A STUDY ON THE IMPACT OF IEDC IN FOSTERING STUDENT ENTREPRENEURS IN KERALA

Project Report

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CERTIFICATE

This is to certify that the project report titled **"A STUDY ON THE IMPACT OF IEDC IN FOSTERING STUDENT ENTREPRENEURS IN KERALA"** submitted by **SAUMYA M, SERENE ROSE AND SRADHA V B** towards partial fulfilment of the requirements for the award of degree of **Bachelor of Commerc**e is a record of bonafide work carried out by them during the academic year 2022-23.

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Place: Ernakulam

Date: 31-03-2023

DECLARATION

We,Saumya M, Serene Rose and Sradha V B, do hereby declare that this dissertation entitled, **"A STUDY ON THE IMPACT OF IEDC IN FOSTERING STUDENT ENTREPRENEURS IN KERALA"** has been prepared by us under the guidance of **Ms. Elizabeth Rini K F**, Assistant Professor, Department of commerce, St Teresa's College, Ernakulam.

We also declare that this dissertation has not been submitted by us fully or partly for the award of any Degree, Diploma, Title or Recognition before.

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ACKNOWLEDGMENT

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Kerala Startup Mission (KSUM) is the State nodal agency for the promotion of innovation and entrepreneurship under Department of Electronics and IT, Government of Kerala. Kerala

Startup Mission plays a pivotal role in developing a vibrant Startup ecosystem in the State of Kerala.

The primary objectives of KSUM is to undertake the planning, establishment and management of Technology Business Incubators/Accelerators in Kerala and thereby promote technology-based entrepreneurship activities and develop a conducive environment required for promoting high technology-based business activities.

Being the apex body for the Startup activities in the State, Kerala Startup Mission supports incubators in the State of Kerala to achieve their full potential by extending financial, technological and mentoring support to incubated start-ups. Kerala Startup Mission helps Startup Founders to execute their vision and compete on the global stage by providing them with risk capital, Incubation support, expert mentoring, and business network when traditional financial and other institutions cannot.

Innovation and Entrepreneurship Development Centre (IEDC) is a flagship initiative of Kerala Startup Mission to promote innovation and entrepreneurship among the student and academic fraternity in the educational institutions in the State of Kerala and considered as an umbrella programme that would play an instrumental role in fostering innovation culture in Academic institutions.

The Innovation and Entrepreneurship Development Centres (IEDC) are platforms set up in Engineering, Management, Arts & Science Colleges, Medical Institutions, Polytechnics and Universities with an aim to provide students with an opportunity to experiment and innovate. Kerala Startup Mission has set up IEDCs in 341 institutions across the State which provide avenues for creative students to learn, collaborate and transform their innovative ideas into prototypes of viable products and services. IEDCs works as the first launch pad for a student's entrepreneurial

journey and provide them with access to cutting edge technology, world-class infrastructure, high-quality mentorship, early risk capital and global exposure.

1.2 STATEMENT OF THE PROBLEM

Student entrepreneurs often come up with creative and innovative ideas that can disrupt industries and solve pressing problems. They are not bound by traditional ways of thinking and are more willing to take risks, which can lead to breakthroughs in technology, business models, and social impact. They can make a positive impact on society by developing solutions to problems. By creating socially responsible businesses, they can help to address these issues and contribute to the greater good.

IEDC is formed to develop entrepreneurial culture among students in colleges.Through this project we study the impact of IEDC in fostering student entrepreneurs.For this we need to find the active and inactive IEDCs and to know the various activities conducted by the colleges to support student entrepreneurs.

1.3 SIGNIFICANCE OF THE STUDY

The Innovation and Entrepreneurship Development Center (IEDC) is a key project of the Kerala Startup Mission, which aims to encourage innovation and entrepreneurship among students at Kerala's educational institutions. IEDCs have contributed to the development of a strong entrepreneurial environment in the area as more startups and companies open for business. The IEDC's training programmes have proven to be especially helpful, since they provide entrepreneurs with the information and abilities they need to launch and expand profitable firms.

At present, more colleges are conducting IEDC programmes. The study reveals the importance of IEDC in developing student entrepreneurs. Knowing more about the work and activities of IEDC in different colleges is made possible by this study. Also, it helps to understand many KSUM schemes offered to student entrepreneurs and how they are being utilized. In summary, the study enables us to track the

development of college IEDCs in fostering an entrepreneurial culture among students.

1.4 SCOPE OF THE STUDY

In this research, we are examining the impact of IEDC in promoting entrepreneurial culture in students. The scope of this project is to analyze the impact of IEDC in various colleges across Kerala.

1.5 OBJECTIVES

1.5.1 OVERALL OBJECTIVES

- To study the impact of IEDC in fostering student entrepreneurs.

1.5.2 SPECIFIC OBJECTIVES

- To study about active college IEDCs across Kerala and their activities.
- To know the student startups in various colleges.
- To find the number of students registered in the innovate portal of IEDC.
- To know the use of schemes provided by KSUM.

1.6 RESEARCH METHODOLOGY

1.6.1 RESEARCH DESIGN

The present study is descriptive and analytical in nature. In our study we have described the concept of Innovation and Entrepreneurship Development Centre (IEDC) as an important element of entrepreneurship in colleges. Also, we have analysed the impact of IEDC in fostering student entrepreneurs.

1.6.2 COLLECTION OF DATA

The study is based on both primary and secondary data.

- PRIMARY DATA

  The study mainly depends on primary data, which have been collected through a pre-drafted questionnaire.

- SECONDARY DATA

  The general information required has been collected from secondary sources such as other research papers, books and websites..

1.6.3 SAMPLING DESIGN

- SAMPLE TECHNIQUE

  Convenient sampling technique is used in this study to analyse the impact of IEDC in fostering student entrepreneurs.

- POPULATION

  The population for this study includes IEDC student leads of various colleges across kerala.

- SAMPLE SIZE

  For the convenience 35 respondents are taken.

1.6.4 TOOLS OF THE STUDY

For this study, percentage analysis is used for analysing the data. Also a three-point scale is used to measure effectiveness of IEDC in promoting entrepreneurship among students. Pie charts and bar diagrams were employed for presentation of data that had been gathered.

1.7 LIMITATIONS OF THE STUDY

- The data collection is time consuming.
- Insufficient database of population.
- Accuracy of data collected from samples through questionnaire determines the overall accuracy of results of the study.
- Non-cooperation from the targeted population.

1.8 KEYWORDS

- **Entrepreneurship**

  It is the activity of setting up a business or businesses, taking on financial risks in the hope of profit.

- **Student entrepreneurship**

  It is the practice of starting and running a business venture by a student while pursuing their education.

- **Startup**

  It refers to a new company established by one or more entrepreneurs to create unique and irreplaceable products or services.

1.7 CHAPTERISATION

CHAPTER 1 - **Introduction**

This chapter contains a brief introduction about the topic, statement of problem, significance of the study, scope of the study, objectives of the study, methodology, limitations, keywords and chapterization.

CHAPTER 2 - **Literature Review**

This chapter deals with review of literature which includes previous studies related with the topic 'A study on the impact of IEDC in fostering student entrepreneurs'.

CHAPTER 3 - **Theoretical Framework**

This chapter deals with theoretical frameworks. It gathers and compiles information relating with Entrepreneurship, Technology and Innovation.

CHAPTER 4 - **Data analysis and interpretation**

In this chapter, impact of IEDC in developing student entrepreneurs are analysed and interpreted from the data collected.

CHAPTER 5 - **Summary, Findings, Recommendations and Conclusions**

The findings and recommendations of the study are summarised in this chapter. It also includes the study's overall conclusion.

CHAPTER 2

LITERATURE REVIEW

REVIEW OF LITERATURE

Innovation and Entrepreneurship Development Centres play an important role in the development of entrepreneurship culture among college students in Kerala. Students are often at the forefront of innovation,and their startups bring new ideas and technologies to the market,contributing to the state's technological advancements. Student startups plays a vital role in promoting entrepreneurship,innovation and economic development in Kerala. Supporting and nurturing these startups is essential to creating a vibrant and sustainable business ecosystem. IEDCs provides training, mentoring, and networking opportunities for entrepreneurs in Kerala. In this chapter an attempt is made to review some of the existing literature.

1. **Deepa Menon and Sheeba R** in their research paper "Impact of Innovation and Entrepreneurship Development Centers (IEDCs) on Entrepreneurial Intentions of Engineering Students in Kerala" studies and investigates the impact of IEDCs on the entrepreneurial intentions of engineering students in Kerala. The study discovered that IEDCs favourably impacted students' entrepreneurial intentions and raised their level of awareness of entrepreneurship.

2. **Shajitha K.V. and Dr. M.R. Rajesh** examined in their study titled "Entrepreneurship Development through IEDCs: A Study in Kerala" the role of IEDCs in promoting entrepreneurship development in Kerala, based on a survey of 100 entrepreneurs who received support from IEDCs. The study revealed that Kerala's IEDCs were essential in giving entrepreneurs their access to networking, mentoring, and training possibilities.

3. **Raji M. and Dr. N.R. Mini** in his paper "Evaluation of IEDCs in Kerala: A Study of Selected Engineering Colleges" evaluates the effectiveness of IEDCs

in selected engineering colleges in Kerala, based on a survey of students and faculty members.The study revealed that IEDCs were effective in encouraging student entrepreneurship and that additional funding and assistance were required for IEDCs to be even more successful.

4. Alphin T Kallany & Suresh T S in their research on "Students awareness towards entrepreneurship: a study based on central kerala" (August 13, 2018) attempts to measure the level of awareness about entrepreneurship among students. To examine the hypothesis, data was gathered from a self administered questionnaire conducted in college students in central Kerala consisting of 213 samples. The descriptive analysis of data shows that the students are aware about the term 'Entrepreneurship', where Commerce students seemed to be more aware than students in other streams.

5. Rakesh S. and Harikumar V's research on "Entrepreneurship Development in Kerala: Scheme for Sustainable Growth" (2015) mainly aims at figuring out the problems of entrepreneurship in Kerala and framing a scheme to address them.

6. Sindhu George, Biju John M and Nayan Krishna T.S in their paper "Entrepreneurial Mindset among Arts and Science College Students in Kerala"(2019), studied the entrepreneurship awareness of college students. The study reveals that the students have a relative degree of entrepreneurship awareness. Commerce students have more degree of entrepreneurship awareness than science students. For cultivating entrepreneurship among young minds, measures should be taken to develop entrepreneurship competency among them. And the family, educational and social system should provide support for developing and implementing their new business idea.

7. Jyotsna Thomas and Georgee K.I conducted a research on "Incubation Centers and Start-ups: A Study on Kerala's Start-up Ecosystem" to explore how technology business incubation centers in Kerala are performing their role as a facilitator among start-ups in the state and also to evaluate their impact on functioning of start-ups units.

8. Jomy Joseph Thayil and Sheeba Chacko's paper on the topic "Entrepreneurial Intentions of College Students in Kerala: An Empirical Study" was published in the Journal of Entrepreneurship Education. This study examines the factors that influence the intention of college students in Kerala to become entrepreneurs.

9. Rincy Joseph and Saju E. K's research on "Challenges Faced by Student Entrepreneurs in Kerala" was published in the International Journal of Entrepreneurial Behaviour & Research. This paper examines the difficulties faced by student entrepreneurs in Kerala, including their limited access to mentors and networks as well as financial sources.

10. Sherin Mathew and Ramakrishnan Raman's paper on the topic "Entrepreneurial Education and Entrepreneurial Intentions of College Students in Kerala" was published in the Journal of Small Business and Entrepreneurship. This study investigates the relationship between entrepreneurial education and the entrepreneurial intentions of college students in Kerala.

11. Geetha S. Pillai and Anitha Kurup in their paper titled "Factors Influencing Entrepreneurial Intentions among Science and Engineering Students in Kerala, India" which was published in the Journal of Entrepreneurship Education and Pedagogy examines the factors that influence the entrepreneurial intentions of science and engineering students in Kerala.

12. **Remya V.R. and Dr. P.K. Viswanathan** explored in their paper titled "Entrepreneurial Intentions and Start-up Creation among College Students in Kerala: A Study" the entrepreneurial intentions and start-up creation among college students in Kerala. The study found that factors such as prior entrepreneurial experience, family background, and exposure to entrepreneurship programs influence entrepreneurial intentions and start-up creation among college students in Kerala.

13. **Shahanas P. and Dr. K. Prabhakar** examined in their paper titled "Start-up Ecosystem in Kerala: An Exploratory Study of Student Start-ups" the start-up ecosystem in Kerala, focusing on student start-ups The study found that student start-ups in Kerala face several difficulties, such as lack of funding, mentorship, and networking opportunities, but also identified several factors that contribute to their success, such as government policies, academic support, and entrepreneurial education.

14. **Dr. K. Ramachandran and Dr. B. Sathish Kumar** in their paper titled "Promoting Student Start-ups in Kerala: Challenges and Opportunities" examines the challenges and opportunities for promoting student start-ups in Kerala. The study found that there is a need for a supportive ecosystem that includes funding, mentoring, networking, and policy support to promote student start-ups in Kerala.

15. **Lincy Varghese and Dr. K.P. Prabhakaran Nair** research on the topic "Impact of KSUM's Entrepreneurship Development Programs on Student Start-ups in Kerala " evaluates the impact of KSUM's entrepreneurship development programs on student start-ups in Kerala. The study found that KSUM's programs positively influenced the creation and growth of student start-ups in Kerala.

16. Anjali M. and Dr. S. Sreekumar analyzes in their paper titled "KSUM's Support for Student Entrepreneurs in Kerala: An Analysis" KSUM's support for student entrepreneurs in Kerala, based on a survey of 50 student entrepreneurs. The study found that KSUM's support, such as funding, mentorship, and incubation, had a positive impact on the success of student entrepreneurs in Kerala.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The entrepreneur is defined as someone who has the ability and desire to establish, administer and succeed in a startup venture along with risk entitled to it, to make profits. The best example of entrepreneurship is the starting of a new business venture. The entrepreneurs are often known as a source of new ideas or innovators, and bring new ideas in the market by replacing old with a new invention.

In a nutshell, anyone who has the will and determination to start a new company and deals with all the risks that go with it can become an Entrepreneur

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses.

The IEDC serves as a critical element of the innovation ecosystem within educational institutions. It provides a platform for students to engage with innovation and entrepreneurship by providing training, mentorship, funding, and access to resources. The IEDC also helps to create a conducive learning environment that fosters creativity, risk- taking and problem-solving skills. Resource mobilization is critical to the success of the IEDC, as it requires the allocation of financial and human resources to support the activities of the IEDC.

3.2 CONCEPTS

3.2.1. Innovation

Innovation is essential for creating new ideas, products and services that can drive economic growth and create jobs. Innovation is often driven by creativity and the ability to think outside of the box. It can also be influenced by factors

such as changes in technology, shifts in consumer needs and preferences, and economic and political conditions.

3.2.2. Entrepreneurship

Entrepreneurship involves identifying and exploiting new business opportunities and plays a critical role in translating innovation into economic value. Successful entrepreneurship can have significant positive impacts on society, such as creating jobs, driving economic growth, and fostering innovation. However, it also involves challenges and potential failures, and requires the ability to learn from mistakes and pivot when necessary.

3.2.3. Learning environment

The learning environment is the context in which learning takes place including the physical social and psychological aspects of the environment. An effective learning environment promotes engagement, collaboration, and critical thinking. It provides opportunities for students to actively participate in their own learning. To explore their interests and passions, and to build connections with their peers and teachers. It also encourages diversity, equity, and inclusivity, recognizing the importance of creating a safe and supportive environment for all learners.

3.2.4. Resource mobilization

Resource mobilization refers to the process of acquiring and allocating resources to achieve organizational goals. Effective resource mobilization requires a strategic approach, including a clear understanding of the resources required to achieve the desired outcomes, and a plan to obtain and allocate those resources. The process of resource mobilization may involve fundraising, grant applications, partnerships. Sponsorships and collaboration with stakeholders.

3.2.5. Technology

Technology refers to the tools, techniques, and processes used to create, develop, and apply scientific knowledge to practical purposes. It encompasses a wide range of fields, including engineering, computer science, electronics,

telecommunications, and many others. Technology has played a significant role in shaping human society, from the invention of the wheel and the printing press to the development of modern medicine and communication technologies. Today, technology continues to revolutionize the way we live, work, and interact with each other, with innovations such as artificial intelligence, virtual reality, and blockchain changing the way we think about business, education, and entertainment. The rapid pace of technological change also presents new challenges and opportunities for individuals, businesses, and governments. While technology can help solve many of the world's biggest problems, it also raises concerns about privacy, security, and the impact on jobs and society as a whole.

3.2.6. Startup

A startup is a newly established company or business venture that is typically driven by innovation and the desire to disrupt existing markets or create new ones. Startups are often characterized by their agility, creativity, and willingness to take risks. Unlike established companies, startups are typically focused on developing new products or services, experimenting with new business models, and rapidly scaling their operations. They often operate in industries with low barriers to entry, such as technology, software, or consumer goods. Startups typically require significant capital investment to get off the ground, and they may seek funding from venture capitalists, angel investors, or other sources. In exchange for funding, investors may take an ownership stake in the company, and often expect a significant return on their investment if the company is successful. Many startups fail within their first few years of operation, but those that succeed can grow rapidly and become major players in their respective industries.

3.2.7. Student Startup

A student startup is a new business venture that is founded and operated by students who are currently enrolled in an educational institution, such as a college, university, or high school. The goal of a student startup is to create a sustainable business that provides a product or service to a target audience while allowing students to gain valuable entrepreneurial experience and learn about the

challenges and opportunities of running a business. Student startups can be based on a wide range of industries and fields, including technology, social entrepreneurship, education, and more. These startups may be initiated by a group of students or an individual student and may be supported by mentors, advisors, or other resources provided by their educational institution or the broader entrepreneurial community.

3.2.8. Idea pitching

Idea pitching refers to the process of presenting a new concept, proposal, or product idea to a potential investor, client, or audience with the aim of persuading them to invest, fund, or support it. The goal of idea pitching is to clearly communicate the value proposition, potential benefits, and unique selling points of the idea in a compelling and persuasive manner, typically within a limited amount of time. Idea pitching is commonly used in entrepreneurship, startups, and business development contexts, but can also be applied in creative and academic settings.

3.2.9. Hackathon

A hackathon is an event, typically lasting anywhere from a few hours to several days, where individuals or teams of developers, designers, and other professionals come together to collaborate on a specific project or set of projects. The goal of a hackathon is to create innovative solutions to specific problems or challenges in a short amount of time. These events often focus on a particular theme or technology, and participants work to develop new software, applications, or hardware prototypes. Hackathons may also include workshops, presentations, and mentoring sessions to support and enhance the development process.

3.2.10. Bootcamps

In the context of education and training, a bootcamp is an intensive and focused program designed to teach specific skills or knowledge in a short period of time. Bootcamps typically involve a rigorous and immersive learning experience, often with a hands-on and project-based approach. Bootcamps are often seen as

a fast-track alternative to traditional education or training programs, offering a more practical and job-focused curriculum that is designed to prepare participants for employment or career advancement in a specific industry.

3.2.11. Student Entrepreneurship

Student entrepreneurship refers to the practice of starting and running a business venture by a student while pursuing their education. This involves identifying a business opportunity, developing a business plan, securing funding, launching and managing the business, all while balancing the demands of academic coursework. Student entrepreneurship can take many forms, including developing a product or service, offering freelance work, or starting a non-profit organization. This approach to entrepreneurship provides students with valuable hands-on experience, allowing them to learn and apply entrepreneurial skills, and may potentially provide a source of income or create employment opportunities for themselves and others.

3.2.12. Incubation

incubation refers to the process of providing a controlled environment for the purpose of hatching, growing, or developing something.In the business world, incubation refers to the process of providing support, resources, and guidance to startup companies or entrepreneurs in order to help them grow and develop their business ideas. In general, incubation can refer to any process in which a controlled environment is used to facilitate growth, development, or change.

3.3 IMPORTANCE OF ENTREPRENEURSHIP

● **Creation of Employment-** Entrepreneurship generates employment. It provides an entry-level job, required for gaining experience and training for unskilled workers.

● **Innovation-** It is the hub of innovation that provides new product ventures, market, technology and quality of goods, etc., and increase the standard of living of people.

- **Impact on Society and Community Development-** A society becomes greater if the employment base is large and diversified. It brings about changes in society and promotes facilities like higher expenditure on education, better sanitation, fewer slums, a higher level of homeownership. Therefore, entrepreneurship assists the organisation towards a more stable and high quality of community life.

- **Increase Standard of Living-** Entrepreneurship helps to improve the standard of living of a person by increasing the income. The standard of living means, increase in the consumption of various goods and services by a household for a particular period.

- **Supports research and development-** New products and services need to be researched and tested before launching in the market. Therefore, an entrepreneur also dispenses finance for research and development with research institutions and universities. This promotes research, general construction, and development in the economy.

3.4 IMPORTANCE OF TECHNOLOGY

Technology has become an integral part of our lives, and its importance cannot be overstated. Here are some of the reasons why technology is important:

- **Improves Efficiency:** Technology has made it possible to automate processes and improve efficiency, reducing the time and effort required to perform tasks. For example, computers have made it possible to process large amounts of data quickly and accurately.

- **Enhances Communication:** Technology has revolutionized communication, making it easier and faster to connect with people across the globe. With tools like email, video conferencing, and social media, people can stay connected with each other easily.

- **Increases Access to Information:** The internet has made information easily accessible to people all over the world. This has empowered people with

knowledge and made it possible for them to learn new things and acquire new skills.

- **Improves Healthcare**: Technology has made significant advances in healthcare, making it possible to diagnose and treat diseases more effectively. For example, medical imaging technology has revolutionized the way doctors diagnose and treat conditions.

- **Enhances Entertainment:** Technology has made it possible to access a wide range of entertainment options, from streaming movies and TV shows to playing video games. This has made entertainment more accessible and convenient than ever before.

Overall, technology has transformed the way we live and work, making our lives more convenient, efficient, and enjoyable

3.5 IMPORTANCE OF INNOVATION

Innovation plays a crucial role in driving progress and growth in various aspects of society, including businesses, education, healthcare, and technology. Here are some of the key reasons why innovation is so important:

- **It drives economic growth:** Innovation can lead to the development of new products and services, which can create new markets and industries, and ultimately drive economic growth.

- **It enhances competitiveness:** Innovating new products, services, or processes can help businesses stay competitive in the market, stand out from their competitors, and attract customers.

- **It improves quality of life**: Innovation in healthcare and technology can lead to the development of new treatments and tools that can improve health outcomes and quality of life for people.

- **It encourages creativity**: Innovation encourages creativity and new ways of thinking, which can lead to breakthroughs and discoveries.

In summary, innovation is essential for progress, growth, and improvement in various aspects of society. It drives economic growth, enhances competitiveness, improves quality of life, encourages creativity, and addresses social and environmental challenges

3.6 CHALLENGES IN ENTREPRENEURSHIP

Entrepreneurship can be an exciting and rewarding journey, but it can also be challenging. Here are some of the challenges that entrepreneurs often face:

- **Uncertainty:** Entrepreneurship involves taking risks, and there is always a degree of uncertainty associated with any new venture. You may not know how successful your business will be or how long it will take to start generating profits.

- **Funding:** Starting a business often requires a significant amount of capital. It can be challenging to secure funding, especially if you have no track record of success.

- **Competition**: You are likely to face competition from other businesses in your industry. It can be challenging to differentiate yourself and stand out in a crowded market.

- **Time management:** As an entrepreneur, you will need to wear many hats and juggle multiple tasks at once. It can be challenging to prioritize your time effectively and ensure that you are focusing on the most important tasks.

- **Hiring and managing employees**: As your business grows, you may need to hire employees to help you manage the workload. Hiring and managing employees can be challenging, especially if you have no prior experience.

● **Managing cash flow:** Managing cash flow is critical to the success of any business. It can be challenging to ensure that you have enough money coming in to cover your expenses and invest in growth.

● **Adapting to change:** The business landscape is constantly evolving, and entrepreneurs need to be able to adapt to change quickly. This can be challenging, especially if you are attached to a particular way of doing things.

Overall, entrepreneurship can be a challenging but rewarding journey. By being aware of these challenges and developing strategies to overcome them, you can increase your chances of success.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

INTRODUCTION

In this project, we aim to collect and analyze data on the effectiveness of IEDCs in helping students across Kerala to develop their entrepreneurial skills and launch successful businesses.

The primary data collected from 35 respondents with the help of structured questionnaires are analysed and interpreted to find out answers for the research questions.

Through this analysis, we hope to identify the key factors that contribute to the success of IEDCs in fostering student entrepreneurs and evaluate the impact of these programs on the larger community.

Some of the key metrics that will be analyzed include the number of startups that have been launched by IEDC participants, the success rate of these startups, the funding received by these startups, and the overall impact on the local economy. The data will also be analyzed to understand the effectiveness of various IEDC initiatives such as incubation programs, mentorship programs, and training workshops.

The findings of the data analysis will be used to assess the impact of IEDC programs and initiatives on student entrepreneurship and to identify areas for improvement. This will help to inform future strategies and policies for fostering entrepreneurship among students.

By conducting a thorough analysis of this data, we can gain valuable insights into how IEDCs support student entrepreneurs and help them achieve their goals. Ultimately, the goal of this project is to promote entrepreneurship among students and help them succeed in today's rapidly changing economy.

Table 4.1

Institution type wise classification

Institution type	No. of Respondents	Percentage (%)
Engineering	26	74.3
Arts and Science	6	17.1
Polytechnic	1	2.9
Management	2	5.7
Total	**35**	**100**

Source : Primary Data

Figure 4.1

Institution-type wise classification of respondents.
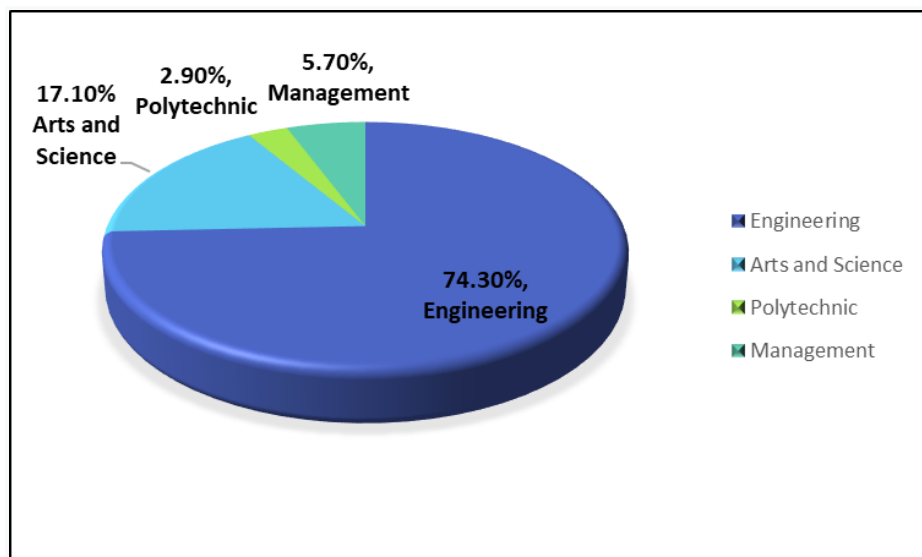
INTERPRETATION:

The table 4.1 shows the institution type of respondents. Out of 35 respondents, 26 respondents are from engineering colleges (74.3%), 6 from arts and science colleges (17.1%), 1 from polytechnic colleges (2.9%) and 2 from management colleges (5.7%)

Thus it is clear that more IEDCs are from engineering colleges than from other types of institutions.

Table 4.2

Region wise classification of Respondents across kerala

Region	No.of Respondents	Percentage (%)
North	6	17.1
Central	20	57.1
South	9	25.7
Total	**35**	**100**

Source: Primary Data

Figure 4.2

Region wise classification of Respondents across kerala
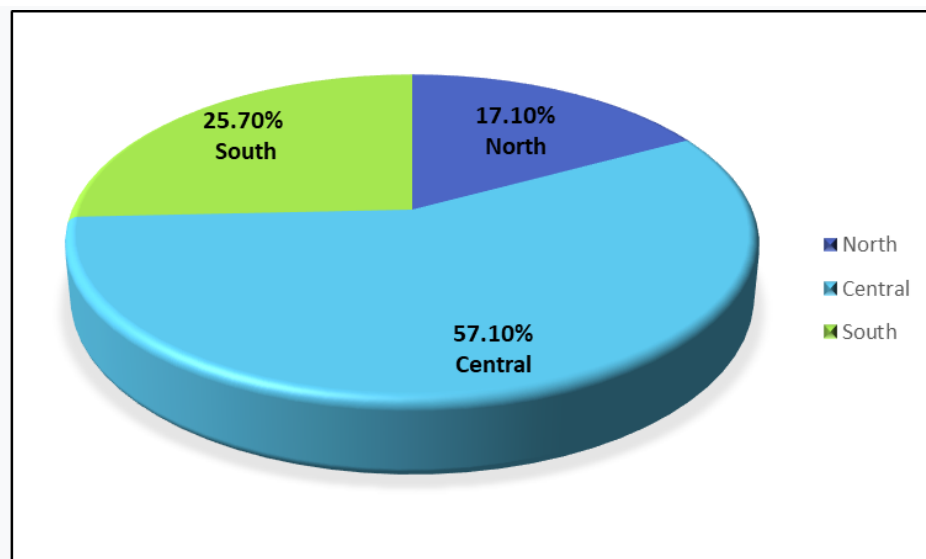
INTERPRETATION:

The table 4.2 shows the IEDC region of respondents in kerala. Out of 35 respondents, 6 are from the north region (17.1%), 20 are from central region (57.1%) and 9 are from the south region (25.7%).

Thus it can be interpreted that the Central region consists of more college IEDCs than north and south regions across kerala.

Table 4.3

Awareness on IEDC among respondents

Type of Response	No. of Respondents	Percentage (%)
YES	35	100
NO	-	-
Total	**35**	**100**

Source: Primary data

Figure 4.3

Awareness on IEDC among respondents
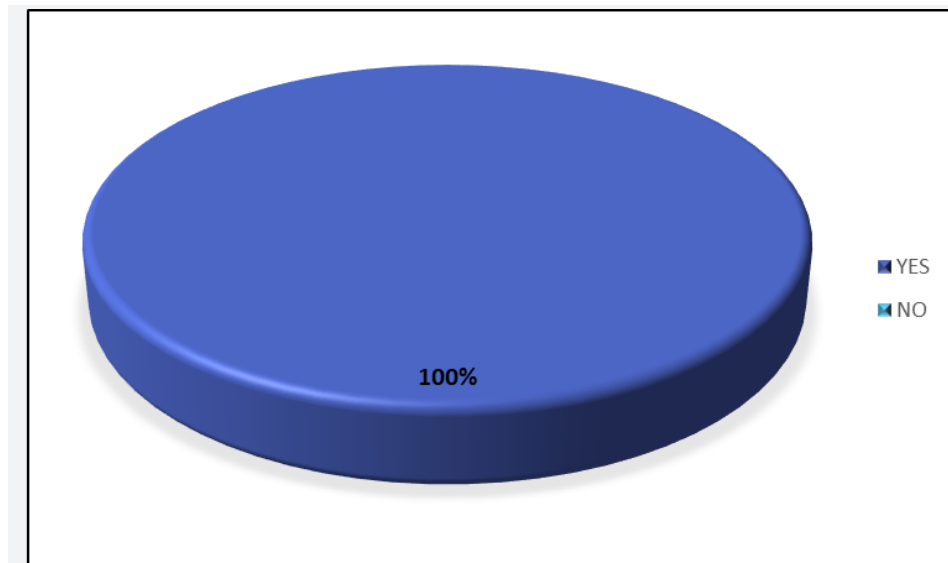
INTERPRETATION:

The table 4.3 shows awareness of respondents on IEDC. Out of 35 respondents, 35 are fully aware of IEDC.

It is clear that IEDC has become a common and useful cell in all colleges across kerala.

Table 4.4

Perspectives of Respondents on IEDC

No. of Respondents	College Name	Perspective
1	Mes college of engineering Kuttippuram	Great initiative from KSUM to boost startup and entrepreneurship culture from the college itself.
2	Assumption College	IEDC is a platform that helps young innovators and entrepreneurs to develop in their field.
3	Rajagiri College of Management and Applied Sciences	Useful for budding entrepreneurs.
4	Mar Athanasius College of Engineering Kothamanglam.	It's really good
5	Mea Engineering college	To ignite the changes for future
6	AWH Engineering College	It's a great initiative by KSUM to Foster the innovation and entrepreneurship among students.
7	MBITS Engineering College Kothamangalam	Innovation and Entrepreneurship Development Centers are important players in the startup ecosystem, and their contributions to promoting innovation and entrepreneurship should be recognized and supported.
8	KMEA Engineering College	IEDC one of the emerging community which has significant role in bring out innovations in youngsters and it's development
9	Marian Engineering college	To bring ot innovative mindset.

10	Ilahia College Of Engineering and Technology	Its great
11	Bhavan's Royal Institute of Management	IEDCs are paving the way for students to be more knowledgeable about entrepreneurship and the opportunities it provides towards becoming an entrepreneur. They act as a community where students can showcase their business ideas, foster innovative and entrepreneur skills. Understand market dynamics etc.
12	Holy Grace Academy of Engineering	They act as a community where students can showcase their business ideas, foster innovative and entrepreneur skills. Understand market dynamics etc.
13	Heera College of Engineering and Technology	It's a good initiative to inspire the youth into innovation and entrepreneurship
14	Sahrdaya College of Engineering and Technology	Help students to develop and Guide in the field of Innovation and Entrepreneurship
15	St. Thomas College, Palai	A nodal agency set up by the government of Kerala for fostering innovation and entrepreneurship in Colleges in Kerala.
16	Toc H Institute of Science and Technology	IEDC is a platform where students can showcase their hidden talents and be given proper guidance on how to make those talents a source of income stream or make their dreams come true. It also enriches students to take part in various programs which can develop their old skills and adapt to new skills at the same time(which is applicable in all domains).

17	St. Berchmans College	The Innovation and Entrepreneurship Development Centres (IEDC) are platforms set up in Engineering, Management, Arts & Science Colleges and Polytechnics with an aim to provide students an opportunity to experiment and innovate. IEDCs works as the first launch pad for a student's entrepreneurial journey and provide them with access to cutting edge technology, world class infrastructure, high quality mentorship, early risk capital and global exposure. It is a great initiative by the Government of Kerala for creating an innovation culture among Innovators by introducing them to State-of-the-art technologies and positioning the Institution as a Learning and Innovation Platform by delivering technically competent and skilled Entrepreneurs.
18	AKM Polytechnic College	Encouraging, Uplifting, promoting new ideas ,creating and developing business skills among young students
19	Christ College of Engineering	IEDC is the soul powerhouse of technology and innovation
20	SNGCE	IEDCs play a crucial role in fostering innovation and entrepreneurship in today's world, where startups and new ventures are essential drivers of economic growth and social development. They provide a range of resources and support services to help entrepreneurs turn their ideas into successful businesses. These include access to funding, mentorship, training, networking opportunities, and business incubation facilities.
21	Government College of	It gives an opportunity to

		Engineering Kannur	network, learn and establish our signature as an entrepreneur
22	College Of Engineering Thalassery	It's been one of the best part of my life being a Execom member of Team IEDC CETLY cause of which I have gained many soft skills and experiences hosting events in our college. And I do believe that IEDC s does bring changes to a Campus if organized mannerly .
23	St. Joseph's College of engineering and technology, Palai	Making young minded ideas to great innovative and socially relevant companies
24	College of engineering Cherthala	IEDC s provide resources, training, mentorship, and networking opportunities to aspiring entrepreneurs, students, and faculty members. IEDCs' aim to create a supportive environment where students and community members can transform their innovative ideas into viable businesses
25	GEC BARTON HILL	They help on encouraging students to bring out their innovative side and support students with their entrepreneurship ideas
26	Mahaguru Institute Of Technology	It is one of the basic thing that should be included in colleges
27	John Cox Memorial CSI Institute of technology	Help people with aspiring startup ideas to reach their goal
28	Mar Ivanios College	A platform to develop innovation and entrepreneurship culture among students
29	Muthoot Institute of Technology and Science, Varikoli	They are a wonderful platform to help budding entrepreneurs create wonderful products and services that help the nation as well as foster a better economy for the country and himself.

30	Amal Jyothi College of Engineering	They form a community in 415+ colleges that can be easily accessed by government agencies and other institutions for various activities for students; moreover it has helped inculcate the mindset of innovation and entrepreneurship amongst the student community
31	Marian Engineering college Trivandrum	It is a good platform for all things entrepreneurship and innovation. It serves as a launchpad for budding entrepreneurs.
32	Rajiv Gandhi institute of technology, Kottayam	Iedc needs to work along with an efficient TBI , which is absent in most colleges
33	MES College, Marampally	To help aspiring student entrepreneurship with skills,tools,funding, mentoring etc.. *To create an entrepreneurial mindset among students and build entrepreneurial skills.

Source: Primary Data

INTERPRETATION:

The table 4.4 shows perspectives of respondents from various colleges on IEDC.

From the responses it is clear that IEDC is a good stepping stone for student entrepreneurs in colleges.

Table 4.5

No. of years IEDC has started operating in various colleges

No. of years	No. of Respondents	Percentage (%)
Less than 5 years	15	42.9
5 years	2	5.7
More than 5 years	18	51.4
Total	**35**	**100**

Source: Primary Data

Figure 4.4

Years of IEDC operation in colleges
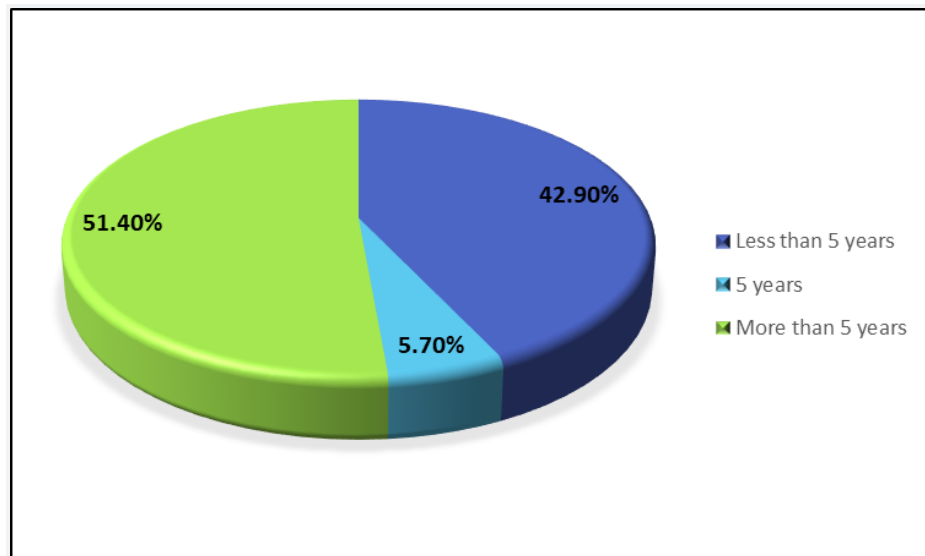
INTERPRETATION:

The table 4.5 shows the number of years since IEDC has been active in colleges. Out of 35 respondents, there are 15 respondents to less than 5 years (42.9%), 2 respondents to 5 years (5.7%) and 18 respondents to more than 5 years (35%) of IEDC in their colleges.

Thus it can be interpreted that in most of the colleges,on an average, IEDC have been active for 5 years.

Table 4.6

Opinion on use of IEDC to the budding student entrepreneurs

Type of response	No. of respondents	Percentage (%)
YES	33	94.3
NO	1	2.9
MAYBE	1	2.9
Total	**35**	**100**

Source: Primary Data

Figure 4.5

Opinion on use of IEDC to the budding student entrepreneurs
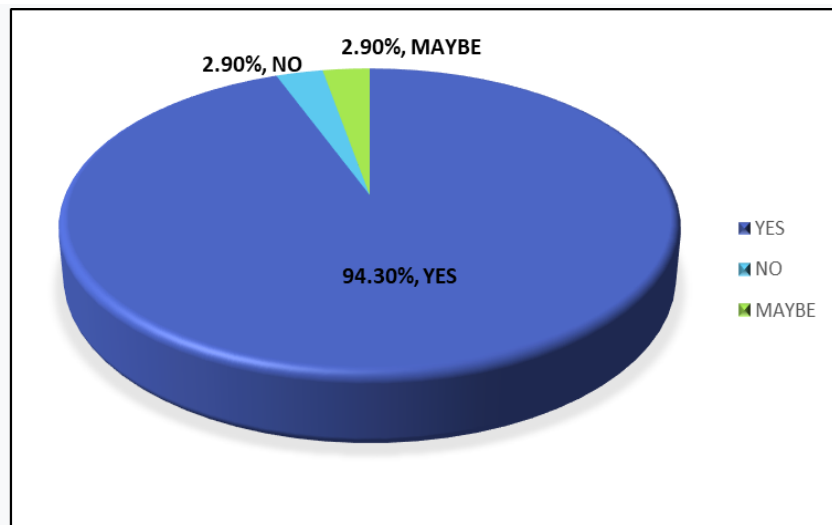
INTERPRETATION:

The table 4.6 shows the opinion of each respondent on use of IEDC to the budding student entrepreneurs. Out of 35 respondents, 33 respondents agree (94.3%), 1 respondent disagrees (2.9%) and 1 respondent is not sure (2.9%) that IEDCs have a greater impact on budding student entrepreneurs.

Thus it can be interpreted that IEDC is useful to the budding student entrepreneurs.

Table 4.7

No. of Startups emerged from various colleges through IEDC

Range of Startups	No. of respondents	Percentage (%)
1 -3	11	31.4
4 -7	8	22.9
8-10	2	5.7
More than 10	4	11.4
Nil	10	28.6
Total	**35**	**100**

Source: Primary Data

Figure 4.6

No. of Startups emerged from various colleges through IEDC
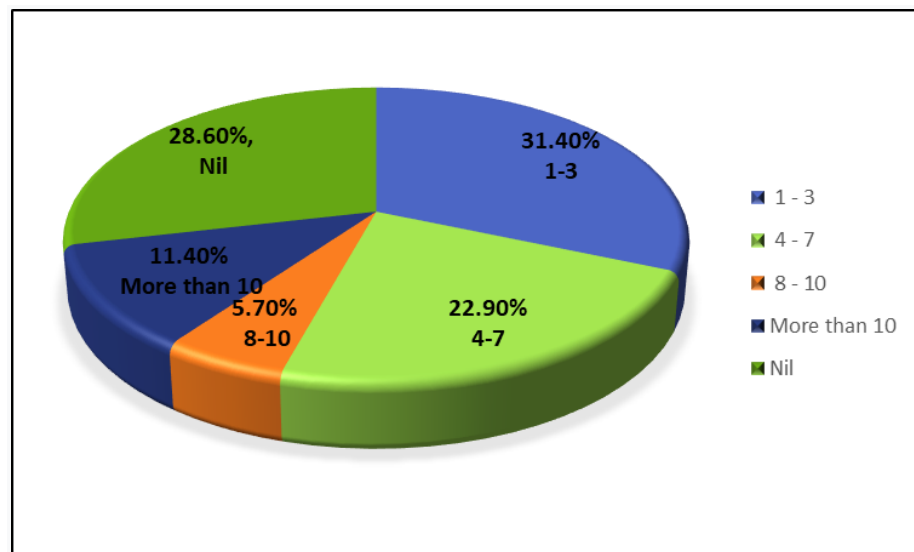
INTERPRETATION:

The table 4.7 shows the number of student entrepreneurs emerging from various colleges. Out of 35 respondents, 11 respondents are there in 1-3 number of startups (31.4%), 8 respondents in 4-7 number of startups (22.9%), 2 respondents in 8-10 number of startups (5.7%), 4 respondents for more than 10 number of startups (11.4%) and 10 respondents with no startups in their colleges. Thus majority of the colleges have startups, while few of them don't have even one.

Table 4.8

Name of some startups in Respondents' college

No. of Respondent	Name of the college	Name of startups
1	Mes college of engineering Kuttippuram	Zeepot, fantacode, genrobotics
2	Assumption College	Gifting shops, scented candles etc
3	Mar Athanasius College of Engineering, Kothamanglam	Certed, Infohom
4	Mea Engineering college	Dot case, Freshea, Eyeris
5	Marian Engineering college	Trees , Artil solution, werelion technologies, TAAD's Electrotechz
6	College of Engineering Vadakara	Finite intelligence
7	Ilahia College Of Engineering and Technology	RastnHQ, Plutoverse
8	Sahrdaya College of Engineering and Technology	Zarah biotech, farmers freshzone
9	St. Thomas College, Palai	Reddbuy, Penthouse the lospace app
10	Toc H Institute of Science and Technology	Q-Mark Learning, Telesto, Ikikata Academy of Martial Arts
11	Yeldo Mar Baselios College	Cosmek, Adam honey, Infotopolic, Green shop
12	SNGCE	Auto Sanitizers
13	Government College of Engineering Kannur	Deepflow Technologies
14	College Of Engineering Thalassery	ImIOT, Shareinfo, Vectrux, Eightplanes
15	St. Joseph's College of engineering and technology, Palai	tutAR, Lamaara, Pilzen, Virga

16	College of engineering Cherthala	polygon.town
17	GEC BARTON HILL	Treetag, Zelbytes, Ecoloop 360
18	Mahaguru Institute Of Technology	Ronex Pan banana
19	John Cox Memorial CSI Institute of technology	Insufficient data
20	Amal Jyothi College of Engineering	Leopard Tech Labs, Bluesteak Media, EatKochiEat, Fawzlabs Private Limited
21	Marian Engineering college Trivandrum	TREES, ARTIL Solutions, Werelion Technologies, TAAD's Electrotechz, TRYSRA Tech Solutions
22	Rajiv Gandhi Institute of Technology, Kottayam	Pocket monkey , Aion creative wings , jotter and Potter
23	MES College Marampally	Telesto,Artent,CID

Source: Primary Data

INTERPRETATION:

The table 4.8 shows various startups in respondents' colleges.

Thus various innovative ideas and products have emerged from student entrepreneurs with the help of IEDCs.

The students representing the colleges listed below have reported that there are no startups emerging from their institutions :

1. Rajagiri College of Management and Applied Sciences
2. AWH Engineering College
3. MBITS engineering college kothamangalam
4. KMEA Engineering College
5. Bhavan's Royal Institute of Management
6. Holy Grace Academy of Engineering
7. Heera College of Engineering and Technology
8. St. Berchmans College

9. AKM Polytechnic College, Kollam

10. Christ College of Engineering

11. Mar Ivanios College

12. Muthoot Institute of Technology and Science Varikoli

Table 4.9

Activities conducted by college IEDCs for developing student entrepreneurs

Activities	No.of respondents	Percentage (%)
I talks	32	91.4
Hackathons	29	82.9
Ideathons	33	94.3
Workshops	35	100
Bootcamps	23	65.7
Other	2	5.7
Business stalls	1	2.9
Technical activities	1	2.9
SALT	1	2.9
Training sessions	1	2.9
Competitions	1	2.9
Meetups	1	2.9
Advertisements	1	2.9

Source: Primary Data

Figure 4.7

Various activities done by college IEDCs
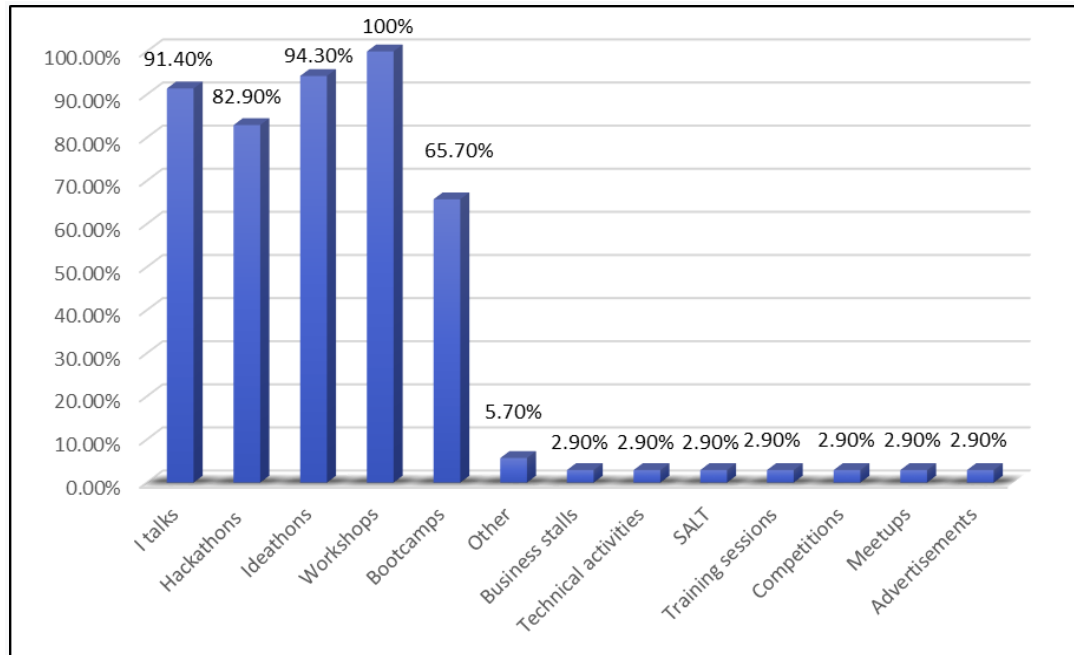
INTERPRETATION:

The table 4.9 shows the number of various activities conducted by IEDCs in colleges. Out of 35 respondents, 32 respondents conduct I talks (91.4%), 29 respondents conduct Hachathons (82.9%), 33 respondents conduct Ideathons (94.3), 35 respondents conduct workshops (100%), 23 respondents conduct Bootcamps (65.7%), 2 respondents conduct other activity (5.7%) and 1 each respondents for technical activities, SALT, Training sessions, Competitions, Meetups, Advertisements (2.9%).

Thus it can be interpreted that various activities are conducted by college IEDCs mostly workshops, ideathons, I talks and Hackathons to make IEDC active.

Table 4.10

Membership of respondents in their college IEDC

Type of response	No. of respondents	Percentage (%)
YES	35	100
NO	-	-
Total	**35**	**100**

Source: Primary Data

Figure 4.8

Membership of respondents in their college IEDC
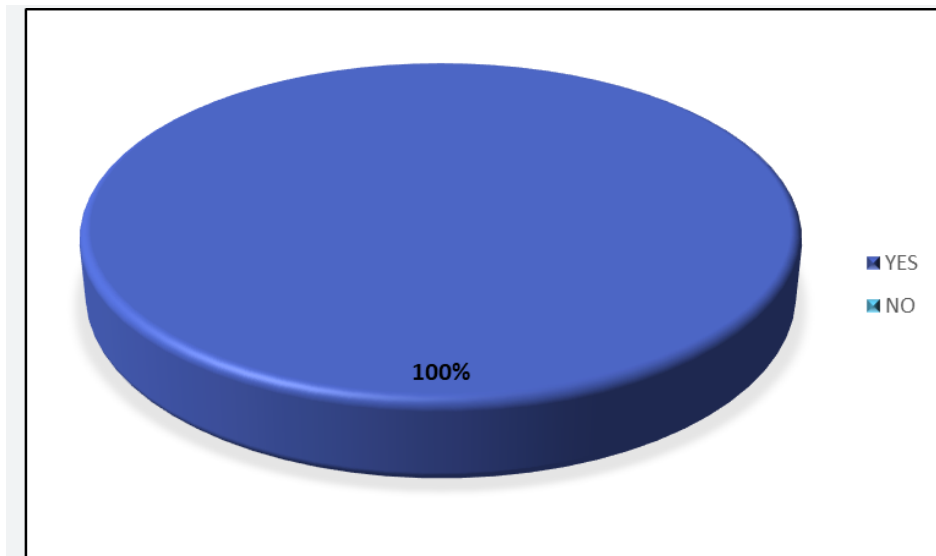
INTERPRETATION:

The table 4.10 shows the membership of respondents in their college IEDC. Out of 35, all 35 respondents are members of their college IEDC.

Table 4.11

Formal position of Respondents in their college IEDC

Position	No.of respondents	Percentage(%)
Chief Executive Officer	27	77.1
Chief Operating Officer	3	8.6
Chief financial Officer	1	2.9
Chief Marketing Officer	1	2.9
Chief Technology Officer	1	2.9
Women Entrepreneurship Lead	-	-
Chief Community Officer	-	-
Chief Creative Officer	1	2.9
Chief Programming Officer	1	2.9
Total	35	100

Source: Primary Data

Figure 4.9

Formal position of Respondents in their college IEDC.
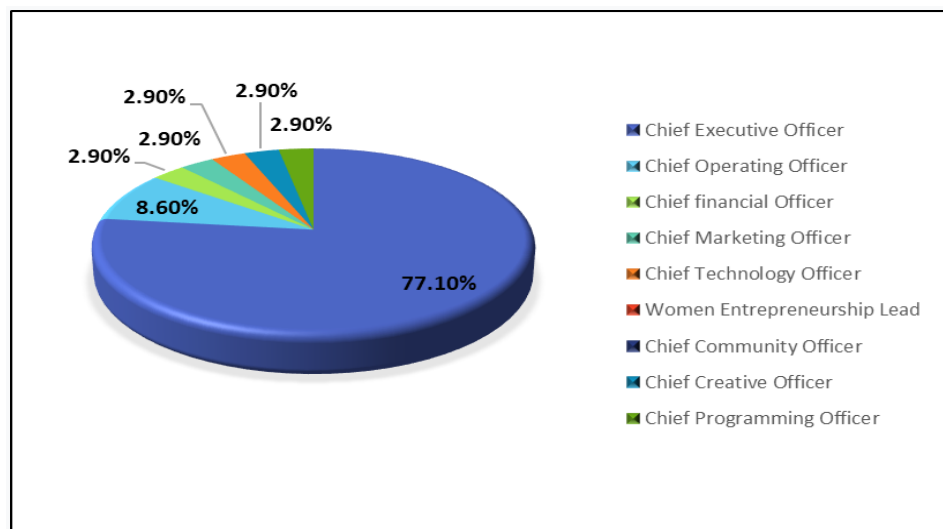
INTERPRETATION:

The table 4.11 shows the formal position of each respondent in their college IEDC. Out of 35 respondents, 27 respondents are Chief executive Officers (77.1%), 3 are Chief Operating Officers (8.6%) and 1 each are Chief Financial Officer (2.9%), Chief marketing Officer (2.9%), Chief Technology Officer (2.9%), Chief Creative Officer (2.9%), Chief Programming Officer(2.9%).Thus it is clear that, majority of the respondents are Chief Executive Officers.

Table 4.12

No.of innovators registered in the IEDC innovate portal

Range of Innovators	No.of Respondents	Percentage (%)
0 - 250	17	48.6
250 - 500	8	22.9
500 - 750	4	11.4
750 - 1000	3	8.6
1000 - 1250	3	8.6
More than 1250	-	-
Total	**35**	**100**

Source: Primary Data

Figure 4.10

No. of Innovators registered in the IEDC Portal
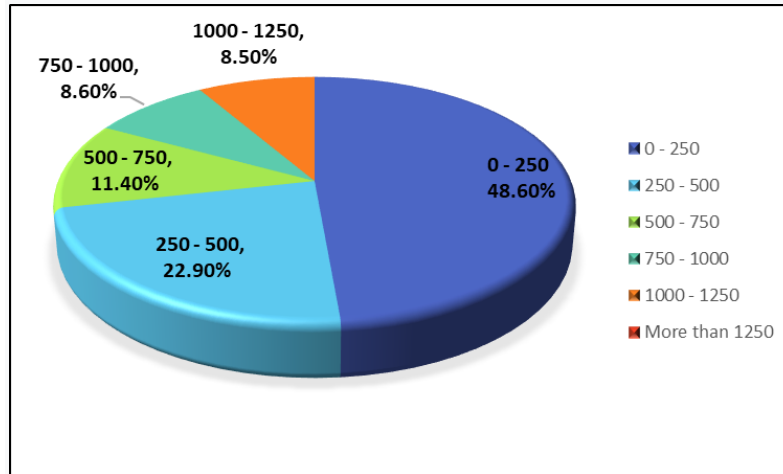
INTERPRETATION:

The table 4.12 shows the number of innovators registered in the IEDC portal. Out of 35 respondents, 17 respondents are there in 0 - 250 registered innovators' range(48.6%), 8 respondents in 250 - 500 registered innovators' range (22.9%), 4 respondents in 500 to 750 registered innovators' range (11.4%), 3 respondents in 750 - 1000 registered innovators' range (8.6%), 3 respondents in 1000 - 1250 registered innovators' range (8.66%) and no respondents in more than 1250 registered innovators' range.

Thus it can be interpreted that an average of 250 innovators are utilizing the IEDC portal from various colleges.

Table 4.13

Frequency of conducting IEDC activities in colleges

Frequency	No. of activities	Percentage (%)
Daily	-	-
Weekly	19	54.3
Monthly	14	40
Annually	2	5.7
Total	**35**	**100**

Source: Primary Data

Figure 4.11

Frequency of conducting IEDC activities.
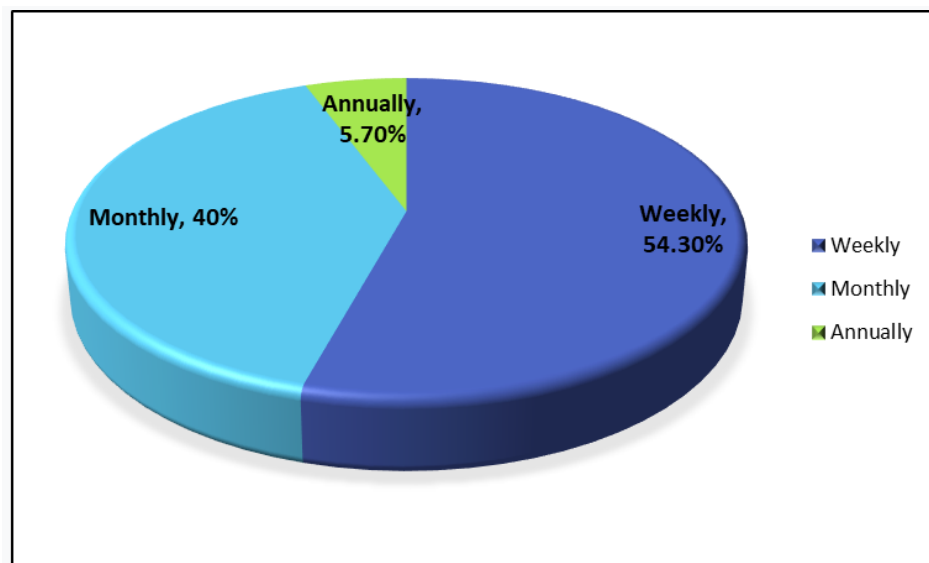
INTERPRETATION:

The table 4.13 shows frequency in which IEDCs conduct activities in colleges. Out of 35 respondents, no respondents conduct activities daily (0%), 19 respondents conduct activities weekly (54.3%), 14 respondents conduct activities monthly (40%) and 2 respondents conduct activities annually (5.7%) in their colleges. Thus, the majority of colleges conduct activities weekly to maintain IEDCs active.

Table 4.14

Collaboration of IEDC with other cells in the college

Type of Response	No. of Respondents	Percentage (%)
YES	29	82.9
NO	6	17.1
Total	**35**	**100**

Source: Primary Data

Figure 4.12

Collaboration of IEDC with other cells in the college
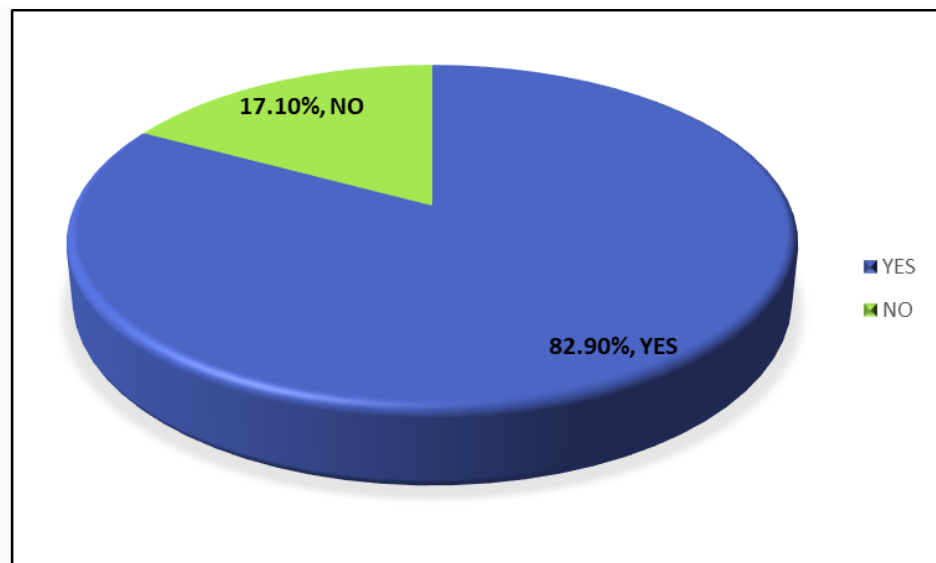
INTERPRETATION:

The table 4.14 shows the collaboration of IEDC with other cells in respondents' college. Out of 35 respondents, 29 respondents say they collaborate (82.9%) and 6 respondents say they don't collaborate (17.1%) with other cells in their college. Thus, majority of colleges collaborate with other cells in their college and conduct activities.

Table 4.15

Utilisation of schemes provided by KSUM

Type of response	No. of respondents	Percentage (%)
YES	16	45.7
NO	19	54.3
Total	**35**	**100**

Source: Primary Data

Figure 4.13

Utilisation of schemes provided by KSUM
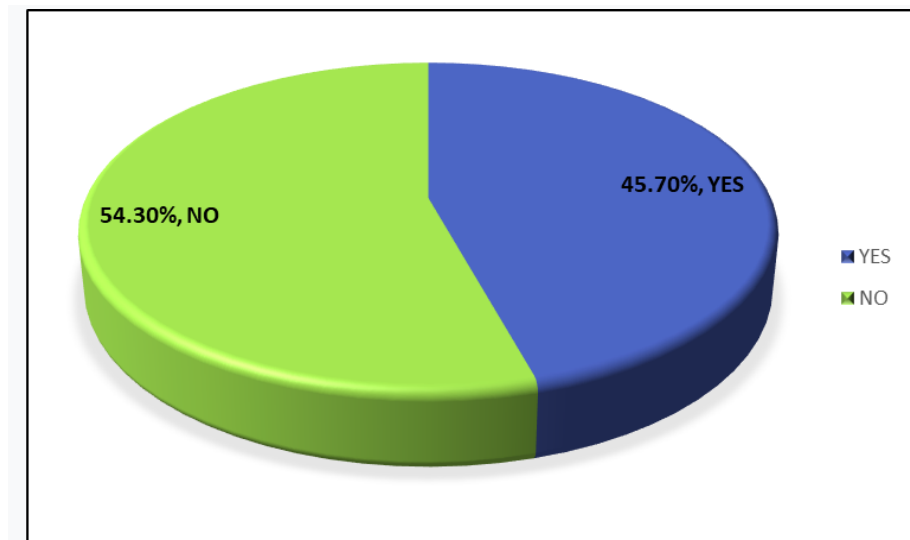
INTERPRETATION:

The table 4.15 shows the utilisation of schemes provided by KSUM. Out of 35 respondents, 16 respondents respond favourably (45.7%), and 19 respondents respond unfavourably (54.3%).

Thus it can be interpreted that a majority of the population do not make use of schemes provided by KSUM.

Table 4.16

Various schemes used by students in Respondents' colleges

No. of Respondents	Name of the College	Schemes used
1	Mes college of engineering Kuttippuram	Nil
2	Mea Engineering college	Nil
3	Rajagiri College of Management and Applied Sciences	Nil
4	Mar Athanasius College of Engineering Kothamanglam	Lot, Fablabs
5	Mea Engineering college	Nil
6	AWH Engineering College	Nil
7	MBITS ENGINEERING COLLEGE KOTHAMANGALAM	IEDC Funds
8	KMEA Engineering College	Nil
9	Marian Engineering college	Nil
10	College of Engineering Vadakara	Nil
11	Ilahia College Of Engineering and Technology	Idea Grant
12	Bhavan's Royal Institute of Management	Idea Grant
13	Holy Grace Academy of Engineering	Nil
14	Heera College of Engineering and Technology	Nil
15	Sahrdaya College of Engineering and Technology	SALT, ONE DISTRICT ONE PROJECT
16	St. Thomas College, Palai	Nil
17	Toc H Institute of Science and Technology	Nil
18	St. Berchmans College	Nil
19	Yeldo Mar Baselios College	Idea Grant

20	AKM Polytechnic College, Kollam	Nil
21	Christ College of Engineering	SALT, LEAP
22	SNGCE	Nil
23	Government College of Engineering Kannur	Nil
24	College Of Engineering Thalassery	Nil
25	St. Joseph's College of engineering and technology, Palai	Innovation Grant, IEDC fund, Idea Grant
26	College of engineering Cherthala	Nil
27	GEC BARTON HILL	Nil
28	Mahaguru Institute Of Technology	SALT
29	John Cox Memorial CSI Institute of technology	Nil
30	Mar Ivanios College	Nil
31	Muthoot Institute of Technology and Science Varikoli	Nil
32	Amal Jyothi College of Engineering	SALT and other
33	Marian Engineering college Trivandrum	Innovation Grant
34	Rajiv Gandhi institute of technology Kottayam	Idea Grant
35	MES College Marampally	Idea Grant

Source Primary Data

INTERPRETATION:

The table 4.16 shows various schemes used by students in respondents' college.

Lot, Fablabs, Idea Grant, SALT, One District One Project, LEAP and Innovation

Grant are used by students.

Here, majority of students use Idea grant while other schemes are also used.

Table 4.17

Ways in which IEDC is Helpful to students

Fields of Operation	No. of responses per field of operation	Percentage (%)
Innovation	15	42.9
Technology	13	37.1
Entrepreneurship	15	42.9
Leadership	15	42.9
Incubation	13	37.1
Training and Development	14	40
All of the above	29	82.9

Source: Primary Data

Figure 4.14

Ways in which IEDC is Helpful to students
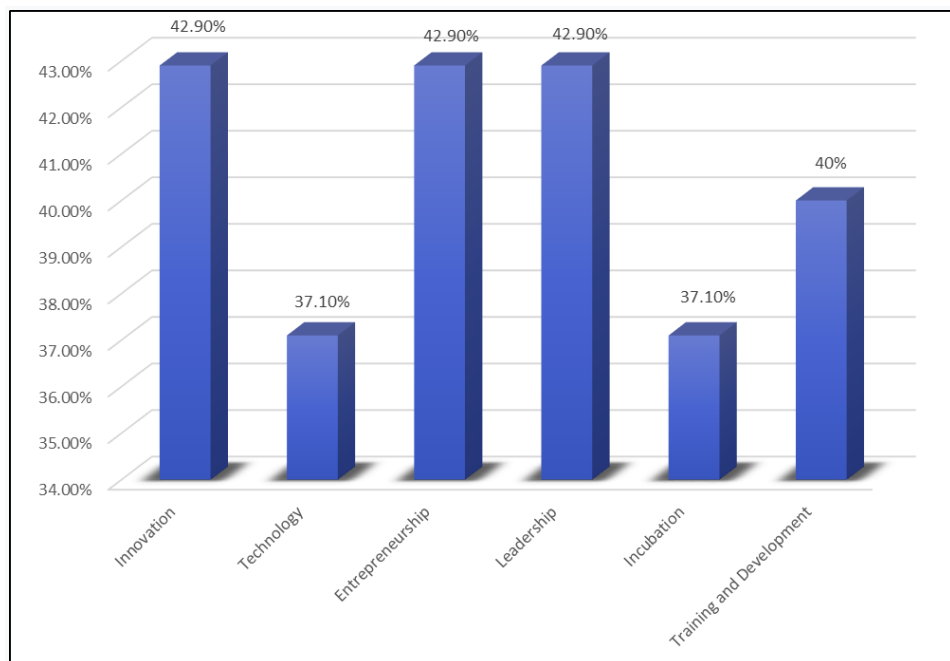
INTERPRETATION:

The table 4.17 shows the ways in which IEDC is helpful to students. 15 responses for Innovation, 13 responses for Technology, 15 responses for Entrepreneurship, 15 responses for Leadership, 13 responses for Incubation, 14 responses for Training and Development and 29 responses for all of the above (82.9%).

Thus it can be interpreted that IEDC is helpful to students in all these fields of operation.

Table 4.18

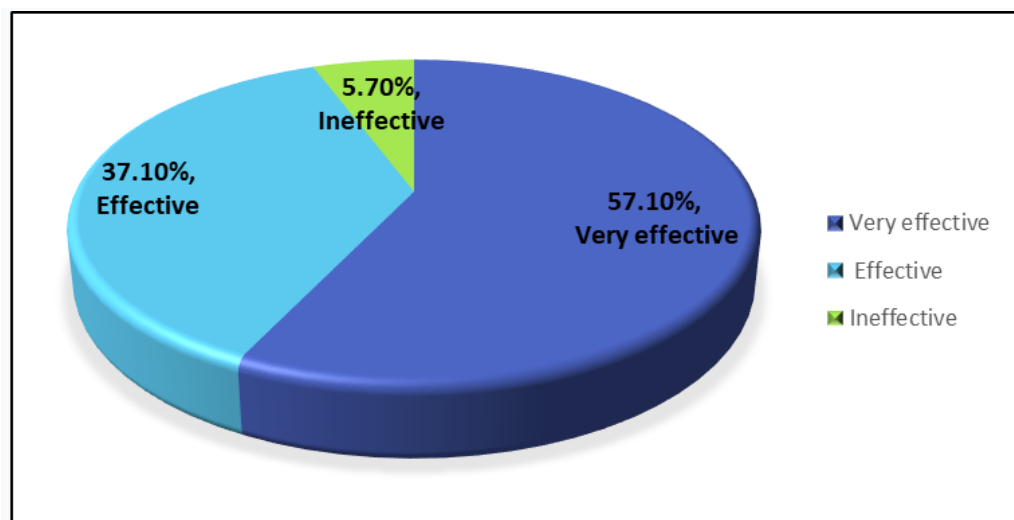**On a scale of 1-3, Effectiveness of IEDC in promoting entrepreneurship among students**

Effectiveness	No. of respondents	Percentage (%)
1 - Very effective	20	57.1
2 - Effective	13	37.1
3 - Ineffective	2	5.7
Total	**35**	**100**

Source: Primary Data

Figure 4.15

Effectiveness of IEDCs in promoting entrepreneurship among students.

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INTERPRETATION:

The table 4.18 shows the effectiveness of IEDCs in promoting entrepreneurship among students. Out of 35 respondents, 20 respondents responded to very effective (57.1%), 13 respondents responded to effective (37.1%) and 2 respondents responded to ineffective (5.7%).

Thus it is clear that, majority of respondents agree that IEDCs are effective in promoting entrepreneurship among students.

Table 4.19

Effective utilisation of opportunities provided by IEDC

Type of Response	No.of Respondents	Percentage (%)
YES	22	62.9
NO	3	8.6
MAYBE	10	28.6
Total	**35**	**100**

Source: Primary Data

Figure 4.16

Effective utilisation of IEDC opportunities
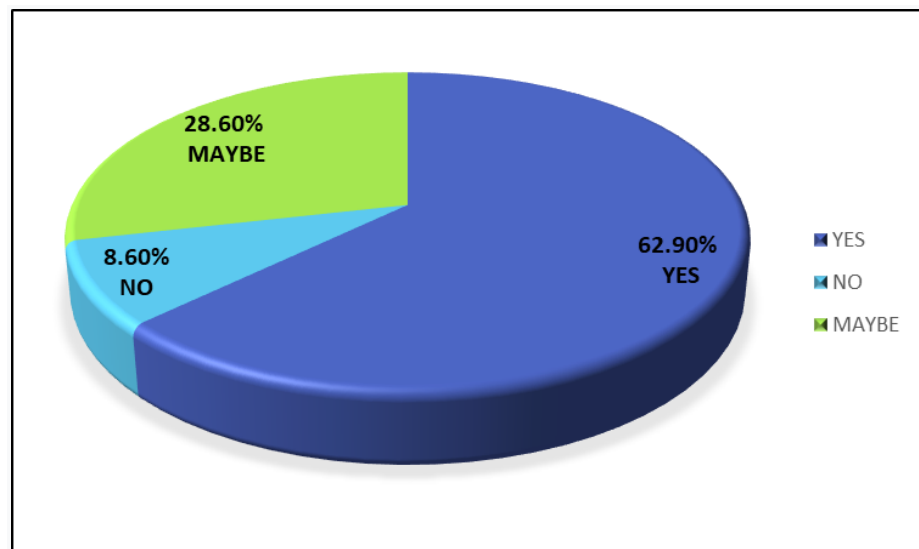
INTERPRETATION:

The table 4.19 shows whether students make use of IEDC opportunities. Here Out of 35 respondents, 22 respondents responded positively (62.9%), 3 respondents responded negatively (8.6%) and 10 respondents were not sure (28.6%) about whether students are using opportunities effectively.

Thus it can be said that most of the students are using opportunities provided by IEDCs.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND

CONCLUSIONS

5.1 SUMMARY

The project aims to explore the impact of the Innovation and Entrepreneurship Development Centers (IEDCs) in fostering student entrepreneurship. The IEDCs are established by the Government of India to promote innovation and entrepreneurship among students in higher education institutions.

In Kerala, there are several colleges that have IEDCs. The Kerala Startup Mission (KSUM) has been instrumental in setting up IEDCs in various educational institutions across Kerala. These cells serve as a platform for students to showcase their innovative ideas and get support for their entrepreneurial ventures. They provide various resources, including funding, mentorship, training, and networking opportunities, to help students turn their innovative ideas into successful ventures. They also organize events, workshops, and seminars to create awareness about entrepreneurship and innovation among students.

The research questions were answered by analyzing and interpreting the data gathered through structured questionnaires from 35 participants. The study provides valuable insights into the activities and outcomes of IEDCs in Kerala and their impact on student innovation and entrepreneurship.

The study employed various factors such as age, gender, location, education level, etc. as variables. Both primary and secondary data were utilized, where primary data was obtained by distributing questionnaires to the target group, while secondary data was sourced from online platforms, books, journals, and other secondary references. These are the important findings with regards to the study on the " Impact of IEDC in fostering student entrepreneurs".

5.2 FINDINGS

- Majority of the respondents are from engineering colleges followed by arts and science colleges, management colleges and polytechnic colleges.

- The Central region has a higher concentration of IEDCs compared to the North and South regions.

- All participants in the study have a clear understanding of IEDC, indicating that IEDC has become a widely recognized and beneficial entity in colleges throughout Kerala.

- After analyzing the responses it is evident that IEDC serves as a valuable platform for student entrepreneurs in colleges. Overall, the findings indicate that IEDC is widely recognized and appreciated as a vital resource in the college ecosystem.

- According to the inquiry about the duration of IEDCs presence in the college, it can be inferred that IEDC has been operational in most colleges for an average of 5 years.

- The majority of the respondents agreed that IEDCs have greater impact in budding student entrepreneurs,while a few disagreed.

- A significant number of students have become entrepreneurs while studying in various colleges.

- There are several fresh ventures operating within the colleges of the surveyed individuals. These startups have been able to introduce innovative ideas and products, which can be attributed to the assistance received from IEDCs that support student entrepreneurs.

- IEDCs in colleges conduct various activities, including I talks, hackathons, ideathons, workshops, and bootcamps, to promote innovation and entrepreneurship among students. Workshops are the most popular activity among them. Other activities such as technical activities, SALT, training sessions, competitions, meetups, and advertisements are also conducted, albeit by a small percentage of respondents.

- The IEDC portal serves innovators from various colleges. The results based on the responses of participants who were asked about the number of innovators registered in the IEDC portal indicate that an average of 250 innovators utilize the IEDC portal across colleges.

- Based on the survey of respondents, the findings suggest that there is a low frequency of activities conducted by IEDCs in colleges on a daily basis. The majority of colleges seem to conduct activities weekly to maintain their IEDCs active, with a smaller percentage conducting them monthly or annually.

- The majority of the respondents' college cells collaborate with other cells within their college. A significant minority of respondents reported that they do not collaborate with other cells in their college.

- Most of the respondents do not utilize the schemes offered by KSUM

- There are various schemes used by students in the surveyed college, including Lot, Fablabs, Idea Grant, SALT, One District One Project, LEAP, and Innovation Grant. Among these programs, Idea Grant is the most popular, with a majority of students utilizing it.

- The majority of the respondents expressed that IEDC is helpful in various areas, such as innovation, technology, entrepreneurship, leadership, incubation, training, and development.

- It appears that a majority of respondents agree that IEDCs are effective in promoting entrepreneurship among students. Only a few responded that the IEDCs are "ineffective".

- The majority of students are making use of the opportunities provided by IEDCs although there is still room for improvement in terms of awareness and understanding of these opportunities among some students.

5.3 SUGGESTIONS

There are various activities conducted by IEDCs in order to make an entrepreneurial culture among students.In this competitive world developing an entrepreneurship ecosystem has become an unavoidable factor for the development of an economy. IEDCs provide financial as well as mentoring support to the upcoming student entrepreneurs. There are various grants provided KSUM to financially support the student startups. But from the study we understood that these grants are not properly utilized by the student entrepreneurs. Many of them are unaware of such grants provided by KSUM. Many of the students are unaware of the actual purpose of IEDCs. Effective steps should be taken to make aware of IEDCs among students so that the aspiring student entrepreneurs could benefit from them.

- **Making students aware of IEDC**. It is suggested to conduct orientation sessions among students to make them know about IEDC and the activities conducted by IEDC.

- **Training and guidance to the core team**. To improve the efficiency of IEDC the core team must be well trained. They should be given proper guidance so that they can lead the members and utilize the opportunities effectively.

- **Targeting the right people**. We can't force every student to become an entrepreneur. All the students may not find the programmes conducted by IEDCs to be useful. So it is suggested to find out the students who are interested in entrepreneurship and startups and focus on them instead of wasting resources on uninterested students.

- **Networking and Collaborating**. Frequent district or zonal meetups helps in sharing ideas and suggestions among IEDCs. Collaborating with other startups or entrepreneurs will helps to provide real world insights to the aspiring student entrepreneurs. So it is suggested to collaborate and network with other IEDCs and startups to improve the efficiency.

- **Making aware of the schemes provided by KSUM**. Kerala Startup Mission provides various financial aids in the form of grants and schemes to the budding student entrepreneurs and startups. But many of them are unaware of such schemes. It is suggested to conduct sessions on the grants issued by KSUM and the criteria to be fulfilled inorder to avail such grants.

5.4 CONCLUSION

Innovation and Entrepreneurship Development Center is an initiative of KSUM for developing entrepreneurial culture among college students in Kerala. The study reveals that more and more students are making use of IEDC for their entrepreneurial growth. IEDCs provide a platform for aspiring entrepreneurs to learn and grow their business ideas by offering resources, training, and mentorship. The ultimate goal of IEDCs is to create a sustainable ecosystem that encourages economic growth and job creation. Thus IEDC has indeed proved to be successful in their mission and still has prospects for more growth and

development.

Various activities conducted by IEDCs like idea pitching, workshops, bootcamps, hackathons etc inculcate innovation and entrepreneurial culture among students. These centers provide a platform for aspiring entrepreneurs to learn and grow their business ideas by offering resources, training, and mentorship.Through IEDCs not only startups and entrepreneurs are born but also it helps to develop personal traits like leadership,communication skills,networking skills etc among students.

IEDCs would play an instrumental role in fostering entrepreneurial and innovation culture in Academic institutions. From the study we can conclude that IEDCs of various colleges are actively conducting so many programmes which are helping the aspiring student entrepreneurs to initiate their goal. Student startups can be taken as an indication of the positive impact of IEDC among students. The growth of the startups under IEDCs helps to develop the economy and bring a favorable shift in the employment opportunities.

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APPENDIX

Name of Colleges

Sl no. of Respondents	Name of the College
1	Mes college of engineering Kuttippuram
2	Assumption College
3	Rajagiri College of Management and Applied Sciences
4	Mar Athanasius College of Engineering Kothamanglam
5	Mea Engineering college
6	AWH Engineering College
7	MBITS ENGINEERING COLLEGE KOTHAMANGALAM
8	KMEA Engineering College
9	Marian Engineering college
10	College of Engineering Vadakara
11	Ilahia College Of Engineering and Technology
12	Bhavan's Royal Institute of Management
13	Holy Grace Academy of Engineering
14	Heera College of Engineering and Technology
15	Sahrdaya College of Engineering and Technology
16	St. Thomas College, Palai
17	Toc H Institute of Science and Technology
18	St. Berchmans College
19	Yeldo Mar Baselios College
20	AKM Polytechnic College
21	Christ College of Engineering
22	SNGCE
23	Government College of Engineering Kannur
24	College Of Engineering Thalassery
25	St. Joseph's College of engineering and technology, Palai
26	College of engineering Cherthala

27	GEC BARTON HILL
28	Mahaguru Institute Of Technology
29	John Cox Memorial CSI Institute of technology
30	Mar Ivanios College
31	Muthoot Institute of Technology and Science Varikoli
32	Amal Jyothi College of Engineering
33	Marian Engineering college Trivandrum
34	Rajiv Gandhi institute of technology, Kottayam
35	MES College, Marampally

Source: Primary Data

QUESTIONNAIRE

1. Name of the College

2. Institution type

    ☐ Engineering

    ☐ Arts and science

    ☐ Polytechnic

    ☐ Management

    ☐ Other:

3. Region

    ☐ North

    ☐ Central

    ☐ South

4.District

5. Are you aware of Innovation and Entrepreneurship Development Centres(IEDC) ?

    ☐ Yes

    ☐ No

6. What are your perspectives on Innovation and Entrepreneurship Development Centres (IEDC) ?

7. How many years has it been since IEDC started its activities in your college ?

    ☐ Less than 5 years

    ☐ 5 years

    ☐ More than five years

8. Do you think they are useful to the budding student entrepreneurs ?

    ☐ Yes

    ☐ No

☐ Maybe

9. How many Startups have emerged from your college through IEDC ?

☐ 1 - 3
☐ 4 - 7
☐ 8 - 10
☐ More than 10
☐ Nil

10. Mention any 2-3 such startups in your college.

11. What are the activities conducted by your college IEDC for developing student entrepreneurs ?

☐ I talks
☐ Hackathon
☐ Idea thons
☐ Workshops
☐ Bootcamps
☐ Other:

12. Are you a core team member of IEDC of your college?

☐ Yes
☐ No

13. If yes your position

☐ Chief Executive Officer
☐ Chief Operating Officer
☐ Chief Financial Officer
☐ Chief Marketing Officer
☐ Chief Technology Officer
☐ Women Entrepreneurship Lead
☐ Chief Community Officer
☐ Chief Creative Officer
☐ Other:

14. How many innovators have been registered in the IEDC innovate portal ? *

- ☐ 0-250
- ☐ 250-500
- ☐ 500- 750
- ☐ 750- 1000
- ☐ 1000 - 1250
- ☐ More than 1250

15. How often do your IEDC conduct activities ?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Annually

16. What are the other various innovation cells active in your institution?

- ☐ Institution Innovation Cell
- ☐ Entrepreneurship Development Club
- ☐ Institute of Electrical and Electronic Engineers(EEE)
- ☐ Tinkerhub
- ☐ Hackclub
- ☐ Other

17. Do you collaborate with them?

- ☐ Yes
- ☐ No

18. Do you make use of any scheme provided by KSUM ?

- ☐ Yes
- ☐ No

19. If yes, which are they ?

20. In what all ways do you think IEDC is helpful to students ?

- ☐ Innovation

- ☐ Technology
- ☐ Entrepreneurship
- ☐ Leadership
- ☐ Incubation
- ☐ Training and development
- ☐ All of the above

21. On a scale of 1-3 how effective is IEDC in promoting entrepreneurship among students ?

- ☐ 1-Very effective
- ☐ 2-Effective
- ☐ 3-Ineffective

22.Do you think IEDC contributed towards entrepreneurial culture among students?

- ☐ Yes
- ☐ No
- ☐ Maybe

23. Do students effectively make use of opportunities provided by IEDC ?

- ☐ Yes
- ☐ No
- ☐ Maybe

24.Which all corrective measures can make IEDCs more active?