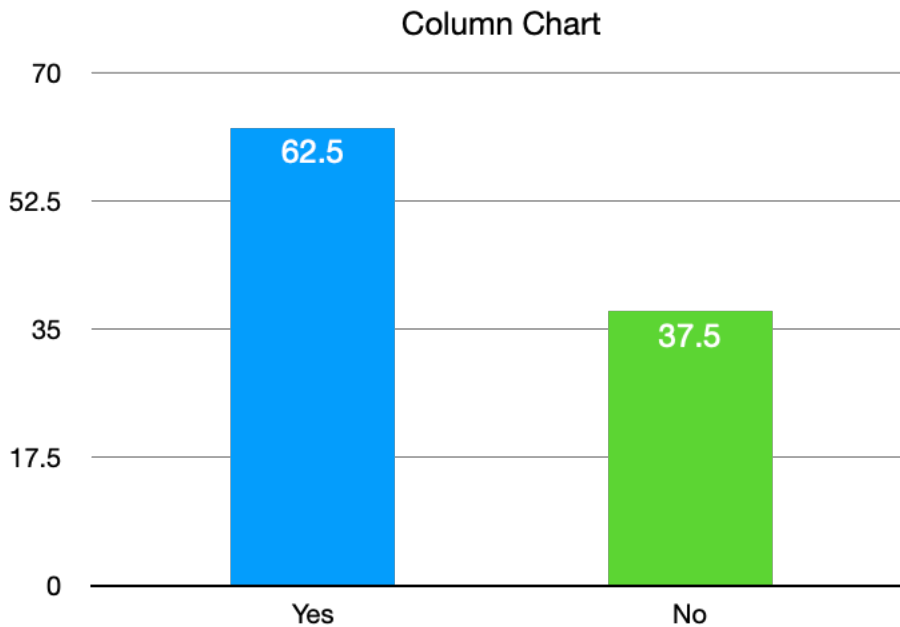
The above analysis shows that majority students feels that the level of entrepreneurship education they have received is medium which means that they have studied it but did not have much impact on their intentions. 21.9% students have received low entrepreneurial education. Almost 17.2% students have received high entrepreneurial education and the same percentage of students did not receive any kind of entrepreneurial education during their academics.

Paid employment is less stressful when compared to entrepreneurship

Table: 4.5

Particulars	No of responses	Percentage
Yes	40	62.5%
No	24	37.5%
Total	64	100%

Chart: 4.5



Interpretation

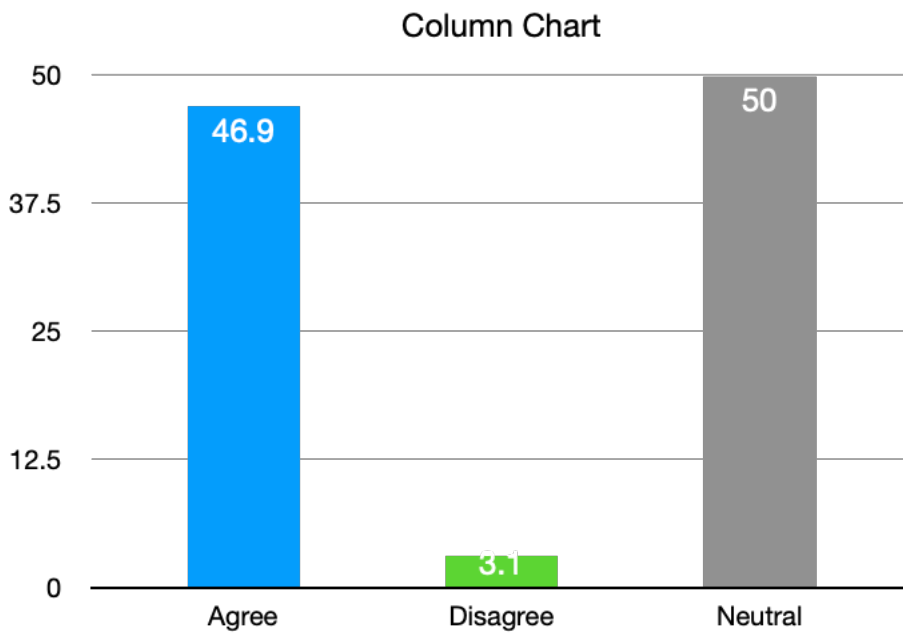
This diagram clearly states that most of the respondents believe that being an entrepreneur is more risky and paid job is less riskier and safe when compared to entrepreneurship.

Venturing into entrepreneurship is a risky affair

Table: 4.6

Particulars	No of responses	Percentage
Agree	30	46.9
Disagree	2	3.1
Neutral	32	50
TOTAL	64	100

Chart: 4.6



Interpretation

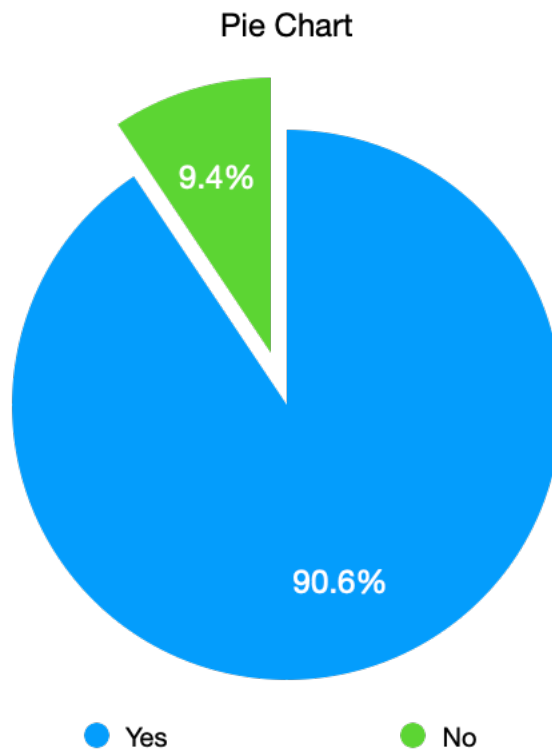
From the above analysis we realised that 50% of the respondents have a neutral opinion regarding the risk factor of entrepreneurship. Nearly 46.9% agrees to the statement that entrepreneurship is a risky affair. Only 2 respondents disagree to this statement.

Role of entrepreneurship education in developing entrepreneurial skill

Table: 4.7

Particulars	No of responses	Percentage
Yes	58	90.6
No	6	9.4
TOTAL	64	100

Chart: 4.7



Interpretation

The above diagram shows that 90.6% of the students are of the opinion that entrepreneurship education plays a visible role in developing entrepreneurial skill which is a clear majority but still 9.4% of the respondents do not believe that entrepreneurial education is required for developing entrepreneurial skill

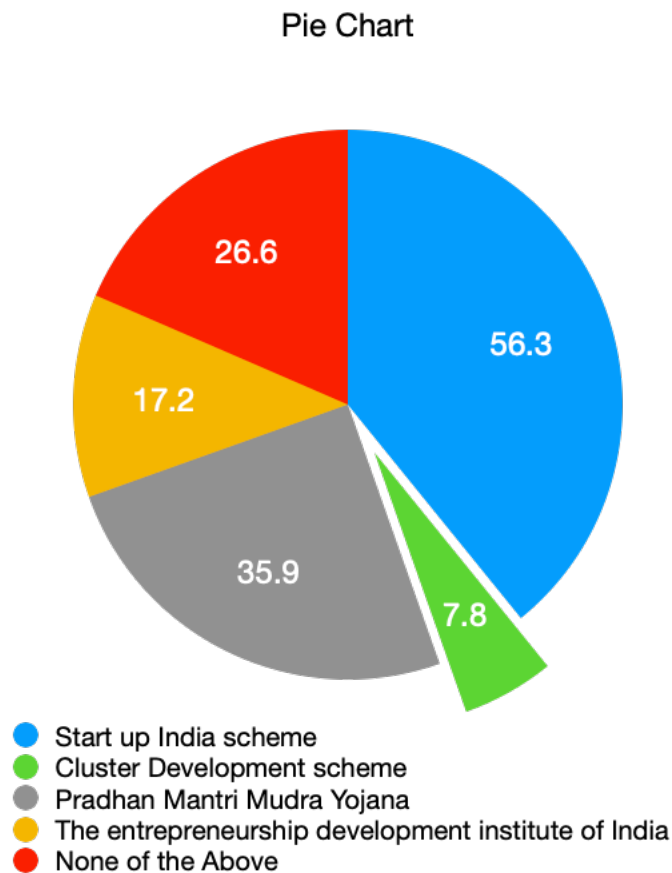
Awareness about government schemes and institutions

Table: 4.8

Particulars	No of	Percentag
Start up India scheme	36	56.3
Cluster Development scheme	5	7.8

Pradhan Mantri Mudra Yojana	23	35.9
The entrepreneurship development institute of India	11	17.2
None of the Above	17	26.6

Chart: 4.8



Interpretation

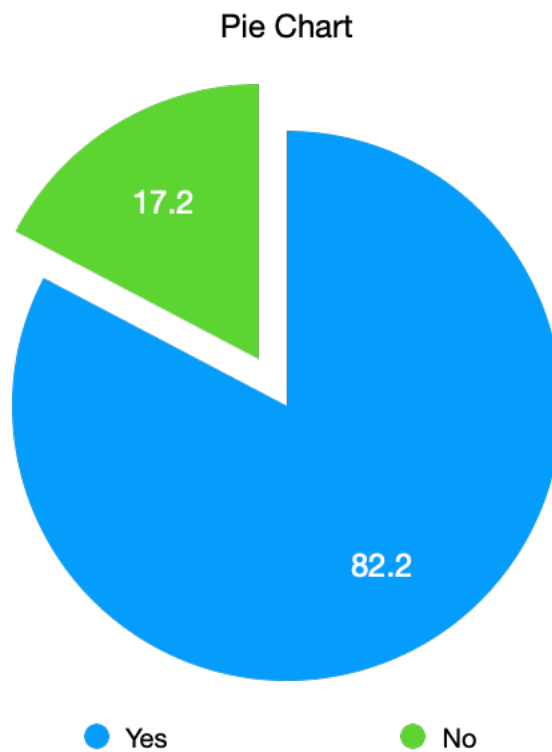
Most of the students are aware about Start up India scheme and about 35.9% are aware about Pradhan Mantri Mudra Yojana. But awareness about cluster development scheme and The entrepreneurship development institute of India is comparatively less. 26.6% of the students are not aware about any of these

In our country Entrepreneurial education helps students acquire theoretical knowledge without practical experience on how to be self employed

Table: 4.9

Particulars	No of responses	Percentage
Yes	53	82.8
No	11	17.2
Total	64	100

Chart: 4.9



Interpretation

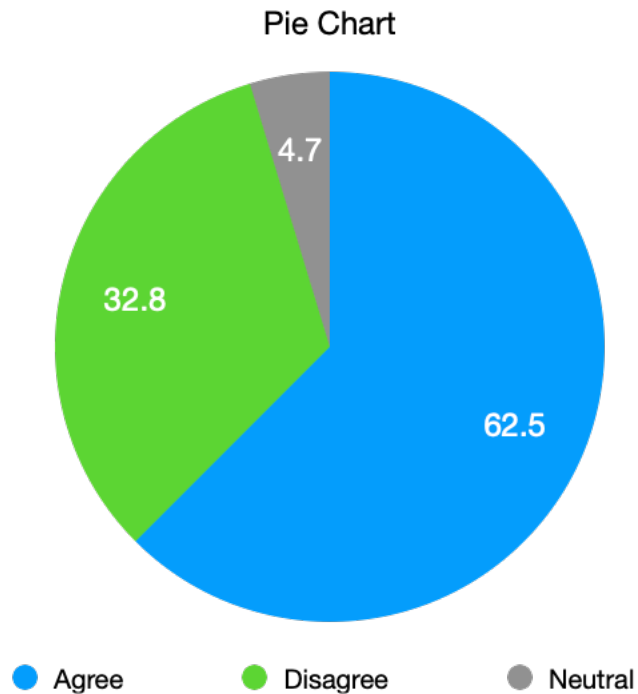
82.8% of the respondents agrees to the statement. They believe that in our country entrepreneurial education only provides theoretical knowledge without providing practical experience on how to be an entrepreneur.

Lack of finance is one of the main reasons not to choose entrepreneurship and go for a paid job

Table: 4.10

Particulars	No of respondents	Percentage
Agree	40	62.5
Disagree	3	32.8
Neutral	21	4.7
Total	64	100

Chart: 4.10



Interpretation

The above analysis shows that 62.5% of the students admits that lack of finance is an hindrance in choosing entrepreneurship and to go for paid job whereas 32.8% of the respondents disagrees to this statement.

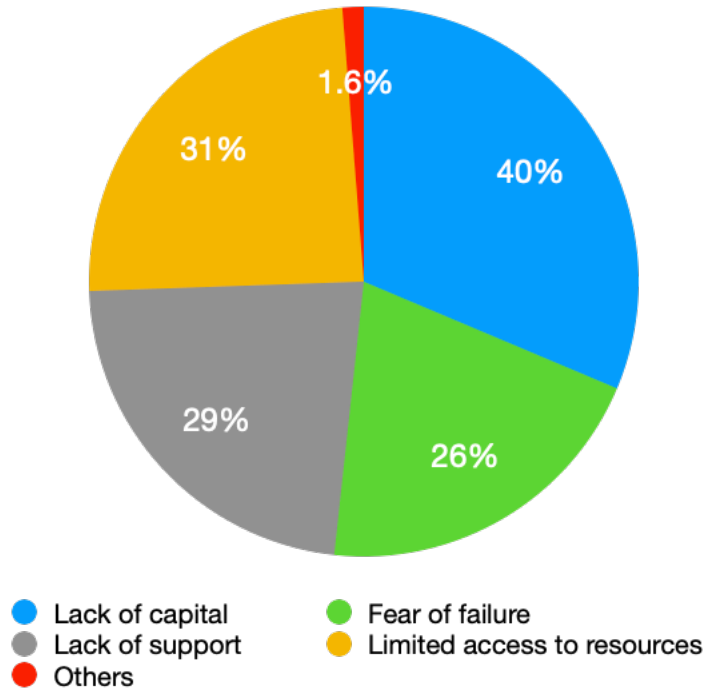
Obstacles in starting own business

Table: 4.11

Particulars	No of respondents	Percentage
Lack of capital	40	40%
Fear of failure	26	26%
Lack of support	29	29%
Limited access to resources	31	31%
Others	1	1.6%

Chart: 4.11

Pie Chart



Interpretation

The study shows that lack of capital and limited access to resources are the prime reason that restricts students entrepreneurial intention. 29% of them face the obstacle of lack of support and 26% of the respondents is having the fear of failure.

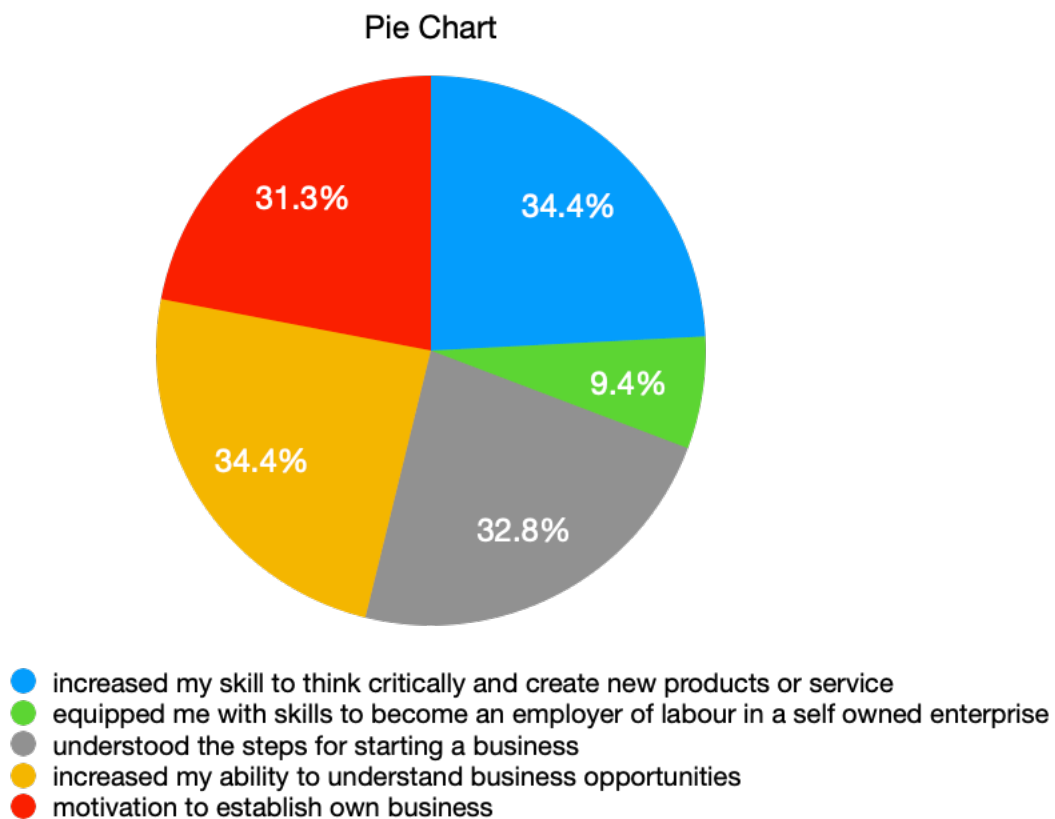
Role of entrepreneurship education in achieving any of the below mentioned attributes

Table: 4.12

Particulars	No of responses	Percentage
increased my skill to think critically and create new products or service	22	34.4%
equipped me with skills to become an employer of labour in a self owned enterprise	6	9.4%

understood the steps for starting a	21	32.8%
increased my ability to understand business opportunities	22	34.4%
motivation to establish own business	20	31.3%
None	11	17.2%

Chart: 4.12



Factors that influenced paid employment intentions of 16 respondents

Table: 4.13

Particulars	No of responses
Financial Stability	14
Job security	10
Career Growth	7

Much safe that entrepreneurship	4
Higher status than an entrepreneur	2

Harmonic Mean

Table: 4.14

X	1/X
14	0.0714
10	0.1
7	0.1429
4	0.25
2	0.5
$\Sigma 1/X$	=1.0643

$$H M = \frac{N}{\Sigma 1/X}$$

$$H M = 5 / 1.0643 = 4.7$$

Interpretation

On an average rate financial stability , job security , career growth etc influences students towards paid job moderately.

FINDINGS

- In this study the majority of respondents are females respondents and majority(46%) of the respondents are of the age 20
- Around 65.6% of respondents are pursuing in commerce background,18,8% science and 14.1% are professionals
- Around 43.8% respondents are going for higher studies, 25% paid employment and 20.3% opted to start business

- 27 respondents choose to start business and the majority choose entrepreneurship because of passion for entrepreneurship
- 32 respondents choose paid employment and majority choose entrepreneurship because of financial stability
- Around 28 respondents feel like entrepreneurial education they get in their UG programs are in a medium range and 11 respondents has claimed that they not received any entrepreneurial education in their UG program
- 36 respondents had attended any entrepreneurial related seminar and workshops
- 58 respondents had agreed that entrepreneurship education plays an important role in developing entrepreneurial skill
- 17 respondents has no idea about any popular government schemes for starting a business only 47 had known about any government schemes
- “Start up India “ scheme and “Pradhan Mantri Mudhra Yogana” are most known among respondents
- 39 respondents believe that paid employment is less stressful than being an entrepreneur
- Almost everyone believe that entering into venturing is a risky affair where 30 agree and 32 had a neutral opinion where none disagreed
- Lack of finance is the main reason not to choose entrepreneurship for 62.5% respondents
- 84.1% believe that those who undertake entrepreneurship are the ones who cannot find a decent job
- 64.1% has studied entrepreneurship as a part their syllabus
- 14 respondents have a business idea that they intend to pursue 26 does not have one and 24 are working on it

SUGGESTIONS

- More topics related to entrepreneurship may be covered in undergrad college courses.
- Undergraduate institutions can raise public awareness of government initiatives that encourage entrepreneurship among students
- Facilitate the practical parts of launching a business by making resources like co-working spaces, funding possibilities, and research facilities accessible.
- Make connections between thriving alumni entrepreneurs and current students. Former students can be excellent mentors and inspiration.
- Arrange contests where students can create and showcase their business concepts. This fosters imagination, analytical skills, and the capacity to successfully convey entrepreneurial ideas.

CONCLUSION

Since entrepreneurs essentially contribute to a country's economic development, the literature emphasizes the significance that entrepreneurship education plays in accelerating such development. Even though this impact has been empirically shown to be quite substantial, not many research have been done to examine how entrepreneurial education affects students' intentions to pursue entrepreneurship.

The study assessed undergraduate students' intentions and knowledge about entrepreneurship. The findings indicated that, as a result of receiving entrepreneurship education, pupils have relatively low entrepreneurial instincts. According to the study, students' perspectives about whether or not to become entrepreneurs can be influenced through entrepreneurial education. As such, our colleges and other institutions of learning ought to make an effort to provide their students with a solid and high-quality education in entrepreneurship.

This will ultimately act as a catalyst for the development of positive intents, and students who are motivated by entrepreneurship education will work hard to nurture and sustain the goal of starting their own company in the future. Enhancing student efficiency and ability to assimilate new technologies is vital, as it will ultimately enable students to comprehend economic shifts and breakthroughs.

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