

**ENTREPRENEURSHIP AS A CAREER OPTION: ANALYSIS AMONG POST
GRADUATE COMMERCE STUDENTS WITH SPECIAL REFERENCE TO
ERNAKULAM DISTRICT**

Dissertation

Submitted by

K KRISHNA PRAKASH (SM23COM012)

Under the guidance of

Ms. AKHILA PA

In partial fulfillment of the requirement for the Degree of

MASTER OF COMMERCE



ST. TERESA'S COLLEGE ESTD 1925

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

COLLEGE WITH POTENTIAL FOR EXCELLENCE

Nationally Re-Accredited with A++ Grade

Affiliated to

Mahatma Gandhi University

Kottayam-686560

March-2025

DECLARATION

I, Ms. K Krishna Prakash final year M. Com student, Department of Commerce (SF), St. Teresa's College (Autonomous) do hereby declare that the project report entitled "ENTREPRENEURSHIP AS A CAREER OPTION: ANALYSIS AMONG POST GRADUATE COMMERCE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT" submitted to Mahatma Gandhi University is a Bonafide record of the work done under the supervision and guidance of Ms. Akhila P A, Assistant Professor of Department of Commerce (SF), St. Teresa's College (Autonomous) and this work has not previously formed the basis for the award of any academic qualification, fellowship, or other similar title of any other university or board.



K KRISHNA PRAKASH

PLACE: ERNAKULAM

DATE: 25-04-2025



ST.TERESA'S COLLEGE (AUTONOMOUS)
ERNAKULAM



Certificate of Plagiarism Check for Dissertation

Author Name KRISHNA PRAKASH K

Course of Study M.Com

Name of Guide Ms. Akhila P A.

Department Commerce (SF)

Acceptable Maximum Limit 20

Submitted By library@teresas.ac.in

Paper Title ENTREPRENEURSHIP AS A CAREER OPTION:
ANALYSIS AMONG POST GRADUATE
COMMERCE STUDENTS WITH SPECIAL
REFERENCE TO ERNAKULAM DISTRICT

Similarity 5% AI-15%

Paper ID 3435333

Total Pages 41

Submission Date 2025-03-26 10:06:16

Signature of Student

Signature of Guide



Checked By
College Librarian

LIST OF TABLES

Table No	Title	Page No
4.1	Gender wise classification of respondents	23
4.2	Stream wise arrangement of respondents	24
4.3	Interest in following entrepreneurship as a career option	25
4.4	Factors interesting towards entrepreneurial career	26
4.5	Self-confidence level	27
4.6	Properties that are considered as the most helpful for considering entrepreneurship as a career choice	28
4.7	Family members or friends who are entrepreneurs	29
4.8	Influence of experience on entrepreneurs	30
4.9	Resources or support available on the campus for aspiring entrepreneurs	31
4.10	Utilisation of resources	32
4.11	Factors that mostly demotivates from choosing entrepreneurship as career choice	33
4.12	How optimistic are you about future of entrepreneurship in India, considering current environment	34
4.13	Access to technology and infrastructure for ventures	35
4.14	Importance of Government support	36
4.15	Accessibility of resources for aspiring entrepreneurship in academic environment	37

4.16	Significance of promoting entrepreneurship among postgraduate students	38	
4.17	Role of educational institution in entrepreneurial career	39	

4.14	Importance of Government support	36
4.15	Accessibility of resources for aspiring entrepreneurship in academic environment	37
4.16	Significance of promoting entrepreneurship among postgraduate students	38
4.17	Role of educational institution in entrepreneurial career	39

INTRODUCTION

Entrepreneurship is often seen as a picture of strength and business growing, playing a energetic role in heavy economic expansion. It is important for society's progress, creating jobs and initial up many new chances. Entrepreneurs have become key drivers of modern business success. However, expansion isn't just about entrepreneurship—it also involves invention, product and service making, and overall growing. This study aims to travel how attentive students are in becoming entrepreneurs. With fewer job chances available and many young people preferring direction over outdated employment, more and more scholars are turning to entrepreneurship. Hopeful invention and this help shape pupils into capable individuals ready to take on global tests.

The focus of this study is on how different learning methods can help support, develop, and sustain students' entrepreneurial helps, as well as thoughtful their views on entrepreneurship. The goal is to gain awareness into students' experiences and outlooks on the methods used to cultivate their business skills. This research will look into the factors manipulating the entrepreneurial intentions of commerce alumni, offering a deeper understanding of how personal goals and goals play into these decisions. By learning more about what stimulates and challenges these young directors, we can better understand the future of entrepreneurship and the role that education and management can play in hopeful its growth.

India's economy has made popular fresh years, but the expansion of instructive facilities has not kept up with this growth. Business education, in particular, has fallen quick in some institutions, weakening to meet the trade and social needs of the country. As a result, many business and management graduates are left jobless, wasting valuable human resources. This gap needs to be addressed to ensure long-term sustainability. India faces new competitions from shifting industrial policies and a globalized economy, which must be touched effectively. The country needs more entrepreneurs to grip new chances and create jobs. Looking ahead, the government imagines young people under 25 to emerge as the next wave of entrepreneurs and companies. To support this, free initiative and small business development are imports for both the central and state governments, with agencies like Ministries, the Industrial Development Bank of India, Regional Industrial Centres, and the National Institute of Entrepreneurship and Small Business Growth offering important support. These involvements provide guidance not only to management graduates but also to others looking to start small businesses. With entrepreneurship becoming more important in the modern economy, this study aims to explore the entrepreneurial wishes of business graduates in Ernakulam district.

1.1. STATEMENT OF THE PROBLEM

As final-year students approach graduation, they face the insistent task of choosing their future profession. Many who are interested in company careers find themselves in a weak position by factors like lack of family support or monetary restraints. This can create a complex situation, with different results contingent on each student's personal conditions. This study explores how postgraduate commerce students feel about entrepreneurship as a career. It looks at what appeals them to entrepreneurship, the environmental factors that promote it, and the challenges that depress them from chasing this path. The research aims to understand students' insolences toward entrepreneurship, considering it as a practical career choice in today's world, and to classify the factors that shape their decision-making process, both positively and harmfully.

1.2. SIGNIFICANCE OF THE STUDY

Entrepreneurship is gaining receipt among students international as a way to create affluence and find personal execution. During times of economic decline, it's often the entrepreneurial spirit and flexibility that help come around the economy. Entrepreneurship involves the ability to innovate, take risks, anticipate results, and confidently handle unexpected challenges. Entrepreneurial activities are essential for the economic growth and success of modern culture. Because of this, understanding what drives people to become entrepreneurs, as well as the factors that pay to their success, has become gradually important. This topic is now being widely discussed by officials worldwide. The aim of this study is to discover how postgraduate commerce students view entrepreneurship. With their related in commerce, these students are well-resourced to identify business opportunities. If they choose to pursue entrepreneurship, they may be able to grow their businesses and create wealth much faster than businesspeople from other fields.

1.3 SCOPE OF THE STUDY

The goal of this study is to understand the purposes and career aspirations of final-year postgraduate commerce students in Ernakulam district. The research focuses exactly on these students, and the analysis is based totally on their lookouts and experiences.

1.4 OBJECTIVES OF THE STUDY

This study is undertaken with the following objectives:

- To study the attitude of students to entrepreneurship as a career option.
- To find out the factors that appeal students towards entrepreneurial career.
- To study the various environmental factors which help entrepreneurship among post graduate commerce students.
- To study the factors that discourages the post graduate commerce students from pursuing entrepreneurship.

1.5 RESEARCH METHODOLOGY OF THE STUDY

1.5.1 Research design

The present study includes both expressive and analytical study. This study tries to look out the influence of factors that influence entrepreneurial meaning among PG students. During this study, five self-governing variables and one dependent variable are tested. Dependent variable is entrepreneurial intention, and independent variables are incentive, fear of failure, environmental factors, entrepreneurial behaviour and instructive factors. Descriptive and Analytical

1.5.2 Sampling design

Population: The population careful under the study is limited to post graduate commerce students in Ernakulam district.

Sample size: 150 samples were selected by using suitability sampling method from the total population

1.5.3 Source of Data

Foundations of information are mainly classified into two:

1 Primary data

In this study primary data was collected in the method of questionnaire which was spread among the sample population. Data are collected from the respondents nevertheless of their age and gender using structured questionnaire. Google form questionnaire was sent to accused and response were taken from Google response sheet.

2 Secondary data

Secondary data for the study was calm from various books, various trainings printed in online journals, Magazines, and websites.

1.5.4 Tools for Analysis

The primary data collected were statistically coded, processed, classified, charted and analysed by using statistical and exact tools and techniques like. Pie charts, Bar diagrams are used as a tool for analysis in this study.

1.6 LIMITATIONS OF THE STUDY

Some of the limitations of the study:

- Time and resources factors are the most restrictive one for the study
- Some students are not keen to fill the questionnaire.
- The study is influenced by the individual opinions of the respondents.

CHAPTERISATION

- **Chapter 1 – Introduction**

This provides an introduction to the study. It provides details including problem statement, bearing, scope, objectives, hypothesis, research methodology, limitations, study data analysis method and chapter act scheme.

- **Chapter 2 – Literature Review**

It includes various previous trainings related to the topic.

- **Chapter 3 – Theoretical Framework**

It includes the concept, definition, meaning of entrepreneurship and business plan, which were obtained from various printed sources and serve as secondary data for the study.

- **Chapter 4 – Analysis and interpretation of data**

This explains the examination and analysis of data to obtain the objectives of the education. The chapter deals with the study of data collected from the sample population, their result and interpretation.

- **Chapter 5 – Findings, Conclusion and suggestions**

It is the final chapter that presents the findings, propositions and conclusions resulting from the study.

CHAPTER 2

REVIEW OF LITERATURE

2.1**Nikolaus and Luthje (2004)**, the study “Entrepreneurial purposes of business scholars: A benchmarking study” they compared Determinations of two German university scholars. Three manners are used in their work is a boldness towards self-service, an attitude of willingness to take risks, need for freedom and regulator. The result is the scholar’s entrepreneurial intentions are stronger and more ambitious in terms of business growth. In their study, the business aspirations of pupils at the University of Munich and the Vienna University of Economics and Business Administration—two German-speaking universities—are compared with the agreeing findings for Massachusetts Institute of Technology (MIT), a pioneer in this field. These academies exhibit quite diverse entrepreneurial spirit designs. The findings also imply that Munich and Vienna students’ less unique entrepreneurial teaching may be the reason for their lower level of starting aspirations.

2.2**Shook, Priem and McGee (2003)**, In their study, “Venture conception and the enterprising individual: A evaluation and synthesis” has stressed the importance of many factors. Their research shows that having a supportive start-up system, access to mentors, available resources, and introduction to success role models strongly impact students’ entrepreneurial leanings. In order to discover understudied subjects and increase study methods, they appraise and assess the venture growth literature that has looked at the character of the individual in this item. They then point out that more study on the role of innovative persons in venture formation should focus explicitly on individual decision. They also cover means for assessing entrepreneurial decisions and for reaching out to entrepreneurs.

2.3**Veciano and Urbano (2005)**, According to their research, “University scholars’ Attitude Towards Entrepreneurship: A Two Countries Judgement” states that businesspeople in family or among relatives foster purpose towards entrepreneurship. According to this study, students were eager about starting their own industries and thought that doing so would lead to a greater sense of fulfilment. Using Shapero’s method, this study wanted to explore the entrepreneurial goals of management tutors with a particular focus on supposed attractiveness, bent to act, and feasibility. Data gathering was done at an Ahmedabad commercial school using a form, and SPSS was used for analysis. According to the study, management students were excited about entrepreneurship and associated it with a feeling of fulfilment. It raised recommended that specific entrepreneurship modules be included to the management curriculum in order to spark students’ interest and advance their entrepreneurial skills.

2.4 Souitories, Zerbinati and Andreas (2007), In their research, “Do Entrepreneurship Programmes Increase Entrepreneurial Intention of Science and Engineering Students?”. The impact of learning, motivation and resources shows that by if students with the knowledge, skills and persuasion, they can choose entrepreneurship as a career. Entrepreneurial education promotes the subjective standards and desires of students. The programs’ greatest significant advantage, according to their research, is inspiration—a construct with an emotional component—which also increases some attitudes and total entrepreneurial ambition. The results have larger ramifications for a theory of entrepreneurial emotions as well as for the practice of teaching entrepreneurship.

2.5 ZaidatolAkmaliah Lope Pihie (2009), In her study, “Entrepreneurial Intention of University Students” a study to determine the self-sufficiency perception and entrepreneurial intentions of undergraduate students. The results show that those who believe that entrepreneurship is something that should be studied in college have a high mean score. It also suggests that to improve university students’ entrepreneurial intention, certain teaching strategies to be included. According to this study, in order to foster good entrepreneurial intention and aspiration among teacher candidates, an entrepreneurship course and appropriate entrepreneurial teaching practices should be devised. The study’s conclusion is that future educators should cultivate entrepreneurial values in order to encourage entrepreneurship in secondary school pupils.

2.6 Graevenitz, G. von, D. Harhoff and R. Weber (2010). According to their study, “The Effects of Entrepreneurship Education,” Journal of Economic Behaviour and Organization” they find that the academic courses provide informative signals to students, helping them evaluate their aptitude for entrepreneurial tasks. The study emphasizes the importance of understanding the nuanced effects of entrepreneurship education for educators and policymakers.

2.7 Dr. Mohsin Shaikh (2012), In his study, “Students Intention towards Entrepreneurship: A Review of Empirical Studies” they arrive at a finding that a student’s education influences their Intention to become an entrepreneur. Based on his findings, age, autonomy, Independence, self-efficiency, and ownership have a greater impact on the desire to start a venture. Additionally, while the level of education increases, the Likelihood of venturing into entrepreneurship decreases. This paper aims to examine and evaluate the empirical research conducted to determine university students’ inclination towards entrepreneurship and the factors that impact their choice to pursue entrepreneurship.

2.8 Arunkumar Veluswamy (2014), In his study, "Students Attitudes and Intentions toward Entrepreneurship" investigates the importance of entrepreneurial intention and self-efficacy of individual's intention towards entrepreneurship. The result finds that those who prefer more income, more independence and more ownership have high intention towards entrepreneurship. This paper aims to examine and evaluate the empirical research conducted to determine university students' inclination towards entrepreneurship and the factors that impact their choice to pursue entrepreneurship

2.9 Daniel Badulescu, Mariana Vancea (2013), In his research, "Entrepreneurial Perception Of Master Students: Realistic Or Rather Enthusiastic?" they examines the effectiveness of entrepreneurship as a career option and the practicality of self-efficacy and self-assessment in this regard. This paper explores entrepreneurship perceptions among master students in Business Management at the University of Oradea, Romania. The study, founded on survey research, exposes that pupils are drawn to riskier forms of entrepreneurship, particularly start-ups. Despite expressing self-assurance in their knowledge and helps for future entrepreneurial endeavours, they acknowledge threats outside their control. The paper stresses the duty of higher education institutions to align abstract programs with economic stresses and guide students toward confident entrepreneurship.

2.10 Linyan's (2008) research highlighted the transformative power of entrepreneurship education (EE) in shaping scholars' attitudes, purposes, and behaviours. By promotion a conducive learning environment and realizing supportive policies, campuses can significantly encourage entrepreneurial goals. To further improve the effectiveness of EE programs, it is crucial to include experiential learning occasions, such as locations, mentorship programs, and business races. These practical involvements can provide students with valuable intuitions, skills, and systems to launch their entrepreneurial schemes. Additionally, fostering a culture of invention and risk-taking within the university can motivate students to hold entrepreneurial trials. By combining theoretical data with hands-on skill and a supportive campus environment, universities can allow students to become successful businesspeople.

2.11 Dr. Mohsin Shaikh's (2012) research advises that a student's educational related plays a significant role in influential their entrepreneurial goals. Factors such as age, self-sufficiency, freedom, self-efficacy, and the desire for possession were found to be strong predictors of entrepreneurial intent. Stimulatingly, the study also revealed an opposite relationship between the level of tutoring and the likelihood of hunting entrepreneurship

2.12 Athulya's (2017) research revealed a prominent disparity in how male and female students perceive government-backed entrepreneurship programs. While the schoolwork indicated a prevalent will among students to venture into entrepreneurship, fear of letdown emerged as a significant preventive.

2.13 Breznik and Law (2016) delved into the complex relationship between brashness, innovation, and entrepreneurial resolved. Their analysis of four behavioural indicators—entrepreneurial committed, learning motivation, boldness toward entrepreneurship, and self-efficacy—uncovered a strong joining between learning inspiration and innovative thinking. Additionally, the study stressed the pivotal role of attitude and self-efficacy in predicting advanced behaviour. To further improve the empathetic of entrepreneurial resolved, it is essential to consider additional influences such as perceived barriers, social nourishment, and access to resources. These basics can knowingly influence an individual's decision to pursue entrepreneurial endeavours. Moreover, exploring the impact of cultural and group customs on entrepreneurial objectives can provide valuable insights into the varied factors shaping entrepreneurial committed

2.14 Ammani and Dr. Malarmathi (2014) emphasized the role of private experiences and family background in shaping separate attitudes towards entrepreneurship. They concluded that targeted training and help can positively influence students' entrepreneurial mindset.

2.15 Sofia Karali (2013) found that students who joined in entrepreneurship education programs exhibited a stronger entrepreneurial drive. The study also plain that these programs effectively shifted members' attitudes towards entrepreneurship.

2.16 Zhang et al. (2014) found a confident correlation among entrepreneurial objectives (EA) and commercial intent among students. These results advise that a mixture of personal motivations, conservation factors, and instructive support can significantly influence a student's result to chase free enterprise.

2.17 Abirami and Kumar (2014) explored students' responsiveness of entrepreneurship, explored potential money sources, and known factors influencing their business decisions. The study painted the significant challenge of backing, suggesting the need for accessible bank loans and rule support, particularly for feminine entrepreneurs. Also, universities were urged to provide exercise and educational chances to stand-in entrepreneurial skills

2.18 Rohit H. Trivedi (2017) aimed to know how factors like perceived barricades, external factors, and the university environment impact a running student's decision to become an entrepreneur. Building on this, Trivedi (2016) discovered that a supportive university setting and exact entrepreneurial information (NBK) positively influence commercial intent.

2.19 Evan D. (2005) explored the significance of an individual's entrepreneurial intent and self-belief in their decision to pursue entrepreneurship. The study revealed that individuals with a strong desire for higher income, greater independence, and increased ownership tend to have a higher likelihood of aspiring to become entrepreneurs.

2.20 Dr. Norman Rudhumbu, Douglas Svtwa, Takaruza Munyanyiwa and Morgen Mutsau (2016), In their study, "Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Education Institutions in Botswana: A Critical Analysis and Reflection" cite the idea that entrepreneurial education can influence people's perceptions about entrepreneurship. The majority of students, according to their study's findings, have a favourable attitude toward entrepreneurship education and would want to start their own business after graduation.

2.21 Liñán and Fayolle (2015), they focused on, "The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda" they highlighted the significance of academic programs and curricula that emphasize entrepreneurship, which in turn heightened students' interest and motivation to engage in entrepreneurial activities. By using a teaching model framework, they find the impact of entrepreneurship education (EE) in higher education was systematically evaluated in a thorough assessment of 159 articles published between 2004 and 2016. Their results show that short-term and subjective results are still prioritized, and that the studied pedagogies are not sufficiently described in detail. This study highlights the need for more thorough and empirically grounded studies in the future, emphasizing the need to investigate less obvious but viable avenues for evaluating the impact of university-based entrepreneurship education.

2.22 Ponmani R (2015), In her research, "A Study on Entrepreneurial Attitude Orientation and Intention among various Categories of Students" suggest that entrepreneurial attitude, orientation, and intention vary among male and female students across different academic streams. Students with high levels of achievement and commitment were more likely to pursue entrepreneurial activities. Based on the findings, her study came to the conclusion that male and female students should be illustrious across academic streams based on their entrepreneurial attitude, location, and

aim. The intention to launch a business endeavour was strongly influenced by the socioeconomic features of the homes.

2.23 Sarah Thebaud (2010), In her study, “Gender and Entrepreneurship as a Career Choice: Do Self-assessments of Ability start-ups” she measures the degree to which cultural perceptions of gender and entrepreneurship affect one’s self-estimation of one’s capacity for entrepreneurship as well as the gender gap in company start-ups. The result found that women are less likely to see themselves as able to be an entrepreneur and they hold themselves to stricter distinctive of competence while linked to men. The answers indicate that, in judgement to males in identical states, women are much less likely to believe they are capable of being entrepreneurs and hold themselves to a higher standard of ability. After adjusting for pertinent resources, a sizable percentage of the gender disparity in entrepreneurship can be attributed to this gender difference in self-evaluations. Further examination reveals that among seasoned business leaders, famous gender disparities in self-assessed ability still exist.

2.24 Fitzsimmons and Douglas (2005), the study was about “Entrepreneurial Intentions towards Individual vs. Corporate Entrepreneurships. They found out the sign that attitudes towards possession, independence and income related to the person’s purpose to participate in entrepreneurial activities. Individuals’ perspectives regarding the independence, ownership, and risk involved in each other have an impact on their decision about a career between working for themselves and becoming an entrepreneur. This study determines that because self-employment needs risk and decision-making, attitudes about these components influence intentions, and self-efficiency eases these impacts. These predictions are documented by observed inquiries, which identify different attitudinal components for commercial and individual entrepreneurship

2.25 Edmund Thompson (2004), In his study, “Individual entrepreneurial intent: Construct Clarification and Development of an Internationally Reliable Metric” emphasizes that if the attitude matches intention, then this will lead to an increase business quality. Purpose is an essential element of entrepreneurship. This study reports on the structure and proof of a valid and trustworthy scale measuring distinct entrepreneurial intent that can be used globally after first trying to define the concept of individual entrepreneurial intent.

2.26 Krueger and Carsrud (1993), investigates, “Entrepreneurial intentions: Applying the Theory of Planned Behaviour” accentuates that entrepreneurship exercise and participation in entrepreneurship classes can meaningfully increase students’ entrepreneurial purposes. They also emphasize that personal incentive plays an important role in the expansion of entrepreneurial

purpose. Attitudes toward the goal behaviour, which in turn characterize ideas and insights, are what shape intentions. Intentions-based models of entrepreneurial activity provide new avenues for the study of venture start while also aligning with the findings of current study. By defining not only what but also how different antecedents of organizational emergence influence emergence, intentions models help them know their effects more fully.

2.27 Norris F Krueger and Deborah V Brazeal (1994), they studied, “Entrepreneurial Potential and Potential Entrepreneurs” tourist attractions those intrinsic inspirations, such as a strong desire for independence and a penchant for innovative ideas, are the main incentives that drive GUT students to view review corporate projects. This paper travels the factors that could lead to such probable and offers a model for the entrepreneurial event that is based on Shapero’s (1982) model. Next, they examine this model in light of backup data from the corporate expressing and enterprise development lookouts

2.28 Hussain, Hashmi and Gilani (2018), According to their study, “Attitude Towards Entrepreneurship: An Exploration of Technology Education Scholars” they found out that students in technology have confident attitudes toward entrepreneurship. Moreover, they recommended that institutions (educational) conduct workshops and seminars so that students’ entrepreneurial abilities should be advanced in order for them to advance in their careers. Their results show that expertise education students have a favourable attitude toward entrepreneurship. It is determined that there are no substantial differences between gender and meeting in terms of students’ attitudes toward entrepreneurship. Still, there’s a big contrast in the morning and self-supporting students’ perspectives on business. It is recommended that educational institutions hold seminars and workshops to help students develop their entrepreneurial abilities in order to advance in their career

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Entrepreneurship—MEANING

Entrepreneurship is a term that gets fearful around often, but it's rarely inspected closely. It has an unavoidable images of people building businesses from cut, turning ideas into flourishing companies, and heavy economic growth. At its main, business goes beyond just starting them. It's a mindset, a force that initiates invention and problem-solving. It's about knowing opportunities, even in indefinite times, and having the ideas into something real. While profit is often part of the comparison, true entrepreneurs are interested by a deeper desire: to create something meaningful, to make a lifelong impact, and to build something that survives them.

This journey requires a single mix of behaviours and skills. Desire and determination boost the drive, while flexibility and compliance help direct the unavoidable problems along the way. Taking hazards doesn't mean being uncontrolled, but rather making informed decisions with alert planning and anticipation. Entrepreneurs also need strong communication and guidance skills to inspire teams and adjust to constantly changing situations. The reach of entrepreneurship extends well beyond the different. It's a key driver of economic growth, creating jobs, inspiring competition, and innovation. It also plays a vital role in social change, talking gaps and offering solutions for a better future. On a own level, fosters independence and opens doors to execution and success.

But let's be honest, this path is not for everybody. It's a endless fight of high pressure and lows, requiring huge effort and promise. There are long days, doubts, and financial struggles. Yet, for those who push through, the prizes are unlike anything else. The freedom to chart your own course, the anticipation of watching your ideas take shape, and the impact you make on the world bring a sense of purpose and satisfaction that's hard to match. Entrepreneurship isn't a one way venture. It comes in many forms—whether it's a solo entrepreneur following their passion or a social entrepreneur beginning global tasks. Ultimately, the spirit of entrepreneurship is about conversion. It has the power to change people, businesses, and entire beliefs, pushing limits and influential what's to come. It celebrates the social spirit, our individual desire to create, innovate, and leave a telling practice.

Promoting entrepreneurship education

Promoting entrepreneurship education is key to helping both persons and societies grow. It teaches important skills like inspiration, problem-solving, flexibility, and critical thinking—skills that are useful no matter what job someone chases. Introducing free enterprise early, from primary school

all the way through university, can have a massive impact. This could include hands-on shops, talks from local entrepreneurs, or even fun business plan races. Building a kind environment with things like mentorship programs, occupational incubators, and access to money gives people the tools they need to turn their thoughts into real businesses. In the end, helping entrepreneurship education helps create a group of innovative thinkers and problem solver who drive monetary growth and make a positive change in their groups. By encouraging an entrepreneurial mind from a young age and education the right skills, we empower people to become practical changemakers who push their societies forward. Entrepreneurship education isn't just about making people business owners; it's about raising malleable, resourceful individuals who can thrive no matter what the future holds.

Characteristics of an Entrepreneur

- **Will to Take Risks**

Starting a new business is always risky, with the option of failure. A true entrepreneur needs to be bold enough to take those risks, wisely assess them, and move forward anyway. Taking risks is simply part of the trip in entrepreneurship.

- **Inspiration and Innovation**

Entrepreneurs must be inspired. Building a business and revolving a profit often requires impeding up with new ideas, whether that's introduction a brand-new product or finding a more competent, cost-effective way to do something that's already been done.

- **Vision and Management**

For a business to flourish, a businessperson needs a clear idea of where they want to go. But having an idea is just the hurdle; turning it into reality takes hard work and memory with a team. Strong control is important to direct everyone toward that shared goal and keep the drive going.

- **Open-Mindedness**

In business, almost every situation grants a chance to learn or raise. Entrepreneurs need to stay open-minded and look for openings, even in surprising places. For instance, Paytm saw the growing demand for online transactions and jumped at the chance to meet that need, leading to huge growth.

- **Flexibility**

Being supple and willing to adapt is key to waiting ahead in business. Things do not

continually go as planned, and businesspersons must be ready to hinge, adjust their products or facilities, and make needed changes based on what's trendy in the market.

- **Knowledge of Your Product**

An entrepreneur must have a deep kind of the product or service they offer. It's important to keep up with marketplace trends and know whether their current offerings still meet the needs of clients or if it's time to make perfections. Being responsible and making changes when needed is a serious part of entrepreneurship.

Importance of Entrepreneurship

- **Heavy Invention**

Entrepreneurship drives imagination, inspiring people to originated up with new concepts and grow fresh products or services. This mains to mechanical fees and cares in various trades, helping culture produce.

- **Job Creation**

Entrepreneurs are important to job creation. By starting and growing businesses, they provide new employment opportunities, contributive directly to economic growth and permanency.

- **Improving Economic Growing**

Business activities play a notable role in nation's economic expansion. They help kindle race, attract asset, and increase general efficiency, making cautions stronger.

- **Wealth Building**

Successful entrepreneurship doesn't just profit the individual entrepreneur—it can uplift entire groups. It helps rise wealth, raises living values, and donates to greater success for everyone involved.

- **Adaptability and Flexibility**

Entrepreneurs are often quick to familiarize and flexible in their method. Their ability to respond fast to changes in the marketplace is crucial for staying good and thriving in ever-changing business environments.

- **Positive Public Impact**

Entrepreneurial businesses can have a confident effect on local groups by offering respected

products and services, supporting local economies, and active social responsibility that profits everyone.

- **Global Competitiveness**

Entrepreneurial pains also help a state stay competitive on the creation stage. By promoting new skills and encouraging a culture of endless improvement, entrepreneurs help keep their countries ahead in the global budget.

- **Problem-Solving**

Entrepreneurs are tricky-solvers at their core. They find challenges in the market and come up with advanced solutions that can improve society and improve people's quality of life.

Entrepreneurship not only assistances the individual entrepreneur but also drives larger change and growth that positively affects societies, economies, and global tone.

Key Qualities of a Successful Entrepreneur

- **Determination**

Determination is crucial for success. It's the inner drive that saves an entrepreneur moving forward, even after facing several disappointments. The key is never giving up on the job, no matter how tough workings get.

- **Strong Management Skills**

Being a positive entrepreneur means being intelligent to plan ahead, set clear areas, and follow finished with success. Effective management is about turning ideas into reality and remaining planned through each point of growth.

- **Passion and Obsession**

Entrepreneurs are often deeply obsessive about their goals. When they're fixated with their vision, they motivate others to believe in it too. A good entrepreneur is in-built, makes smart results, and works well with others to bring their thoughts to life.

- **Self-Confidence**

Confidence in their skills is something every entrepreneur must take. They need to look gaining, plan for the coming, and trust themselves to make good results. A confident entrepreneur naturally confidence in others as well.

- **Commitment**

Entrepreneurs are fully keen to their goals, working determinedly to achieve them. Their promise means long hours and hard focus, no matter how moving the path may be.

- **Inspiration and Creativity**

Entrepreneurship flourishes on motivation. It's about coming up with creative ideas that lead to better products and services. Without inspiration, progress is limited, and creativity is key to vertical out.

- **Flexibility**

To create products that meet market needs, entrepreneurs must be flexible. Inflexibility doesn't work in business; those who adjust and change when necessary are the ones who succeed.

- **Decisiveness**

Entrepreneurs often face doubt, so making timely, well-informed decisions is critical.

Successful business owners are quick to weigh risks, gather information, and take action, altering to changing settings as they go.

- **Professionalism**

Expertise is vital. How an entrepreneur networks with employees, customers, and the wider public shapes the culture of their business. Humble and ethical behaviour is at the core of any successful business.

Types of Entrepreneurs

A. Based on the Type of Business:

- **Trading Entrepreneurs:**

These entrepreneurs buy products in loose at a reduction and sell them to clients or sellers.

They're often the distributors who link producers with consumers, like wholesalers or retailers.

- **Manufacturing Entrepreneurs:**

These entrepreneurs create products from raw materials using various tackles or skills. They analyse market stresses and design products that meet those needs.

- **Agricultural Entrepreneurs:**

Cultivated entrepreneurs focus on agriculture-related industries. This could involve farming, irrigation, production, or using new technologies to progress agriculture.

B. Based on Technology:

- **Technical Entrepreneurs:**

These entrepreneurs focus on creating products using science and technology. They develop new concepts and turn them into creations, often advancing technology in various fields.

- **Non-Technical Entrepreneurs:**

Unlike technical entrepreneurs, these don't focus on advanced science and technology. They focus on using outdated methods to run their dealings and often surpass in sales and marketing.

C. Based on Ownership:

- **Private Entrepreneurs:**

These entrepreneurs run on their own, taking full duty for profits and risks. They are the sole holders of their business.

- **State Entrepreneurs:**

State entrepreneurs are owned and worked by the government. They grip all the business's returns and losses on behalf of the state.

- **Joint Entrepreneurs:**

A joint venture is created by both the administration and the private sector. Both parties share profits and risks, with the details drawn in an agreement.

D. Based on Gender:

- **Male Entrepreneurs:**

These are men who start and run businesses, taking on all the entrepreneurial tasks.

- **Female Entrepreneurs:**

These are women who start and succeed businesses. If a woman owns at least 51% of the business, she is measured a female entrepreneur.

E. Based on Enterprise Size:

- **Small-scale Entrepreneurs:**

These entrepreneurs advance up to 1 crore in their business, with equipment and infrastructure.

- **Medium-scale Entrepreneurs:**

These entrepreneurs advance between 1 crore and 5 crores in their business system.

- **Large-scale Entrepreneurs:**

Entrepreneurs who invest more than 5 crores in initial their business are careful large-scale entrepreneurs.

F. Based on Clarence Danhof's Study:

- **Innovative Entrepreneurs:**

These entrepreneurs carry new ideas to market, whether through products, courses, or business models. They're always fixated on innovation and devote in explore and development.

- **Fabian Entrepreneurs:**

Fabian entrepreneurs are watchful and prefer not to make changes unless categorically necessary. They are careful when approving new business strategies.

- **Drone Entrepreneurs:**

Drone entrepreneurs are hardy to change and prefer projected to traditional methods. Even if they face losses, they often trash to update their business practices.

Other Types of Entrepreneurs:

- **Solo Operators:**

These entrepreneurs typically start their businesses alone, sometimes engagement a few workers as the business grows.

- **Active Partners:**

These entrepreneurs start a business collected and each takes an active role in running the company. If they only underwrite money, they are called "partners" but not "active partners."

- **Inventors:**

Inventors create new goods through their own creativity and invention. They're driven by a desire to devise and improve existing solutions.

- **Challengers:**

Challenger entrepreneurs are continuously on the post for new business opportunities. They move quickly from single task to the next, looking for fresh challenges.

- **Buyers:**

These entrepreneurs buy present businesses to lessen the risk involved in starting from scratch. They purchase reputable companies with confirmed market value.

- **Researchers:**

Researchers are entrepreneurs who trust on data and analysis to make decisions. They thoroughly research a market or produce before moving forward, which helps them minimize risks.

- **Life-Timers:**

These entrepreneurs view professional as a lifelong hunt, often taking over family businesses and remaining a tradition passed down through groups.

Risks in Entrepreneurship

1. Financial Risk:

Starting a business requires capital, and entrepreneurs often take on private loans or use their savings to fund their schemes. A solid financial plan is necessary to plan potential profits, expenses, and earnings for investors.

2. Strategic Risk:

Even the best business strategies can become dated quickly due to marketplace changes. Entrepreneurs must be set to adjust their strategies if situations shift.

3. Technology Risk:

New technologies are always emerging, and adopting them can be overpriced. They may need to advance in new systems, which could affect success if not achieved well.

4. Market Risk:

Market demand can alter. Economic changes, trends, or new contestants can impact the

achievement of a business. Entrepreneurs must analyse the market and customer behaviour to predict and answer to these transfers.

5. Competitive Risk:

Competitors are an endless risk. Entrepreneurs must stay fast of their race, especially if the market is wet or if new participants bring advanced products. Caring intellectual property is also important.

6. Reputational Risk:

A business's status is crucial. Negative reaction or a bad skill can fast spread, specially on social media, damaging the company's image and sales.

7. Environmental, Political, and Economic Risk:

Some risks are outside an entrepreneur's control, like usual disasters, radical variability, or economic downturns. These influences can severely affect business actions, specially in uneven areas.

Challenges of Entrepreneurship

1. Lack of Finance:

One of the biggest sprints for any startup is not having sufficient cash. Without satisfactory funds, running a business becomes incredible. Entrepreneurs usually seek capital from different bases, like family, friends, bank loans, depositors, or even crowdfunding, which has become a popular method today.

2. Lack of Infrastructure:

In many zones, the basic organization needed to run a commercial—like electricity, running water, and reliable net—is either inadequate or too costly. This can be a huge obstacle for entrepreneurs, creation it harder to operate professionally.

3. Lack of Business Knowledge:

Starting a business might complete easy, but without the right information of how businesses work, the realism can be very dissimilar. Empathetic things like accounting, marketing, and actions are vital for success.

4. High Competition:

Many businesspeople overlook the position of sympathetic their participants. Without knowing what others are doing, it's hard to position your commercial effectively. Knowing

CHAPTER 4

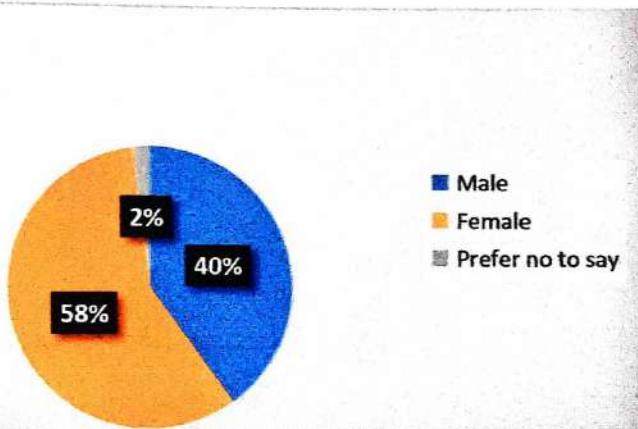
DATA ANALYSIS AND INTERPRETATION

TABLE 4.1

Gender wise classification of respondents

Respondents	Frequency	Percentage
Male	62	40.0
Female	90	58.1
Prefer no to say	3	1.9
Total	155	100

Source: Primary data

FIGURE 4.1 GENDER

INTREPRETATION

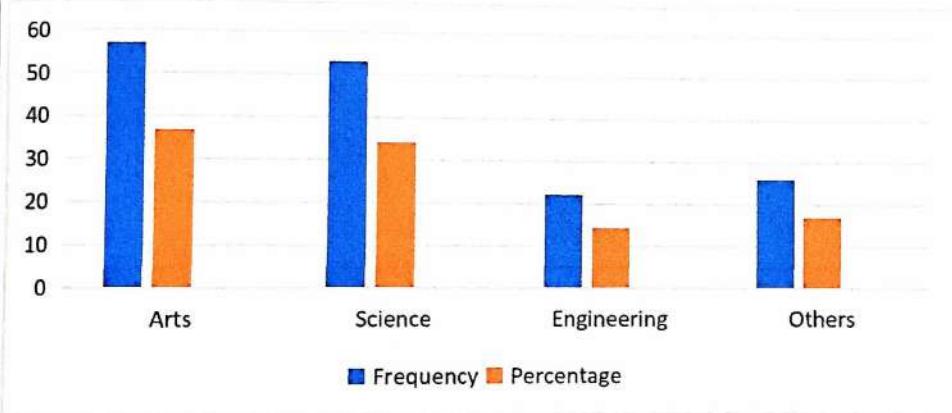
The data shows that out of a total of 155 respondents, the popular known as female, making up 58.1% of the members. A significant portion, 40%, recognized as male, while a minor group, 1.9%, chosen not to release their gender. This suggests that the survey has a larger image of female respondents, with a smaller sum of male and those who chose not to specify their gender.

TABLE 4.2

Stream wise arrangement of respondents

Factors	Frequency	Percentage
Arts	57	36.8
Science	53	34.2
Engineering	22	14.2
Others	26	16.8
Total	155	100

Source: Primary data

FIGURE 4.2 STREAM

INTREPRETATION

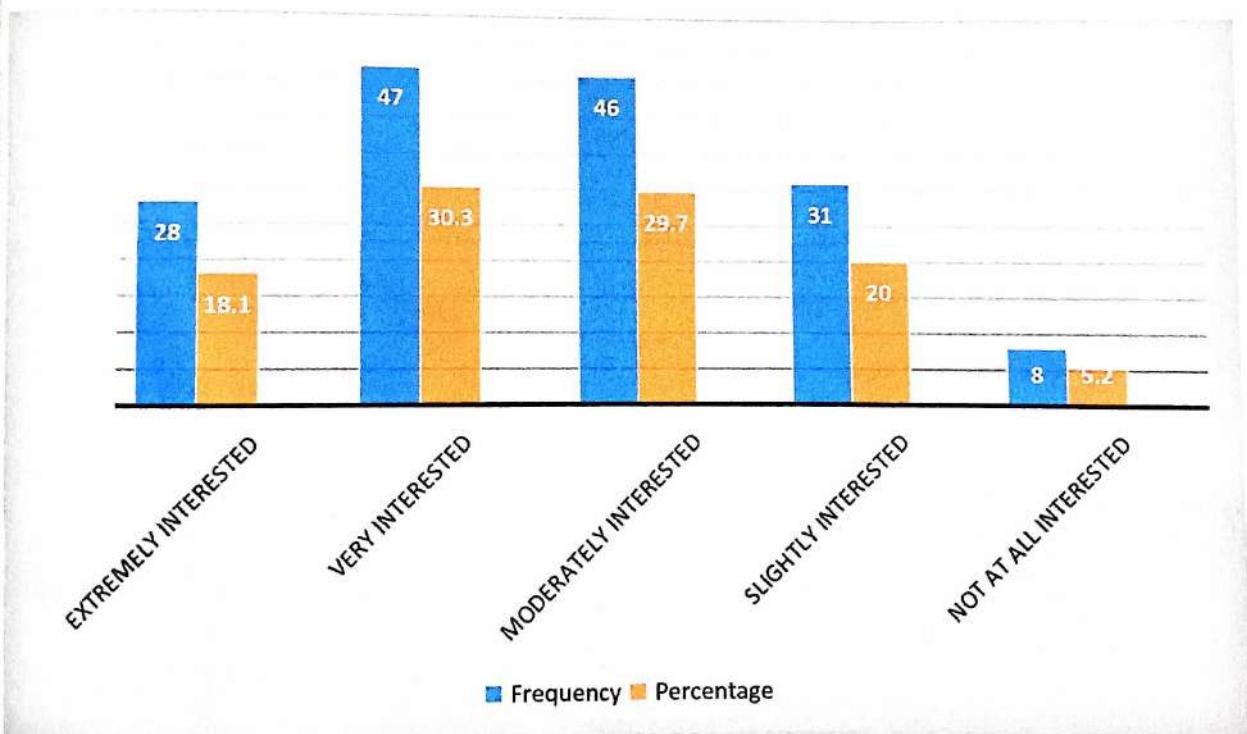
The data reveals that among the 155 respondents, the main group rises from the Arts stream, accounting for 36.8% of members. Next closely are persons from the Science stream, making up 34.2% of the total. A smaller percentage, 14.2%, are from the Engineering stream, while 16.8% fall into the "Others" category, which could contain various other grounds of study.

TABLE 4.3

Interest in following entrepreneurship as a career option

Factors	Frequency	Percentage
Extremely interested	28	18.1
Very interested	47	30.3
Moderately interested	46	29.7
Slightly interested	31	20.0
Not at all interested	8	5.2
Total	155	100

Source: Primary data

FIGURE 4.3 INTEREST IN ENTREPRENEURSHIP

INTREPRETTION

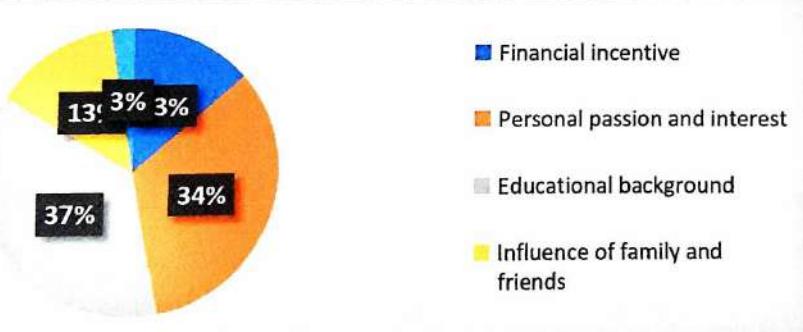
The data tells that a large share of respondents is involved in chasing free enterprise as a career. 30% of members are "very interested," while 29% are "moderately attracted." A smaller group shows "extreme attention" (18%), and only 20% are "slightly involved." Just 5% of respondents are "not at all interested," representing that entrepreneurship is an motivating option.

TABLE 4.4

Factors interesting towards entrepreneurial career

Factors	Frequency	Percentage
Financial incentive	21	13.5
Personal passion and interest	52	33.5
Educational background	57	36.8
Influence of family and friends	21	13.5
Others	4	2.6
Total	155	100

Source: Primary data

FIGURE 4.4 FACRORS

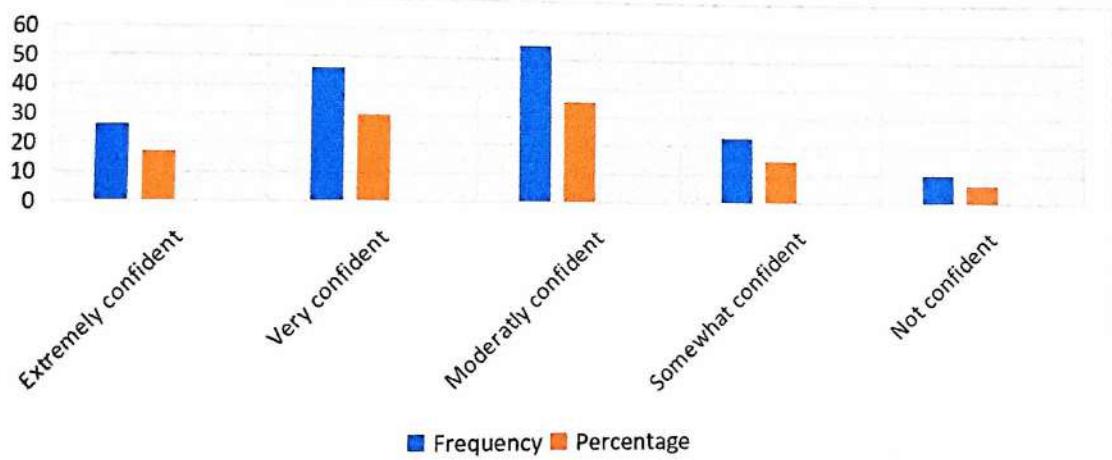
INTREPRETATION

The data validates that the most large factors interesting persons to entrepreneurship are informative related (36.8%) and individual desire (33.5%). Monetary drives and inspiration from family and friends each reason for 13.5%, while 2.6% are partial by other factors, importance varied incentives for following private enterprise

TABLE 4.5

Self-confidence level

Factors	Frequency	Percentage
Extremely confident	26	16.8
Very confident	46	29.7
Moderately confident	55	35.5
Somewhat confident	23	14.8
Not confident	10	6.5
Total	155	100

*Source: Primary data***FIGURE 4.5 CONFIDENCE**

INTREPRETATION

The data shows that most respondents feel assured in their abilities. 35.5% are "moderately confident," and 29.7% are "very confident." A lesser collection, 16.8%, are "very self-confident," although 14.8% are "slightly self-assured." Only 6.5% testified not sense self-confident, indicating a normally positive view on their sureness levels.

TABLE 4.6

Properties that are considered as the most helpful for considering entrepreneurship as a career choice

Factors	Frequency	Percentage
Workshop and training programs on free enterprise	38	24.5
Mentorship from successful entrepreneurs	58	37.4
Networking events with other aspiring business	38	24.5
Access to funding and investment opportunity	19	13.6
Total	155	100

Source primary data

FIGURE 4.6 PROPERTIES

INTREPRETATION

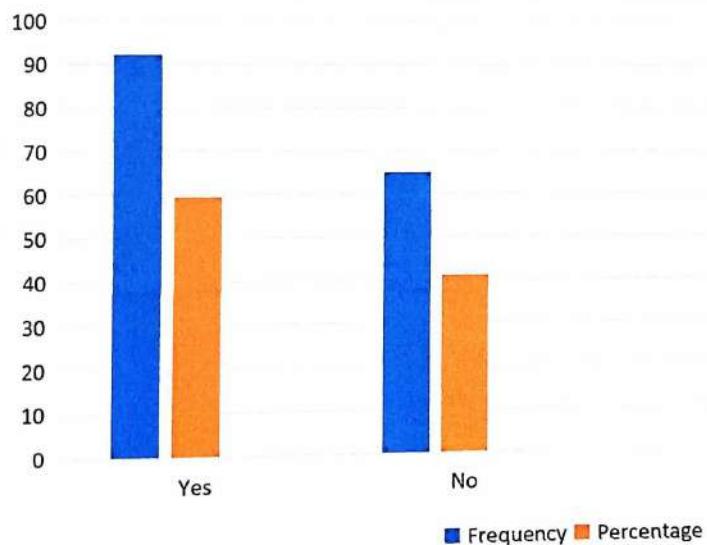
The data shows that aspirant entrepreneurs value mentorship from positive businesspersons the most (37.4%), followed by workshops and exercise and socializing events (both at 24.5%). Access to funding is seen as less thoughtful, with only 13.6% as it a key source. This directs that direction, learning, and relating are ordered over economic backing.

TABLE 4.7

Family members or friends who are entrepreneurs

Factors	Frequency	Percentage
Yes	92	59.4
No	65	41
Total	155	100

Source: Primary data

FIGURE 4.7 FAMILY BACKGROUND

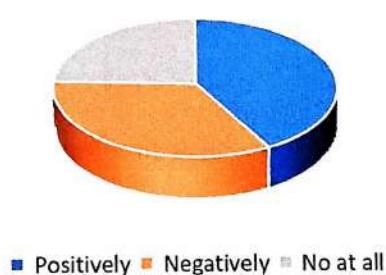
INTREPRETATION

The data discloses that a common of respondents, 59.4%, have household members or friends who are businesspeople. In contrast, 41.9% do not have such influences. This proposes that having a business network within one's individual ring is quite common and may play a important role in influencing or supportive individuals in their free enterprise.

TABLE 4.8

Influence of experience on entrepreneurs

Factors	Frequency	Percentage
Positively	65	41.9
Negatively	52	33.5
Not at all	38	24.5
Total	155	100

*Source: Primary data***FIGURE 4.8 EXPERIENCE**

INTREPRETATION

The information shows that 41.9% of students believe their experience has a confident influence on their business journey, while 33.5% feel it has an adverse impact. Moreover, 24.5% of students feel that their skill has had no impact at all on their entrepreneurship efforts. This indicates that while many students find their past experiences helpful, a substantial portion feels that experience may not always be helpful or could even present challenges.

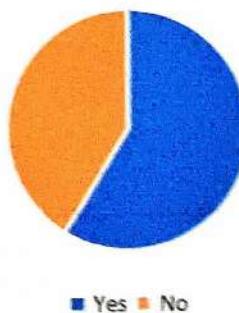
TABLE 4.9 RESOURCES

Resources or support available on the campus for aspiring entrepreneurs

Factors	Frequency	Percentage
Yes	91	58.7
No	64	41.3
Total	155	100

Source: Primary data

FIGURE 4.9



INTERPRETATION

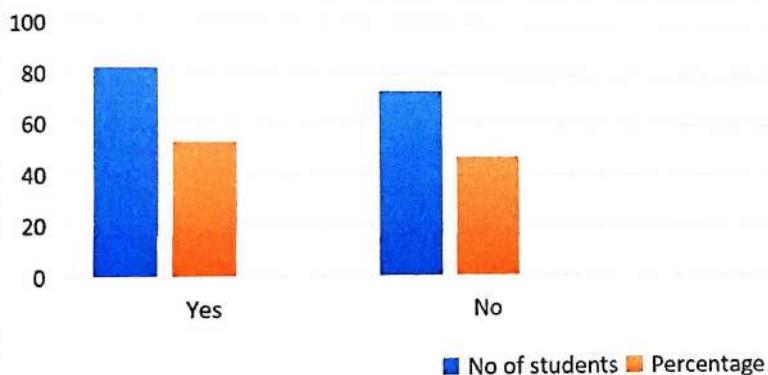
The data specifies that a common of students, 58.7%, have access to properties or support on campus for aspiring entrepreneurs. In discrepancy, 41.3% do not have such resources available to them. This suggests that while many student's advantage from entrepreneurial support on campus, a substantial portion may still absence access to important resources that could help in their entrepreneurial undertakings.

TABLE 4.10 UTILISATION OF RESOURCE

Utilisation of resources

Factors	Frequency	Percentage
Yes	82	52.9
No	73	47.1
Total	155	100

Source: Primary data

FIGURE 4.10

INTREPRETATION

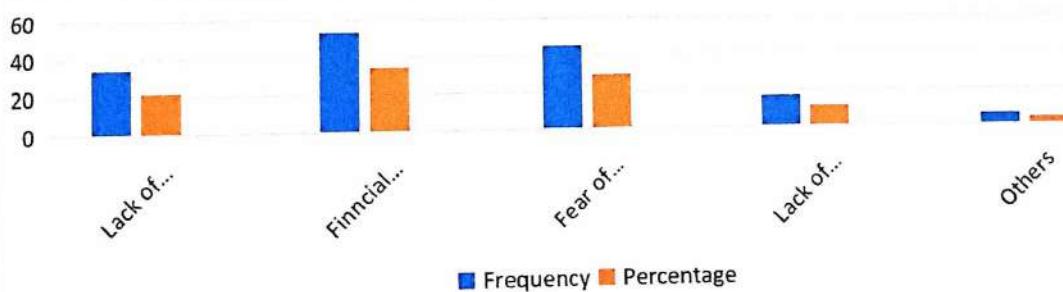
The data exposes that 52.9% of scholars actively use the resources accessible to them, while 47.1% do not make use of these properties. This suggests that while just over half of the students take advantage of the resources provided, nearly half are not applying the support offered, indicating potential hurdles or absence of consciousness in accessing available entrepreneurial resources.

TABLE 4.11 DEMOTIVATING FACTOR

Factors that mostly demotivates from choosing entrepreneurship as career choice

Factors	Frequency	Percentage
Lack of motivation	34	21.9
Financial constrains	53	34.2
Fear of failure	45	29.0
Lack of business skill and knowledge	17	11.0
Others	6	3.9
Total	155	100

Source: Primary data

FIGURE 4.11

INTREPRETATION

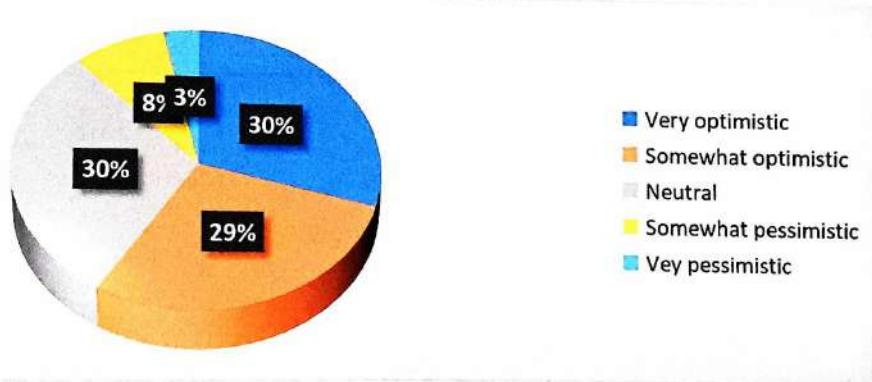
The information shows that economic limitations (34.2%) and anxiety of letdown (29%) are the main factors depressing people from following entrepreneurship. Lack of inspiration is also an important factor (21.9%), while lack of commercial skills and data (11%) and other reasons (3.9%) are less shared barriers.

TABLE 4.12 FUTURE

How optimistic are you about future of entrepreneurship in India, considering current environment

Factors	Frequency	Percentage
Very optimistic	46	29.7
Somewhat optimistic	45	29
Neutral	46	29.7
Somewhat pessimistic	13	8.4
Very pessimistic	5	3.2
Total	155	100

SOURCE (PRIMARY DATA)

FIGURE 4.12

INTREPRETATION

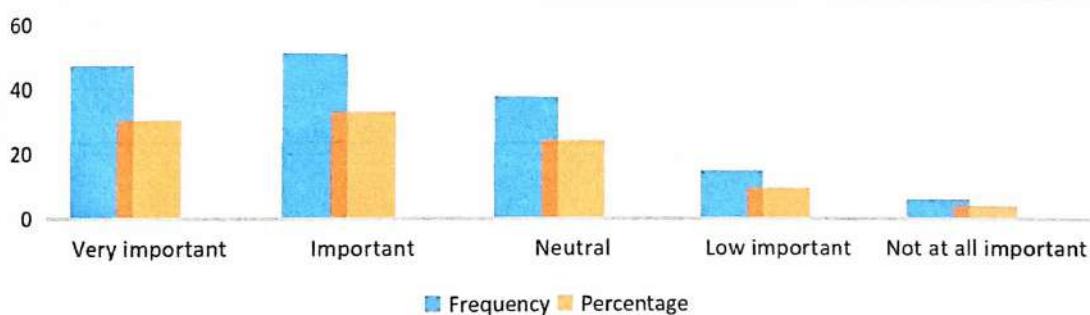
The data suggests a generally optimistic outlook. The popular of persons are also "very positive" (29.7%) or "impartial" (29.7%). A lesser portion of accused are "fairly positive" (29%) or "slightly doubtful" (8.4%). A very small ratio are "very negative" (3.2%). This shows that most people hold a confident or unbiased view, with fewer sloping towards doubt.

TABLE 4.13 TECHNOLOGY

Access to technology and infrastructure for ventures

Factors	Frequency	Percentage
Very important	47	30.3
Important	51	32.9
Neutral	38	24.5
Low important	15	9.7
Not at all important	6	3.9
Total	155	100

Source (primary data)

FIGURE 4.13

INTREPRETATION

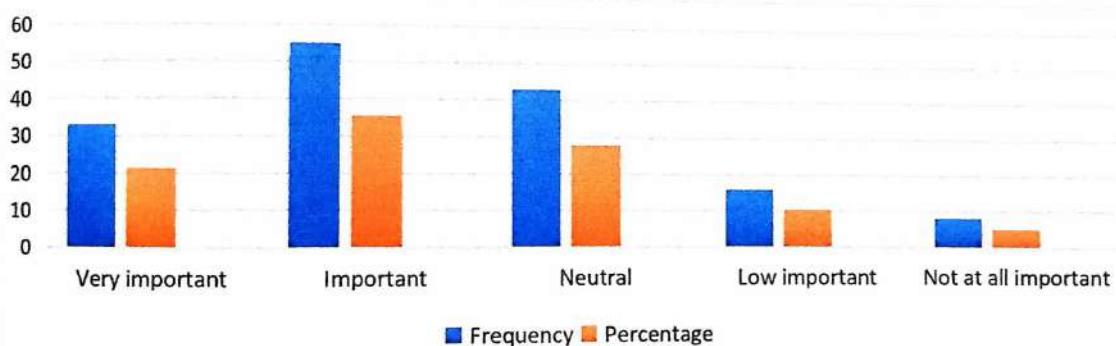
The common of accused view the influence as "vital" (32.9%) or "very significant" (30.3%). A important share is "neutral" (24.5%), while less people deliberate it "low rank" (9.7%) or "not at all significant" (3.9%). This advises that most public consider it to be of modest to high position.

TABLE 4.14 GOVERNMENT SUPPORT

Importance of Government support

Factors	Frequency	Percentage
Very important	33	21.3
Important	55	35.5
Neutral	43	27.7
Low importance	16	10.3
Not at all importance	8	5.2
Total	155	100

Source: primary data

FIGURE 4.14**INTREPRETATION**

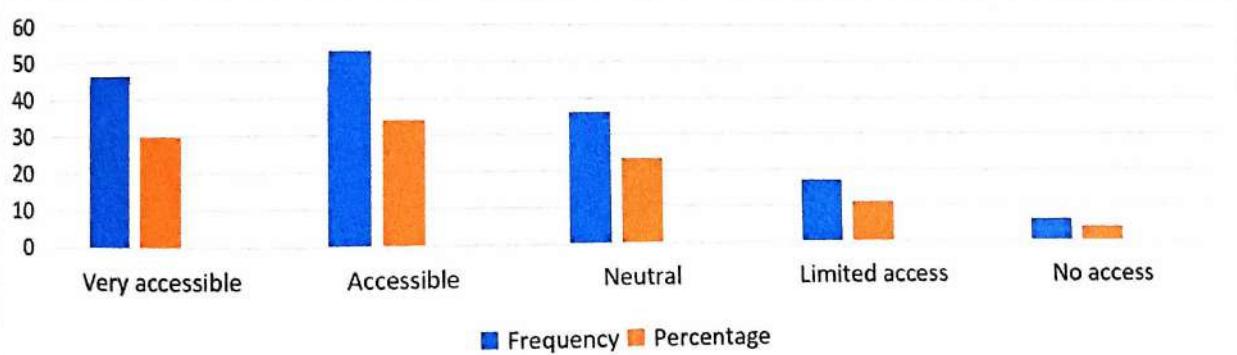
The popular of accused view the issue as "substantial" (35.5%) or "very significant" (21.3%). A important portion is "neutral" (27.7%), while less people consider it "low position" (10.3%) or "not at all central" (5.2%). General, most people Favor it as temperately to highly significant.

TABLE 4.15 ACCESIBILITY

Accessibility of resources for aspiring entrepreneurship in academic environment

Factors	Frequency	Percentage
Very accessible	46	29.7
Accessible	53	34.2
Neutral	36	23.2
Limited Access	17	11
No access	6	3.9
Total	155	100

Source: primary data

FIGURE 4.15

INTREPRETATION

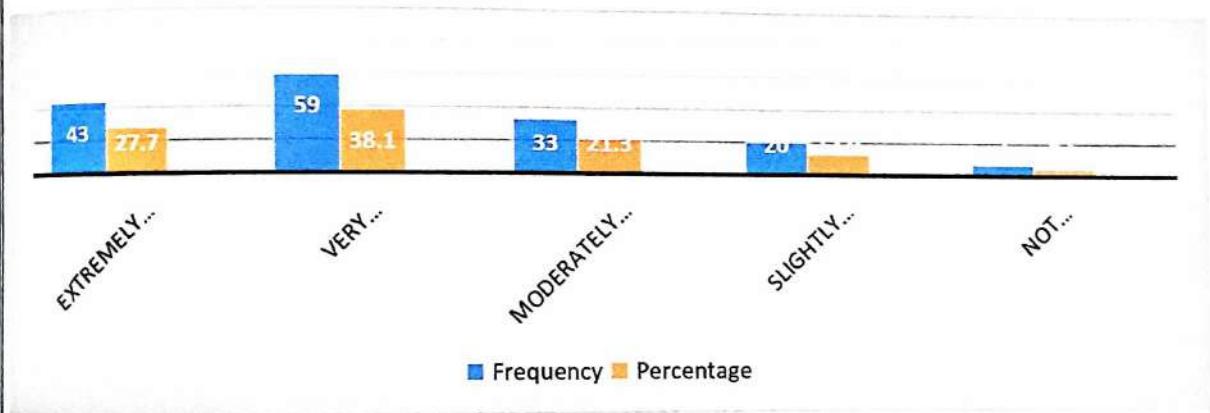
Maximum offenders feel the feature is "accessible" (34.2%) or "very available" (29.7%). A slighter portion is "neutral" (23.2%), while rarer report "incomplete admittance" (11%) or "no admission" (3.9%). This specifies that the popular find it moderately easy to admittance, with a small sum facing imperfect or no admission.

TABLE 4.16 SIGNIFICANCE

Significance of promoting entrepreneurship among postgraduate students

Factors	Frequency	Percentage
Extremely significant	43	27.7
Very significant	59	38.1
Moderately significant	33	21.3
Slightly significant	20	12.9
Not significant	7	4.5
Total	155	100

Source: primary data

FIGURE 4.16

INTREPRETATION

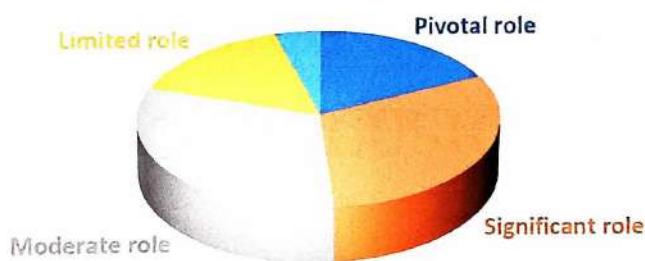
The common of respondents view the feature as "very important" (38.1%) or "very noteworthy" (27.7%). A lesser portion reflects it "temperately significant" (21.3%), while rarer see it as "somewhat vital" (12.9%) or "not central" (4.5%). This proposes that most persons reflect it to be very significant.

TABLE 4.17 ROLE OF INSTITUTIONS

Role of educational institution in entrepreneurial career

Factors	Frequency	Percentage
Pivotal role	29	18.7
Significant role	50	32.3
Moderate role	51	32.9
Limited Role	25	16.1
No role	7	4.5
Total	155	100

Source: primary data

FIGURE 4.17

INTREPRETATION

Greatest defendants believe the issue plays a "important part" (32.3%) or a "reasonable character" (32.9%). Rarer consider it to have a "key role" (18.7%) or a "imperfect role" (16.1%), and a slight fraction trust it plays "no role" (4.5%). This specifies that the influence is seen as significant, though not essentially crucial for most individ

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 SUMMARY

This project was approved to study the entrepreneurial purpose of post graduate commerce students with special reference to Ernakulam district. The data gathering is carried out among the students of Ernakulam district of Kerala. The data collection is done through the circulation of google forms, so I have collected the primary data for this project. The study is mainly fixated on the attitude of the students towards private enterprise as a career choice and the aspects that attract students towards entrepreneurship. It also supported out to know about various eco-friendly factors which encourage entrepreneurship among post graduate commerce students. The study also concentrates on knowing about the various features that also discourage the students in choosing entrepreneurship as an occupation choice.

5.2 FINDINGS

- The survey shows a clear division with large proportion of female respondents (58%) when compared to male (40%)
- The majority of respondents belong to Arts stream (36.8%) where science (34.2%) and engineering (14.2%)
- A significant portion of respondents are very interested in doing business while 29.7% are moderately interested
- Personal passion (33.5%) and educational background (36.8%) are the major factor that attracts to entrepreneurship
- Only a small proportion of people are not confident in taking entrepreneurship as a career most of the people are confident in their abilities
- Mentorship from successful entrepreneurs are considered as the most helpful resource
- About 59.4% of the respondents have family members or friends who are entrepreneurs showing the influence for them to choose this career
- About 41.9% of the students believed that past experience give a positive impact for their journey
- 58.7% of students gets the access of business resources from their college itself and 52.9% make use of the available resources

- Financial constraints (34.2%) and fear of loss (29%) is considered as the demotivating factor for many of the respondents
- 63.2% of the respondents believes that technology and infrastructure are very important for doing entrepreneurship
- Most of the respondents has a view, government support is very important to start a venture
- 65.8% of respondents believe that promoting entrepreneurship among post graduate students is very significant or extremely significant
- Educational institution has a significant role in fostering entrepreneurship among college students

5.3 SUGGESTION

- Students may not be familiar with laws and start-up schemes, so teachers should provide information
- Institutions should host awareness programs, seminar, workshops to increase confidence and reduce fear of loss
- All students should be encouraged to explore the opportunities
- Accessibility to technologies and infrastructure should be improved
- The government should provide sufficient support for student entrepreneurs

5.4 CONCLUSION

In conclusion, this study highpoints the increasing interest and possible for private enterprise among postgraduate commerce students in Ernakulam. The findings expose that own passion, educational circumstantial, and mentorship are key issues driving students toward entrepreneurship. Despite the passion, financial limitations and anxiety of failure remain important tests. Institutions and government care play an crucial role in promotion entrepreneurial goals. While most scholars feel assured in their skills, there is a need for increased responsiveness, access to properties, and direction to overcome barriers. By promotion a supportive setting, improving access to knowledge and set-up, and promoting entrepreneurship programs, the entrepreneurial system can be supported. Overall, allowing students with the right tools and knowledge can lead to a prosperous culture of entrepreneurship, promoting both individuals and culture as a whole.

BIBLIOGRAPHY

Books and Journals

Books

- The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries
- "Entrepreneurship in Kerala: Challenges and Opportunities" by R. S. N. Pillai
- "Career Pathways for Entrepreneurs: Theory and Practice" by Theresa M. Welbourne
- "The Post-Graduate Handbook: A Guide for Post-Graduate Students" by Peter J. G. Houghton

Journals

- **Graevenitz, G. von, D. Harhoff and R. Weber (2010).** According to their study, "The Effects of Entrepreneurship Education," Journal of Economic Behaviour and Organization" they find that the academic courses provide informative signals to students, helping them evaluate their aptitude for entrepreneurial tasks.
- **Arunkumar Veluswamy (2014),** In his study," Students Attitudes and Intentions toward Entrepreneurship" investigates the importance of entrepreneurial intention and self- efficacy of individual's intention towards entrepreneurship. The result finds that those who prefer more income, more independence and more ownership have high intention towards entrepreneurship
- **Athulya's (2017)** research revealed a prominent disparity in how male and female students perceive government-backed entrepreneurship programs. While the schoolwork indicated a prevailt will among students to venture into entrepreneurship, fear of letdown emerged as a significant preventive
- **Ammani and Dr. Malarmathi (2014)** emphasized the role of private experiences and family background in shaping separate attitudes towards entrepreneurship. They concluded that targeted training and help can positively influence students' entrepreneurial mindset

Websites

- <https://www.academia.edu>
- <https://www.researchgate.net>
- <https://www.enago.com>
- <https://www.thehindubusinessline>
- <https://www.startupindia.gov.in>
- <https://www.youth4work.com>
- <https://www.businesstoday.in>

QUESTIONNAIRE

1. Name
2. Email
3. Gender
 - Male
 - Female
 - Prefer not to say
4. Stream
 - Arts
 - Science
 - Engineering
 - Others
5. How interested are you in pursuing entrepreneurship as a career option?
 - Extremely interested
 - Very interested
 - Moderately interested
 - Slightly interested
 - Not at all interested
6. Factors attract towards entrepreneurial career?
 - Financial incentive
 - Personal passion and interest
 - Educational background
 - Influence from family and friends
 - Others
7. Confidence in your ability to succeed?
 - Extremely confident
 - Very confident
 - Moderately confident
 - Somewhat confident
 - Not confident

8. Level of importance to factors in choosing your career choice?

- Financial independence
- Creative freedom
- Job security
- Making a positive impact
- Personal development
- Others

9. Demotivating factors while choosing entrepreneurial career?

- Lack of motivation
- Financial constraints
- Fear of failure
- Lack of Business skill and knowledge
- Others

10. Resources considered most helpful?

- Workshop and training programs
- Mentorship from successful entrepreneurs
- Networking events with other aspiring entrepreneurs
- Access to funding and investing opportunities
- Others

11. Any family members or friends who are entrepreneurs?

- Yes
- No

12. Influence of their experience in your business?

- Positively
- Negatively
- Not at all

13. Awareness about the resources or support in campus?

- Yes
- No

14. Ever utilized any of the resources?

- No

15. Role of educational institutions in fostering entrepreneurial career?

- Pivotal role
- Significant role
- Moderate role
- Limited role
- No role

16. Environment factor's role in promoting entrepreneurship?

- Extremely significant
- Very significant
- Moderately significant
- Slightly significant
- Not at all significant

17. Accessibility of resources?

- Very accessible
- Accessible
- Neutral
- Limited access
- No access

18. Importance of Government support?

- Very important
- Important
- Neutral
- Low important
- Not at all important

19. Access to technology and infrastructure?

- Very important
- Important
- Neutral
- Low important
- Not at all important

20. Concerned about the future of entrepreneurship in India?

- Very optimistic
- Somewhat optimistic
- Neutral
- Somewhat pessimistic
- Very pessimistic