

Mizoram University

July, 2018

DECLARATION

I, *Mr. Rosangliana Khiangte* hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form bias of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that this thesis has not been submitted for any other research degree in any other university/institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in the Department of Social Work.

Dated: 30.06.18

Place: Aizawl, Mizoram

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CERTIFICATE

This is to certify that the dissertation title '*Entrepreneurial Attitude and Skills Among Educated Unemployed Youth in Lunglei Town*' submitted by **Mr. Rosangliana Khiangte**, Department of Social Work, Mizoram University for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for award of any degree in this or any other universities or institute of learning.

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LIST OF ABBREVIATION

NEDP	: National Entrepreneurship Development Program
GOI	: Government of India
RD	: Rural Development
NYP	: National Youth Policy
GNI	: Gross National Income
YMA	: Young Mizo Association
NSO	: National Sample Survey Organization
NGO's	: Non- Governmental Organizations
IIT	: Indian Institute of Technology
EDS	: Entrepreneurship Development Scheme
IES	: Indian Economic Service
IAS	: Indian Administrative Service
MYC	: Mizoram Youth Commission
NEDP	: New Economic Development Programme
TPB	: Theory of Planned Behaviour
EDS	: Entrepreneurship Development Scheme
LPS	: Laldailova Pachuau and Son's
UNO	: United Nation Organization
UGC	: University Grants Commission
SSA	: Sarva Shiksha Abhiyan
ICFAI	: Institute of Chartered Financial Analysts of India
MYDA	: Mizoram Youth Development Agency
BMS	: Baptist Mission Society
OECD	: Organization of Economic Co-operation and Development
MSME	: Micro, Small and Medium Enterprise

EAO	: Entrepreneurial Attitude Orientation
KIIs	: Key Informants Interviews
BPL	: Below Poverty Line
APL	: Upper Poverty Line
PMRY	: Prime-Minister Rozgar Yojana
AAJ	: Antyodaya Anna Yojana
BCM	: Baptist Church of Mizoram
HSSLC	: Higher Secondary School Leaving Certificate
UG	: Under-Graduate
PG	: Post-graduate
AB	: Achievement in Business
PSE	: Perceived Self-esteem
PC	: Personal Control
IB	: Innovative in Business
EAT	: Entrepreneurial Attitude Total
PS	: Personal Skill
NS	: Negotiation Skill
CS	: Communication Skill
LS	: Leadership Skill
SS	: Sales Skill
EST	: Entrepreneurial Skill Total
DINK	: Double Income No Kid

CHAPTER – I

INTRODUCTION

The present study attempts to understand the Entrepreneurial Attitudes and Skills among Educated Unemployed Youth in Lunglei Town.

Youths are the backbone to the nation's development. With the help of their innovative characteristics, they can bring development in all aspects of life. Any countries having less youth population or a country which cannot give a core and significant position for the youth will slow-down in economic development. They can bring change the future of the nation with their courageous behavior if they are given opportunities to exercise their ability. Youths are the citizens who have the visions of our country, our future prosperity lies in the hands of our youths. It will be a huge loss to the nation if these youths are not given an opportunity to participate in building our nation. Thus, to exercise their talent, youths of our country should be encouraged to come out of their comfort zone. This beautiful land like Mizoram needs these youths population in order to accelerate the trend and pattern of our socio-economic transformation. Youth's active participation in the development process is vital so that it is therefore essential for the country to recognize them as a driving force for shaping the nation's future. It is the age of curiosity to discover new trend and pattern, therefore, youths should be given top priority. They also have the high caliber to lead their young fellow citizens into the right path. They have a positive attitude and skills to bring about sustainable development to compete with other developed countries. Proper guidance like awareness campaign, personality development, technical know-how, and inspiration are prerequisite to training the youths. They have the ability to create an identity for themselves and move the nation forward.

According to the latest UN report- April 2017, India has the world's most youth population of 356 million in the age group of 15-29 years followed by China with 269 million youths. It is, therefore, the government's responsibility to prepare Youngman and women with proper facilities. The youth unemployment rate was less than 10 percent back in 2005; surprisingly the rapid growth rate of unemployment among youths today is hard to believe. Moreover, many youths of today remaining in school and getting extra degrees due to lack of opportunities. However, proper and more effective immediate actions need to be implemented to fill the gap before it goes out of control.

In the context of India, educated unemployment problem among youth is in an alarming phase that has to be a core issue in no time. Educated youths are the victims of the failure of the government and unemployment problems which bring troubles to the minds of Youngman and women with no other option but to join an insurgency group, militants etc. In India, highly educated Youngman and women are walking pillar to post in searching for employment due to the fact that government has failed in its responsibility and duties. Many educated youths rush to the offices just for the position of a petty clerk and get frustrated. Numerous cases of suicide and committing to various kinds of illegal acts among youths are prevailing throughout the country. On the other hands, government alone is not to be blamed but youths of today also lack expected skills and knowledge for the particular post. They also lack strong determination, hard-working, proper plan, vision and goal setting which are very essential to success in life. In regards to the youth unemployment problem, Srivastava (2006) said that "Lower employment among youth can lead to social unrest and turmoil, besides contributing to lower productivity and loss to society. Formal jobs in the country are declining, and with rising education levels, there is an increasing claim for fewer jobs."

Young men and women after attaining a degree from the college find if difficulties to get employed of their choice and suitable for them. Young man and women after finishing their education, it is very difficult to get a suitable employment for them. The reason is that Youth enrolled in the college and university without proper vision and goals because they simply want to get a degree without thinking where it will lead them to. Money making motive drives our youths, the result is that they get frustrated and turn to crimes for quick money. This further affects the social harmony of society as a whole. It is, therefore, necessary a collective approach to deal with in a proper way. Imparting education without the knowledge of teaching techniques and methods leads to defective in the education system, the defective educational system further leads a country to crisis. In modern era colleges and technological course institutions have been establishing as a business by groups and private, their objectives focused on profit making from fees, it is of course not for the quality but for the sake of profit/business. In addition, due to the lack of quality educated youths are hiding and dare not to go beyond the territory to get employed. Maintaining quality assessment is needed to turn our educational institutions in order to produce quality students.

In connection with the provision of quality education, Dr. A. P. J. Abdul Kalam, the former President of the Republic of India said that *"It is more about motivation than money. It is not only 100% educations; it is about the right kind of education. If we release the locked potential in every child, there is nothing that India cannot achieve. Creativity leads to thinking, thinking provides knowledge, and knowledge makes you great. The great strength of India is its youth force of 600 million, how they are shaped by education will determine the next chapter of the India story."* (The Time of India, November 2012).

1.1 Education in Mizoram

Mizoram is a late starter in formal education it was only after the arrival of Christian missionaries from Wales the then called Great Britain back in 1894. The present shape of education in Mizoram is one of the greatest results of the arrival of Christian missionaries. The first school was opened in Aizawl by the missionaries with only two pupils. When Mizoram got statehood, political leaders and the government authorities paid more attention to the spread of education throughout the state and continue to grow. Today, Mizoram is becoming a home of education and enjoying the position of the third most populous illiterate percent in the country. As per Census record of India 2001, the literacy rate of the state was 91.33 percent, higher than the national literate average 74.04 percent and was in the 2nd position just after the state of Kerala. According to the latest census report of 2011, Mizoram secured 3rd most literacy in the country next to Pondicherry. The central flagship programme to promote elementary education, free and compulsory education known as Sarva Shiksha Abiyan (SSA) has great impacts on educational development in Mizoram, as part of the result of this free and compulsory education scheme. Thereafter, education in Mizoram continues to move forward, the historical milestones of education in Mizoram as mention below:

Table 1.1

Year	Event (Historical Milestones)
1894	The first Primary School was opened with only two students. The first teacher was Rev. F. W. Savidge. But he school was soon closed down the in the same year.
1898	With the arrival of Rev. D.E. Jones, the same school was re-opened with Raj bahadur (Khasi) and his wife as teachers. The number of student's enrolment was 30.

1899	Temporary schools were start opened in some villages, when Missionaries recognized the fruits of temporary schools; they later established regular schools in place of those temporary schools in the villages.
1905	In this year, the first Middle English school was opened in Aizawl with 6 pupils.
1944	Mizo High School, Aizawl was opened at M.C Donald Hill.
1947	Till 1947, High school was the highest educational Institution in the state.
1947	College was established in Cities Aizawl and Lunglei, the then Lungleh.

Source: Info.Mizoramgovt.com (retrieved on 7th Nov-2017)

According to the information of the state government as of 2012, there were 3,894 schools in Mizoram. Out of the total 3,894, about 42 percent of the schools are run by the state government or central government, the rest 28% of the schools are run by private and Church (faith) based institutions, without funds from both the central and state government. There are several educational institutions come under the umbrella of the Ministry of education, including colleges and universities. As one of the results of the peace accord signed in 1986 between India and Mizoram, Mizoram University was therefore established by the central government as per the rules and regulation of UGC. There are 29 undergraduate departments including 2 professional institutions affiliated with the university. The state had 22 other colleges, and the total college enrolment reaches approximately 10,600 students in 2012 (Government of India, Mizoram, 2014).

1.2 Educated Unemployed Youth

Educated unemployed youth can be illustrated that a person who had completed the required standard of education but remains unemployed due to various circumstances such as financial crisis, lack of knowledge about the subject, corruption and nepotism, mismatch of skills, lack of industries, unavailability of marketing, lack of new job etc. Youth unemployment has been recognized not only as a major problem in India but also as a major issue at a global level. With youth unemployment rate on increase day by day, it is likely to rise even further on the agenda for major persons, including not only policymakers and legislators, but employers' organizations as well. Youth are the major human resource for every country to bring about development; they are, as mentioned earlier, key agents and driving force for economic development. But hiding all resources is a very serious challenge.

Unemployment is a problem common to all countries of the world, even among developed countries. This unemployment problem especially among educated youth in our country has already reached an alarming stage and is still increasing day to day. The youths are the major victims of the defective educational system, later contributed to a number of the Unemployment problem. This needs an instant action to fight it back with proper action plans and scientific approach to solving the problems.

1.3 Educated Unemployment in Mizoram

Mizoram is a late starter of formal education. It is only after attaining statehood back in 1986, the political leaders paid more attention to the development in education. This development had also resulting rapid growth of educated unemployment, especially among youth. The present investigator analyzed the records of employment exchange offices which clearly depicts the magnitude of educated unemployment in the state as shown under the table.

Table 1.2
Enrollment of Graduate and Post Graduate at Aizawl and Lunglei
Districts

Employment Office	Graduate		Post Graduate		Total
	Male	Female	Male	Female	
Aizawl District	237 (88.9%)	1341 (79.4%)	1930 (96.3%)	970 (90.0%)	6617 (88.9%)
Lunglei District	296 (11.1%)	347 (20.6%)	7 (3.7%)	107 (10%)	823 (11.1%)
Grand Total	2672	1688	2003	1077	7440

Source: Employment Exchange Offices, Govt. Mizoram As on November, 2017

As shown in the above table, there has been an alarming phase of mass-unemployment among educated youth of Mizoram. Graduate and Post-graduate are rushes to government offices in search of employment opportunity due to various reasons such as lack of industries, investment companies, lack of resources, financial constraints, defection in the educational system, lack of competitive mindset, corruption and nepotism etc. It is of course generally believed that on the ground reality, the number of educated unemployment may be more than two folds of the existing number of government record.

Today, Mizoram is known to be a home of education that offers various study programs on a variety of subjects. With the help of SSA, the literacy rate of Mizoram in 2011 reached 91.33 percent, much higher than the national average 74.04% and second position only after Kerala among all the states of India. As per latest data, about 52 percent of Mizoram population lives in urban areas, much higher than India's average.

Lunglei town, where the present study conducted, is the second Capital next to Aizawl, situated to the southern part of Mizoram. Lunglei town is the administrative headquarters of the district. The district has 3 Sub-division Hnahthial Rural Development block, Lungsen Rural Development Block, and Lunglei Rural Development Block. As on 2011 Census, the average literacy rate of Lunglei in 2011 was 88.86 compared to 84.17 of 2001. At gender wise, male and female literacy rate were 92.04 and 85.49 respectively. For 2001 census, same figures stood at 87.44 and 80.60 in Lunglei District. In 2001, Lunglei District had 96,097 in its district (Census, GoI, 2011). For long time ago, although Lunglei town is the second capital of the state it has been lagging far behind in terms of infrastructures and other aspects of development. It is a fact to report that during 80's-90's century, Lunglei district was known to be a Cambridge of Mizoram for its former premier citizens those who succeed in life and education but now things (people perception) has been the switch to Aizawl it is therefore required special treatment to settle-down where we have gone wrong.

There are only two Employment Exchange Offices in Mizoram. During the pilot study, the current scholar explored the data of these Employment Exchange Offices in order to draw qualitative information about the level of job hunting dimension among educated youth, particularly in Lunglei town. The collected data from Government Offices shows an interesting fact that hunting jobs are the emerging problem for educated Mizo youth today. In the context of Lunglei district, as per the government record cited above the table, it is clear that an educated female is more in number in a searching job. Moreover, unemployment among the post-graduate female shared much higher number than that of the male. In addition, gender has a difference in finding a job in the government sector; it is also observed that female respondents are having more difficulties in getting scheme and start-up loans

The poor parents invested all the money they have for their children's education in viewing that one fine day their children would become a success in life. But even after graduate they remain unemployed for a long time, it can psychologically, financially and, emotionally affects the youths and their families. It further results in inferiority complex and loss of hopes among the youth. Due to frustration, anger, and disappointment, youth usually try out alternate solutions, including alcoholism, drug addiction, robbery, murder, and even suicide as well as joining the insurgent groups. Therefore, it is a fact to report that an urgent solution and step need to be taken place to address the issue before it goes out of our hands.

1.4 Unemployment trend among Youth

Many educated young people are knocking at the gates of offices just to ensure for the position of a petty clerk, high education qualification degree holders even a doctoral degree holder expecting the posts of the elementary school teacher, LDC and other clerical work in the government sector. As a result of the employment problem, numerous cases of suicide among the educated young men and women have been a feature of our time. In addition, there has been a considerable number of young adults remaining in the institution and getting additional degrees simply because of lack of employment opportunities for them. There are no other options rather enroll in institutions for hoping to earn an extra degree, which is not necessary at all.

Young men and women after finishing class xii standard, they simply join college without clear cut-vision and determination to succeed in life. Even after graduation, they simply enrolled in the university or other professional training courses viz, DIET, Coaching class etc just as a lifestyle, later to get a suitable employment for them. is the root cause of many in life today. According to Jitendra Kumar Dixit and Punkaj Tiwari 2011, " Youngman and woman after finishing class 12, very often they choose a subject for which they think easier and peer influence, they do not care and concern about what the future hold for with their current lifestyle after finishing the course. It is of-course they just wanted to earn a degree to show to their parents, without knowing where it will lead them to. However, the result is that such kinds of youth usually get frustrated and turn to commit to various crimes for quick money. It is therefore essential to come up with proper solutions to provide young men and women with the competitive environment." As mentioned, the unemployment problem among educated youth is growing day by day, a scientific measurement needs to be implemented.

1.5 Educated Youth and Unemployment

Various studies observed that the educated youths are the most victims of the unemployment problem. It is a fact to report as evidence by prominent researchers that defection in the education system is the root cause of the rapid growth rate of unemployment among educated youth. It is generally believed that our current education system that confined in classroom teaching and the exam-oriented by-heart system should be made more relevant and practical so that learners would enjoy the subjects, which will later maintain quality measure in education. On the other hands, the state government due to the financial problem cannot generate employment opportunities in the government sectors. As per most of the researches, development in entrepreneurship and its related activities as the best mean of the solution to the educated unemployment problem. It's in this context that the attitudes and skills of educated unemployed youth towards entrepreneurship need to be studied. The present investigator assesses entrepreneurial skill and attitude of the educated unemployed youth as well as seeks to understand the socio-economic characteristics of educated unemployed youth while also probing into the challenges they face in terms of unemployment and in entrepreneurial efforts. The study also attempts to suggest social work intervention/measures motivate the educated unemployed youth towards entrepreneurship.

The study also attempts to suggest social work measures to motivate the educated unemployed youths to draw their attention towards entrepreneurship and its related activities. The inadequacy or lack of job opportunities in the government sectors for the educated unemployed youth in Mizoram is gradually motivating them to give attention towards entrepreneurship and self-employment. In response to the initiatives steps taken by the Central government, the state government also pays more heed to the development of entrepreneurial activities and trying to motivate the youngsters to get involved into the entrepreneurial activities to become self-employed. The youth, particularly the educated are the worst victims of unemployment problems. They are the worst victims of the defective education system, lack of entrepreneurship activity in urban and rural areas, mismatch in skills with those demanded by employers. As we all know that the number of unemployment schemes has been implemented so far, but no scheme reaches to the exact target people because of corruption and nepotism at the implementation stage. For them life seems a tough battlefield, therefore he has to bribe in every step, he has

to take the extreme way of solution like migrate to the urban area, commit in serious crime, indulge in unfair means for quick money, becoming anxiety and frustrated, suicide and so on. By observing those unwanted issues, the present study was felt highly need and the situation demanded it. These kinds of situation, where we are in today, need a quick response before it goes out of control.

1.6 Definitions and concepts

1.6.1 Youth: National Youth Policy - 2014 defines youth as age between 15-29 years comprised 27.5% of the population. At present, about 34% of India's Gross National Income (GNI) is contributed by the youth, aged 15-29 years. According to national census in 2011, approximately 600 million populations in India are younger than 25 years of age and close to 70% of the total population is less than 40 years of age. Near about 40% of the Indian population is aged between 13 to 35 years that is defined as youth according to the National Youth Policy.

Youth in the context of Mizo society is regarded as the age between 18 to 40years. According to the Young Mizo Association (YMA) and Youth fellowships of the churches person age between 18 and 40 is the main criterion of its members. The present study regarded youth as the person who is age between 15–29, and according to the concept of Youth Policy of India 2014. Youth population contributed 27.5 percent of the total population of the country. Accordingly, the youth population contributes more than 50 percent of the total population of the state (MYC- Mizoram Youth Commission: 2011).

1.6.2 Unemployment: According to the National Sample Survey Organization (NSO) "unemployment is able and desired to work who seeks a job, but remain jobless." Further, NSO defined unemployment as mention below:

Structural Unemployment: supply of labour force, of unemployment, arises. Unemployment in India is basically of this category.

Under Employment: Some people are employed, but their efficiency and capability are not utilized to the optimum level. This kind of to cutthroat competitions and people who are more qualified than necessary also are willing to do a lesser job to get a job security. This type of unemployment is the most commonly found in Mizoram.

Seasonal Unemployment: This occurs due to change in the demand with a change in the seasons. Agriculture and allied sectors ensure employment for only 7-8 months and the agricultural labours remain unemployed for the rest of the year.

Open Unemployment: When people who are willing to work and are capable to work cannot find any work, they come under this category."

1.6.3 *Educated*: A person aged between 15 – 29, who passed class 12 standards and above are considered as educated and taken as respondent for this study.

1.6.4 *Entrepreneur*: Basically, an entrepreneur has been defined "a person who starts, organizes and manages any enterprise, especially a business". The concepts and definitions of entrepreneurship are given by various writers, but this specific study relied on these specific concepts and definitions as follows:

According to Scott and Marshall (2009), "the basic meaning is a person who owns and runs a business but not necessarily a new business, small, growing or a successful business. From the perspective of economists, entrepreneur as a person who risks capital and other financial gains, someone who decisions about the coordination of scarce resources. More emphasis is put on calculated risk-taking. Sociologists view an entrepreneur as a creative innovator in the business sphere, in contrast with the conventional business owner, capitalist, or professional manager, who conforms more often to established procedures and objectives. Finally, the entrepreneur is used casually to refer to the owner or creator of a new business, small, growing, and successful business. This includes any person who sets up a small business, or changes from being an employee of an organization to being self-employed, even though neither needs any significant degree of innovation nor capital."

Chigunta (2002) and OECD-2001 further elaborate about youth entrepreneurship as "Youth enterprises provide marginalized youth with a sense of 'meaning' and 'belonging', shape their identity and encourage others to treat and accept them as equal members of society and also promotes innovation and resilience as they are encouraged to find new solutions, ideas and methods of doing things through experience-based learning This requires the youth to be resourceful, have initiative, imagination, enthusiasm, dash, ambition, energy, vitality, boldness and courage in order to fight global youth unemployment." It is estimated that unemployment among youth contributed about 47 percent (approximately 88 Million) to the total global unemployment. According to Audretsh 2002 and Carree & Thurik 2005, Entrepreneurship is "a human activity which plays a crucial role in economic development. Enterprises are believed to be the prime movers of the National economic growth."

1.6.5 Entrepreneur Characteristics: According to Hailay, the qualities and characteristics of entrepreneurs are listed below: "Need for achievement: according to Mc. Cell and, entrepreneurs have a higher need for achievement than do members of the general population. Willingness to take risks: assuming some kind of risk is inherent in starting and running a business. Self- confidence: entrepreneurs tend to be self-reliant individuals who see the problem in launching a new venture but believe in their own ability to overcome these problems. Innovation: innovation is at the very heart of entrepreneurship. It is a continuous purposeful search for new ideas and doing things differently. Total commitment: hard work, energy, and single-mindedness are all essential elements in the entrepreneurial profile. Running one own business requires long hours of committed work from the business owners. All-rounder: at least, in the early stages of the business, entrepreneurs need to be able to make the product market it and count the money. In other words until the business gets established the entrepreneur acts as producer, purchaser, accountant and so on. Self-determination: entrepreneurs have great faith in their ability to control their personal environment, rejecting too high an influence of chance or fate. The desire for independence: entrepreneurs wish for autonomy believing that independence of action is the only sure way to get what they need."

1.6.6 Entrepreneurial Attitudes: Entrepreneurship attitude can influence entrepreneurial activity but can also be influenced by entrepreneurial activity. Definition and concepts of Entrepreneurial Attitude given by various writers are as follow:

Kinicki and Krietner- 2009, defines attitude as "Psychological tendency of a person to express after evaluating particular entity with some degree of favor or disfavor".

Harjer & Habib, 2013 defines as "attitude is positive or negative emotional reaction of a person's feeling and learning after gaining experience with object, activity or an idea. It is very important to learn about attitude because strong attitude would affect the behavior of a person".

According to Hawkins et al, (1983) attitude (Entrepreneurial Attitude) definitions have three dimensions, as under:

"Attitude is a state of readiness leading the individual to perceive things and individuals around him/her in certain ways; that is to be more ready with certain categories and interpretations than with others."

b) "Attitude is not innate, they are learned, they develop and they are organized through experience. These states of readiness are relatively enduring but they are modifiable and subject to change."

c) "Aspect of definition follows from that attitude are dynamic. Attitude is not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead an individual to seek (or avoid) the objects about which they are organized."

Robinson et al, (1991) developed an instrument called the Entrepreneurial Attitude Orientation Scale (EAO) to analyze entrepreneurial attitudes, this instrument had commonly accepted to differentiate entrepreneur from non-entrepreneur.

The present study also measured an entrepreneurial attitude based on this scale. The scale measure entrepreneurial attitude based on four categories such as:

- Achievement, in creating a new venture.
- Innovation, by acting on business incentives.
- Perception of personal control and influence over business incentives.
- Perceived self-esteem, perceived competence in operating business.

1.6.7 Entrepreneurial skills: Francis Enu Kewisi (2012) explained skill as "Skill is though as of a quality of performance which does not depend solely upon a person's nature, fundamental, and innate capacity, it is developed through training, practice, and experience." When examining a vast literature on Entrepreneurial Skill, though many researchers have studied about entrepreneurial skill, various definitions of entrepreneurial skills emerged, all the reviewed literature viewed for this study said that entrepreneurial skill is not too determined by personal characteristics. There are no definitive answers. What the present investigator came to know is that successful entrepreneurs seem to have certain traits in common; this fact is supported by many studies. Here are some definitions are given by various writers:

Hasrich and Peters (2002), defined as "Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort,

assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence."

Olagunju (2004), observed Entrepreneurial skill as "the ability to of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain."

Mind Tools Content Team {1997-2017} divided entrepreneurial skills into four categories such as:

- Practical Skills
- Inter-Personal Skills
- Critical and Creative thinking Skills.
- Personal Characteristics.

My TopBusinessideas.com (2013 – 2017) brings out the most important skills that Entrepreneur supposed to have, as below:

- PS= Personal Skill
- CS= Communication Skill
- NS= Negotiation Skill
- LS= Leadership Skill
- SS= Sale Skill.

It is evident from the present review of literature conducted by the reputed researchers that entrepreneurship skill has been considered as a quality which can be acquired by an individual through the functioning of experiences. The Present study considers entrepreneur skills as abilities and capacities according to TopBusinessideas.com, such as Personal skill, Communication skill, Negotiation Skills, Leadership Skill and, Sale skill. Thus, the present study attempts to examine the skills possessed by the educated unemployed youth in Lunglei town of Mizoram.

1.7 Educated Unemployed Youth and Entrepreneurship

The number of studies related to unemployment problems and Entrepreneurship has been conducted so far in different countries around the globe. Almost all the research conducted by the reputed persons and organizations has come to the conclusion that development of entrepreneurship activity is the best way of the solution to educated unemployment problems. In view of that, the state government also takes initiatives and trying to cop-up with the central government's Program NEDP. In economic developing countries, Youngman and young women are trying hard to get employment and two to three times more than adults educated remain

jobless. Though they have a positive intention towards entrepreneurship, lack of opportunities is, of course, the main factor that led to educated youths unemployed due to various reasons such as nepotism, corruption, unavailability of start-up money etc. Under the New Education Policy, 1986, a lot of emphases is being laid on vocational subjects. Vocational subjects are being introduced at the class xii standard to check the growing enrollment in general education and preparing students to take up jobs or set up their own self-employment. The importance of entrepreneurship has been emphasized by the central and state Government. Various activities related to entrepreneurship like seminar, symposium, and conference have been organizing to motivate the youngsters to take up entrepreneurship activity. Non-government Organizations (NGO's) also take initiatives in collaboration with the government agencies that organizing short and crash course skill training in recent time for the socio-economic development of the state. Hence, entrepreneurship can be regarded as starting a new venture to generate income. As advocated by various researches, entrepreneurship is the answer to dilute the unemployment problem among the youth of this region.

Entrepreneurship and unemployment problem are the pillars as two sides of the coins. Various studies advocated that entrepreneurship is a way out for unemployment problem; it provides employment opportunities especially for the educated youths. The Commission of European Community (2005) reported that "Entrepreneurship is very important for further development socially and economically through the creation of job opportunities and consequent economic prosperity. Developing countries like India, have realized the importance of promotion of entrepreneurship activities to combat unemployment problems among youths." In addition, Schoch 2002 highlighted that "the importance of entrepreneurship in creating new employment opportunities is highlighted well in Indian Institute of Technology (IIT), in India IT sector alone turned out to be largest employers in the country in last 10 years."

Bhavika Joshi, et.al.(2015) in their study they observed that "increasing the entrepreneurial activities such as easy access, availability of fund to start a business with the government to opportunities for Educated Youth of India. In India, various schemes and projects are made in ministries but the government fails to implement successfully. They observed that the reason of inefficiency can be attributed to improper monitoring, corruption and, lack of accountability." It is evident from the

present review of literature conducted by the present investigator is that "It is strongly believed that the best solution of this educated unemployment problem among youth is to develop entrepreneur activities."

All most all the studies conducted recently have advocated for entrepreneurship as a scientific solution to the youth unemployment problem. According to the OECD, "Small and Medium Enterprises are today's main employers with 33% of jobs created over the last 10 years. It shows that big companies no longer represent the main sources of employment and that there is a necessity to prepare young people for an entrepreneurship culture."

In this regard, Chigunta 2002 and Curtain 2001 also said that "this alternative (entrepreneurship) is often regarded as the best way to empower educated young people to take their future into their hands, it means investing in teaching them the leadership and management skills they need to become innovators and entrepreneurs. These skills included communication, teamwork, decision-making, management skills."

1.8 State Government Initiatives

The importance of entrepreneurship has been emphasizing by the State Government to solve the unemployment problem and pay more attention by organizing a seminar, awareness, and training in various colleges to encourage the students to get involved into it for the socio-economic development of the state. The then Chief Secretary of Government of Mizoram Shri. Lalmalsawma IAS inaugurated the central scheme called Entrepreneurship Development Scheme (EDS) on 19th of January 2017 in Aizawl. In connection with those efforts, the state government has been organizing entrepreneurial development programmed among the college and University students as well as among the villagers. In addition, the State government recently organized various seminars on entrepreneur development. Recently, the state government organized Seminar at Pachhunga University College. The Chief Minister, Shri. Lalthanhawla graced the event and the State Health Minister Shri. Lalthanzara as Guest of Honour. Chief Minister said that "Government will be given top priority to entrepreneurship and its related activities, he further mentioned that this entrepreneurial scheme will give much concern about educated unemployed Youths who have strong determination to run own enterprise and entrepreneurship activities." It is also learned that the State government recognizes the rapid growth rate of unemployment among educated youth as an emerging social problem here in

Mizoram. Development in the field of formal education after attaining statehood also resulting educated unemployment among youth, every year our colleges produce a greater number of a new graduate. They are trying hard to get a job in the government sector, even for a post of pretty clerk thousands of youth who are a highly qualified rush to the office and knock on the door. To manage this issue the state government has been taking various schemes and programme recently as mention below:

i). Mizoram Youth Commission (MYC)

Mizoram Youth Commission is a nodal agency of the government of Mizoram for the welfare of the youth. It was established on 2nd April 2008 by an act of the Mizoram state legislature. The commission concentrated its activity in providing coaching and guidance among the educated youth for All Indian services and State services during the 11th Plan period. It has been given statutory responsibility for promotion, exploration, and embracement of youth welfare. Some areas of activities wherein the MYC has laid stress in the past one year of its functioning may be broadly outlined as below:

- Promoting skill development training activities for the youth to enhance their capacity and entrepreneurship.
- Financial Assistant to meet the expenses incurred in the hiring of professional agencies and to meet training fees.
- Sponsoring employment-related activities outside the state for the youngster.
- Opening free coaching centre for Civil services and other competitive exams.
- Exploring opportunities for the youth for sustainable economic activities.

(MYC Booklet-2016)

ii). Mizoram Youth Development Agency (MYDA)

The Mizoram Youth Commission sets up the Mizoram Development Agency (MYDA), which has been registered under the Mizoram Society Registration Act of 2005. The MYDA would serve as the Executing Agency of the projects of the MYC,

projects, and schemes shall be availed from the centre and the state governments. The agency mainly deals with Mizo youths, who have an idea and strong determination to succeed in life.

iii). New Economic Development Program (NEDP)

Recently the State government launched New Economic Development Programme (NEDP), The Planning Secretary Dr. C. Vanlalramsanga said entrepreneurship is important for acquiring sustainable resources, knowledge, and market, which would be instrumental in the state government's efforts to achieve market economy from subsistence economy. The Entrepreneurship Development Scheme could be instrumental in the implementation of 17 Sustainable Development Goals of the United Nations. Recently, the state government has organized Essay competition on entrepreneurship among the college students in Lunglei town. Also, the state government (National Congress party of Mizoram) recently launches New Economic Development Policy (NEDP), wherein, Entrepreneurship is given top priority which can be referred as starting a new venture to generate income.

iv). Entrepreneurship Development Scheme (EDS)

The state government inaugurated Entrepreneurship Development Scheme on January 2017; Mizoram Chief Secretary Shri. Lalmalsawma IAS inaugurated the Entrepreneurship Development Scheme (EDS) under the New Economic Development Policy (NEDP). The aim of the programme is to develop latent youth entrepreneurial in a few selected candidates with a view to speeding up industrialization. Shri. Lalmalsawma further added that the state government gives high priority to entrepreneurship development and has allocated Rs. 2 crores under the NEDP during the current fiscal. It is further stated that entrepreneurship is the answer to minimize unemployment among the educated youth of this region, henceforth, educated unemployed youth of this state will be given first priority to this programme so that the educated youth, hopefully, will be engaged in their own business venture which will further expected contribute to state per capita income.

(Vanglaini Daily Newspaper: Vol-5, Issue-9, September 201).

v). Skills Development Initiative Training

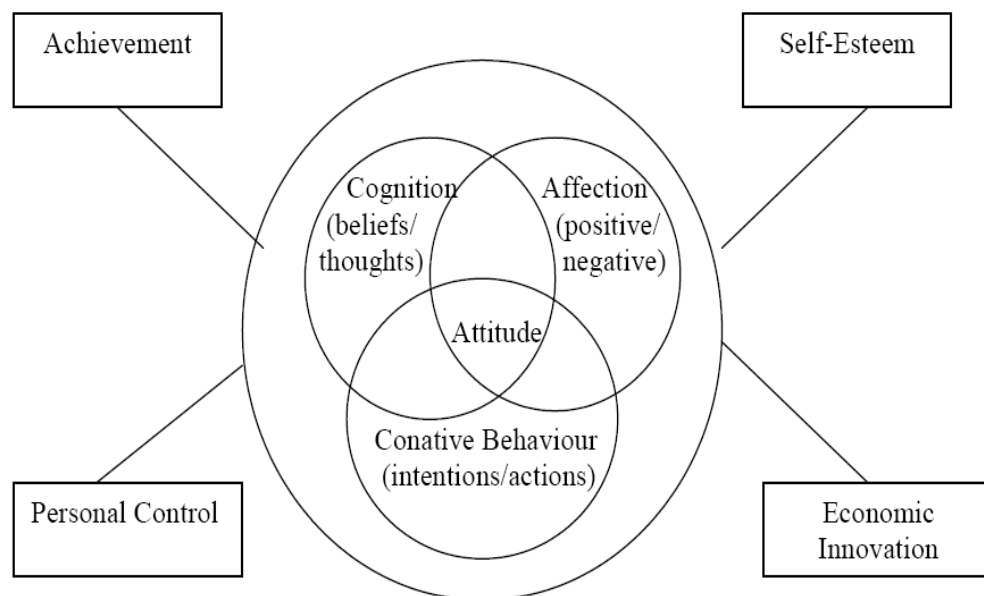
The government of Mizoram initiates Skills development Training under the Department of Social welfare such as Tailoring, hotel management, Electricals, and electronics etc. This scheme is designed to skilling of the youth especially the tribal

youth by the provision of 100% assistance to become employable. Now these Skills training centre offering Garment making, tailoring, electrical and Beautician and wellness.

1.9 Theoretical Model Adopted for Study

Entrepreneurial activity is regarded as an intentionally planned behavior and consequently, intention towards entrepreneurship may be evaluated by the theory of planned behavior. Since the present study is examining attitude and skills of educated youths, the theory of Planned Behavior (TPB) developed by Icek Azjen in 1991 is employed to provide an understanding of the theoretical constructs and variables used in this study. TPB is considered to be the most theoretically well-grounded model to achieve the objectives of the study.

Figure: 1: Attitude consists of achievement, Self-Esteem, Innovation and personal control with a combination of underlying Affection, Cognition, and Conation.



Source: Van Wyk and Boshoff (2004)

According to Van Wyk and Boshoff (2004), "entrepreneur behavior results in subjective association behavior of an individual towards certain attribute." Their study employed a wide accepted four subscale developed by Robinson et al, (1991), but Van Wyk and Boshoff added that these four scales should be grounded with the combination of underlying affection, cognition, and conation. Entrepreneurial attitude

and skills are considered as the products of experiences and environment and are considered to be the best predictor of this behavior.

1.10 Magnitude of the problem

The figure for educated unemployed youth in Mizoram is growing rapidly day by day. According to statistics revealed by the State Employment offices (November 2017), Department of Labor and Employment, there are more than 74281 persons live registered who actively seeking job at the four employment exchange offices, the number of live registered is extremely high based on the average population, according to census of India-2011 Mizoram total population was just about 11lakh. In the state capital employment exchange office, there is a whopping 47811 registered unemployed youth. Lunglei district alone has more than 4500 live registered as on 22nd September 2017, of which 823 are Graduate and above which consist of 309 males and 454 females.

According to Employment Exchange office staffs, it is a fact to report that there are educated unemployed Youth more than two folds of the existing record, which means that most of the educated unemployed are not registered themselves at the government agency. It is therefore perceived that the employment exchange offices are not functioning as it should be in the provision of employment. This study also seeks to explore and provide a structured understanding of why ranking high in literacy rate; many educated youngsters in Mizoram are jobless. Unemployment among educated youths has become an acute problem which may be attributed to the lack of local industries and so on. The state government also pays heed to the development of entrepreneurial activities in order to combat this emerging social problem of these days, therefore, the present study is conducted to examine entrepreneurial attitudes and analyze entrepreneurial skill as well as perceived barriers among the targeted group of educated unemployment.

1.11 Statement of the Problem

Unemployment is an ongoing and crucial social problem in Mizoram. Employment is generally typically related to securing a job in the Government sector while other productive activities and other forms of work are not considered as employment. The inadequacy or lack of job opportunities for the educated

unemployed youth in Mizoram is gradually motivating them towards entrepreneurship and self-employment. It's in this context that the attitudes and skills of educated unemployed youth towards entrepreneurship need to be studied. This study seeks to understand the socio-economic characteristics of educated unemployed youth while also probing into the challenges they face in terms of unemployment and in entrepreneurial efforts. The study will also attempt to suggest social work measures to motivate the educated unemployed youth towards entrepreneurship.

Educated unemployment among youth is not yet severe in Mizoram but it is emerging serious social issues which need to address as soon as possible before it goes out of control. The state government is not in the position to generate employment in the government sector for every new graduate as well as invests money for entrepreneurship activity which results increasing the number of educated unemployed youth in Mizoram. For Mizo youth, employment is generally typically related to securing a job in the Government sector while other productive activities like working in companies, industry and other private sector are not considered as employment which is also needed to be changed by creating other productive cells, establishing companies and industries.

The state government is trying to motivate the youngsters to take up entrepreneurial activities in order to combat the emerging social serious issues, the rapid growth rate of unemployment among educated youth respectively. The state government in collaboration with NGO's has been organizing various programme including discussion, training, and seminars like 'one-day seminar on entrepreneurial opportunities in Mizoram at Pachhunga University College', 'Development of Women Entrepreneurship at Art and Culture Hall Lunglei', 'Business Plan Competition' at ICFAI University, Aizawl Campus, 'Mizoram Kailawn' and 'Sumdawn tan dan tur sawihona' organized by sub-headquarters YMA. Hence, it is expected that this study would have inputs to some extent, respectively for the southern part of Mizoram, where the inhabitants are more economically backward.

(LPS News Channel, 27 April 2018)

A very less empirical study conducted so far in regards to educated unemployment in the context of Mizoram. Therefore, the present investigator studies about this, which will later be used as a reference for the policymakers. This study analyses skills and attitude towards entrepreneurship of educated unemployed youth while also probing into the challenges they face in terms of unemployment and in

entrepreneurial efforts. It is a fact that Mizo youths are born-talented therefore the present study explores the skills and attitude of the youth towards entrepreneurship. It is, therefore, expected that this study motivates and prepare the youngsters to get into entrepreneurship as well as providing policy measures to reduce the rapid growth rate of educated unemployed youth. To implement a scheme or programme in response to related existing problems, the Government of India usually conducts a pilot study about those problems in order to provide scientific solutions. It is in this context that perceived attitudes and skills of educated unemployed youth towards entrepreneurship need to be studied. This paper examined entrepreneurial attitudes and analyzed entrepreneurial skills of educated unemployed youth, it is expected that this study would have an impact in order to draw the solutions of the problems since it is a pilot study which later follows by the scheme or the programs.

1.12 Objectives of the study

1. To study the Socioeconomic Characteristics of the Educated Unemployed Youth in Lunglei.
2. To assess the Attitude of Educated Unemployed Youth towards entrepreneurship.
3. To examine the entrepreneurial skills among Educated Unemployed youth.
4. To identify the challenges faced by the educated unemployed Youth.
5. To suggest policy measure to promote entrepreneurial among the educated unemployed youth.

1.13 Chapter Scheme

Chapter I: Introduction

Chapter II: Review of Literature

Chapter III: Methodology

Chapter IV: Results and Discussion

Chapter V: Conclusion and Suggestions

The next chapter reviews the literature of the studies conducted on the Entrepreneurial Attitudes and Skills Among Educated Unemployed Youth.

CHAPTER- I

INTRODUCTION

CHAPTER- II

REVIEW OF LITERATURE

This chapter presents the review of the literature on entrepreneurial attitudes and skills among educated unemployed youths. This chapter has been organized into six sections such as studies on attitude of educated unemployed youth towards entrepreneurship, studies on prime factors or motive to take up entrepreneurial activity, studies on factor leading to rapid growth rate of educated unemployed youths, studies on entrepreneurship and its significant importance, studies on gender-based entrepreneurial intention and level of opportunity, studies on entrepreneurial skills among educated unemployed youth, studies on challenges faced by the educated unemployed youth to become entrepreneur, studies on spatial {regional} differences in terms of access to entrepreneurial opportunities.

There are various studies that revealed entrepreneurship are not naturally conceived but it is made out of the environment and experiences. Further, they observed the importance of entrepreneurship not only to solve unemployment problems but to generate economics of the state, to accelerate grows domestic products and other many more issues that tackled the on-going development process. Most of the studies related to entrepreneurship advocated that entrepreneurship is the best mean to bring about economic growth and solution strategy to unemployment problems.

2.1 Studies on the attitude of educated Youth towards Entrepreneurship

Cahiken and Stangor (1987), in their study they recognized attitude as "a tendency to react either favorably or unfavorably toward some designated class of stimuli, which is the object of the attitude. These attitudes may change in accordance with the situational and environmental context and may vary from time to time. They further observed that entrepreneurs are often found to come from entrepreneurial small business and professional family background as well as closed relative owned business."

Robinson et al, (1991), observed that a person's attitude influences an individual's evaluation of the unit or subject in question. Attitude is a pre-determined tendency to respond in a generally positive or negative way to the object of the attitude. The study also highlights an attitude can change from time to time.

Entrepreneurial attitudes can also be explained as pre-determined but concrete thoughts, manner and behavioral intentions covering organizational creation and operation. He further developed the most accurate and commonly accepted instrument to measure entrepreneurial attitudes. This instrument is widely accepted and commonly use psychometric measurement and its authors could differentiate between entrepreneurs and non-entrepreneurs by means of the four attitudes indicators with their three items in each indicator, which was also used in this study.

Peterman & Kennedy (2003), they conducted a study on entrepreneurial attitudes and their study observed that both work experience in a small business and a family business background can have a positive impact on an individual's perceptions regarding new business opportunity, feasibility, and desirability. Additionally, Robinson et al., also found that self-confidence and motivation can be affected by experience and past business experience. All attitudes, including entrepreneurial attitudes, can be influenced by prior work experience or other forms of contact may play a crucial role in developing such attitudes.

Goel Abhishek and Vohra Neharika (2007), in their study, it is concluded that social support also known as social environment is an important enabler to a person to take up entrepreneurial activity in a region or a country. They conducted a study among undergraduate students and studied the attitudes of youth towards entrepreneurship. They found out that the youth perceived entrepreneurship to be respected, rewarding and, a desirable profession for contributing to the country's development.

Izquierdo and Buelens (2010), their study analyzed the importance of the educational background of the student, which has a strong influence on the student's attitude towards entrepreneurship. Their study highlighted that attending particular entrepreneurship education programs and Government sponsored entrepreneurship development schemes contributed to the development of entrepreneurial intentions and attitudes.

Murutluluga Reuben Kgagara (2011), in his study, he identified that great majority of the higher education students have shown positive perceptions and attitudes towards entrepreneurship, and most of them chose entrepreneurship as a career option. The results further indicated that to some extent the respondents lack knowledge and education with regards to the profile of an entrepreneur. The majority of the respondents strongly agreed with the statement that educational institutions

right from the elementary education to university institutions should motivate and give direction to the learners to consider entrepreneurship as their carrier option, rather prepare the students to work in the government sector. As a result of the study that almost all of the respondents wanted to start their own venture if there is an opportunity.

He further mentioned that we must, therefore, give the educated youths an opportunity to get into entrepreneurship. The study further revealed that Entrepreneurship seemed very attractive career to many respondents and are attracted by employment and financial security offered by big companies. He further observed that a great majority of respondents' opined entrepreneurs will do anything for profit and that entrepreneurship is a good way to make lots of money.

Further he analyzed in his study about entrepreneurial attitude of higher secondary school students and the study evident that the great majority of the respondents have positive attitudes towards entrepreneurship but startup money is the biggest problem they faced that the financial institutions usually refused them to avail loan, so that unavailability of loan guarantor is the biggest challenges for them. Though they possessed basic required skills and determination to succeed, they are not given such an opportunity to exercise their potential.

Brijlal (2011), he conducted a study among South African University students. He observed that Science students are having a more positive attitude towards entrepreneurship education with 49%, while humanities students showed 44%. In a related study, Ifedili and Ofoegbu reported that great majority of the students that is 81% have a positive attitude that attending entrepreneurial education has a deep impact on a person's attitude towards entrepreneurship whereas only 19 percent of the respondents have a negative mindset towards entrepreneurship. Cheung and Chan also in their study reported that management students indicated very strong agreement regarding their attitude about the importance of learning entrepreneurship education with 90 percent.

Keat et al, (2011), studied the attitude of students towards entrepreneurship education. This study showed that a great majority of respondents 75.4% are having a strong desire and inclined towards entrepreneurship and its related course or education.

Marion Titgemeyer and Gerold Holtkamp (2011), they conducted a study on Entrepreneurial Attitude among Doctoral Students at University Osnabrueck and

University of Applied Sciences Osnabrueck, Germany. It is an interesting fact to report from the findings that they observed the great majority of doctoral students are interested in starting their own business and a significant number of them have already found their own business such as Private Clinic, Pharmacy etc.

Kavitha G (2014), she analyzed the factors that are responsible for influencing the attitude of students towards entrepreneurship. She found out that there is a high statistical relationship between entrepreneurship attitude and entrepreneurship opportunities and chances as well as strong entrepreneurial intention among the students are the major motivators to take up entrepreneurial activity among the entrepreneurs.

Buba Musa Pulka et al, (2015), in their studied they observed that entrepreneurial attitude among University students is quite high and the study manifest that a great majority of the students viz, 83.56 per cent have held a strong positive attitude to have owned business or become entrepreneur and involved in it related issues and felt important that attending entrepreneurship education to become successful business. Further, the study revealed that there is statistically no difference of attitude between male and female students towards entrepreneurship education. The study further indicated that perception level of male and female respondents on the importance of attending entrepreneurial education, the study revealed that there is no much statistical difference that the female students are of approximately the same level of attitude towards entrepreneurship education with their male counterpart.

Buba Musa Pulka and Rimamnde Rikwentishe (2015), they carried out a study among University Students. This study examined different attitudes perceived by the university students in northeastern Nigeria towards entrepreneur and they found that there is evidence that young people are enthusiastic about starting businesses and possessed higher quality and more innovative. It is therefore clear that few young people actually started businesses and expressed an interesting perception in doing this activity but the failure rate is seen considerably in number. This reflects a number of problems affecting youth entrepreneurship in areas like skills, group work, administration, and financing. The study also highlights that Public policies and programs for entrepreneurship can play a crucial role in addressing the challenges. In a developing country like India, there can be no other means to solve the problems and generate employment among educated unemployed youths.

B. M. Pulka R. Rikwentishe & B. Ibrahim (2015), recently they conducted research; in their study, they observed that the overall entrepreneurial attitude of students is quite high i.e., 82.12% which indicates they hold strong positive attitude towards entrepreneurship education. Their study further advocated that students with a strong positive attitude inclined to interpret that going into entrepreneurial activities are feasible and desirable.

Mitchell 2002, Pulka et al, Ajzen (1991) also agreed with the result of B. M. Pulka's study, where if students perceive that entrepreneurship and its education will help them in achieving their goals, they tend to develop a positive attitude towards it.

Ramswamy and Jyoti Kumar (2012) in their study on Motivational factors of tribal entrepreneurs in Thenzawl town handloom cluster, Mizoram based on 97 sample they observed that the cluster has become a pool of entrepreneurship founded on the key motivations of earning a livelihood, making money and independence.

Lalnunthara (2015) in his study on the Entrepreneurial motivation of micro-entrepreneurs in Aizawl District, Mizoram based on 406 samples identified that the prime motive of the entrepreneurs for selecting their line of business is ease (opportunity/chance) of entering in the business.

2.2 Studies on prime factors of becoming self-owned business

Freeman and Wise (1982), in their study on factors responsible to concern about entrepreneurship activity and recognized that the form and quality of education during high school might be related to later labor market experiences. In their study, they further observed that attending a short course like vocational training during high school is not significantly related to youth success in the labor market on the other hand surprisingly it is observed that academic success in the stage of high school is said to be positively significant related to employment after graduation.

Mazzarol, Doss, and Thein (1999), they conducted research analysis among the sampling of 93 who are entrepreneurs in Western Australia. They tried to identify the major factors responsible to become entrepreneurs, they observed that there are two major factors such as environmental factors and personality factors. These two factors usually influenced a person's desire to establish a self-owned business. According to their study, environmental factors include the social factor, economics, politics, and infrastructure development whereas personality factors include

individual character, the background of the respondents such as family background, educational background and parental educational background of the respondents.

Das and Das (2011), in their study on "Entrepreneurship: An approach for Rural Development in North East India", in their study they observed that the under-development in Agriculture and allied sectors, lack of infrastructure and technical know-how as well as low industrialization within this region had compelled the rural population to take up some economic activities (own Business) based on their respective skills since there is no other option for them to survive.

Zuleyha Karaagac (2014), conducted a study on the impact of the institutional environment on the rate of entrepreneurial activity across 48 countries. The study constructs datasets on entrepreneurial activity and aspiration by merging cross-country panel from the Global Entrepreneurship Monitor (GEM) and other sources, over a period of six-year (2007-2012). He found out that in developing countries, a business-friendly environment with limited government interference which means free from corruption and nepotism in its implementation process has a positive effect on the prevalence of growth aspiration entrepreneurship.

2.3 Studies on factors leading to unemployment among educated Youth

Wang and Wong (2004), Lack of business knowledge, low in academic line has been cited as a major deterrent for the creation of business. The study further observed that more relevant education programs can perhaps fill identified inadequate business knowledge and deficiency in skills. The study, therefore, comes to the conclusion that the major deterrent for being unemployed is lack of entrepreneurial education and courses.

Gomathi. V (2016), in his study on Challenges faced by Educated unemployed Youth in India and he, found that a number of Educated unemployed Youth has already reached an alarming stage and still the number is increasing day by day. Further, he observed that lack of skill-based education, lack of practical education system which means confinement in classroom teaching and, Bye heart system played a significant role that contributed increasing rate of unemployment in India.

Terfa Gemechis (2007), conducted a case study to understand the attitude of college student towards entrepreneurship. She observed that family background, financial condition, educational background, training, business counseling, friends, teachers and government policies are the common factors influencing entrepreneurial attitude. She also viewed the major hindrances to become an entrepreneur was

defective in implementing government schemes, programs, and projects, which are not implemented as it should be.

Jitendra Kumar Dixit, Pankaj Tiwari (2011), they conducted a study on "Educated Unemployed: A Challenge before Sustainable Education", they found out that Educational Institutions and Pressure from Parents play a crucial role that Colleges are being set up not to give quality education but to generate their income. Our educational institutions are producing thousands of graduates and postgraduates who lack knowledge and quality. These people refuse to undertake any handy-work, even agricultural graduates refuse to go to the paddy field and work there. Engineers prefer to sit in their offices rather than working at the construction site. Hence our educational system needs an immediate change to prepare the learner's morale regarding our work culture.

Pratibha Singh and, Harshit Gupta (2011), they also added the factor for increased unemployment is the pressure from parents. In addition to the point, the study revealed that it is seen in Indian community that parents push their child to study science stream after getting 95% in viewing to make him/her an Engineer or a Doctor. It is a big mistake prevailing among Indian Parents that they hardly think what his child wants to study, what are his/her wishes and field of interest.

Kumar, J.P (2012), in his study "Entrepreneurial Attitude of College Students". While examining factors responsible contributing educated unemployment and the evidence the findings of Jitendra and Prakash that educated Youth refuse to undertake any manual work. On the other hands, he also emphasized the failure of the government in its duties and responsibilities to provide and ensure sustainable marketing to sell their products at a considerable cost. However, educated Youth's moral need to be guided and motivate by ensuring marketing where they can sell their products, so both the youth and the government need to motivate each other for better future prospects.

Chuthannad, A (2012), analyzed the reasons for the rapid growth rate of unemployment among educated youths; he opined that financial insecurity is the most reason for the rapid growth rate of unemployment. When he analyzed reasons of rapid growth of youth unemployment, focusing educated one and from the light of his study, he opined that financial insecurity, lack of infrastructure facilities, lack of technological know-how, lack of awareness in the entrepreneurial field, lack of support from governmental and non-governmental organizations, cultural burdens,

lack of research focus in the entrepreneurial field are some of the reasons for the lowest level perceived feasibility towards entrepreneurship.

Kengoo & Kashung Zingran (2012) in their study "Educated unemployed youth in Manipur" they observed that Bribery, corruption and nepotism, power and money played a central role in order to get employment in the government sector or else there is no other option for them. The political leaders and the bureaucrats' connection in the selection process for the job is also a serious concern, therefore, the more cash flow into the hands of politicians and the bureaucrats, the more unfair means involved in the final selection for the job. When all these unfair mean acts become noticed by the general public, this can easily influence the educated youth to opt for violent means to solve the problems.

In addition, *Singh (2011)*, in his study, he concluded that "The estimated rates for various post are discussed in private conversations range between Rs 3-4 lakh for a primary teacher, Rs 10-15 lakh for a sub-inspector/assistant SI of police, up to 15 lakh for a supervisor (women and child welfare), and Rs15-25 lakh (or even higher) for a state civil services post."

Ajit Sen (2014), in his study, observed that after taking degrees certificate the youths have one and only one aim – to knock at the doors of Government or commercial offices for posts of petty clerks. Hence, it indicates the morale of the students also seen as one of the contributing points leading to the growth rate of educated unemployment.

Roland K. (2015), from his case study conducted in Wokha Town, Nagaland observed that lack of Industrialization, encouragement to self-employment, lack of Entrepreneurship opportunity and lack in development of skill can be the major key factors of rapid growth of educated unemployed youths in Nagaland. It is further, observed in his study that the state government also need a revolution to create more opportunities by developing an entrepreneurial activity for the educated unemployed youth.

2.4 Studies on Entrepreneurship and Its significant importance

Entrepreneurship Development Institute of India Ahmedabad, Gujarat (2002), defines entrepreneurship as the solution to poverty and factor responsible to bring about economic growth and alteration in the society as Entrepreneurs shapes economic destiny of nations by creating wealth and employment, offering products and services, and generating taxes for governments. Thus, entrepreneurship has

closely been linked to economic growth in the literature on the subject. Entrepreneurs convert ideas into economic opportunities through innovations which are considered to be a major source of economy.

Schaper and Volery (2004), in their studies they observed entrepreneurship as one of the best economic development strategies to develop the country's economic growth prosperity. More specifically, entrepreneurship is a major factor in driving many nations' economic growth, innovation, and competitiveness. Entrepreneurship development would definitely bring sustainable development, which will also lead a country to economic forerunner.

Mirjam Van Praag and Peter H. Versloot (2007), entrepreneurs have a very important but specific – function in the economy of the country. They produce relatively much employment creation, productivity growth, produce and commercialize highly excellence innovations. So, if the developing country needs to fight with the unemployment situation, they need to be entrepreneurial in nature.

Kidane and Harvey, (2009), Nafukko and Muyia (2010) and Kavitha et al, (2013), In their studies, they recognized that entrepreneurship as the determinant or fundamental element of economic growth and development. This is because Entrepreneurship leads to the creation of small and medium scale businesses.

Cyril A. Awogbenle and K.Chijioke Iwuamadi (2010), in their study on "Youth unemployment: Entrepreneurship development programme as an intervention mechanism". Their study observed the Strategy to boost employment opportunity and job creation for young people, entrepreneurship is increasingly accepted as an important means and a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people. The government cannot provide services or job to all educated youth so that entrepreneurship activities should be given top priority to tackle the rapid growth rate of unemployment among youth.

National Universities Grant Commission (2011), said the best way to solve the current problem of unemployment is by ensuring that students in institutions of higher learning undertake compulsory entrepreneurship education. The reason for entrepreneurship education is to enable the students to acquire the required skills and to develop an entrepreneurial orientation and mindset as a necessary preparation for the business, vocational and professional lives after their formal university education by complementing their academic education with entrepreneurship and financial

education, they are leveraged with the qualities and skills they need to become more relevant in today's global market.

The government of India (2012), in its National Entrepreneurship development Policy, highlighted that Entrepreneurs shape economic destiny of nations by creating wealth and employment, offering products and services, and generating taxes for governments. That is why entrepreneurship has closely been linked to economic growth. Under the leadership of Shri. Narendra Modi, the government has been advocating the needs and importance of entrepreneurship development project to tackle the emerging issue in order to bring about sustainable development of the country. However, Micro, Small and Medium Enterprise (MSME) Development Policy focuses on India needs opportunity-driven competent entrepreneurs, who set up sustainable enterprises, create employment, and generate wealth. The Government realizes that there is a need to 'catch them young'. This requires inculcating entrepreneurial values and skills in them at a young age. Further, MSME Policy recommended that introducing entrepreneurship in the education system to address the emergence of educated unemployed youth in India.

Ajitv Sen (2014), observed that entrepreneurship has become a fundamental aspect in promoting economic success, steadiness and wealth. The significance of entrepreneurship has contributed immensely in reducing the extent of unemployment and thereby promoting employment opportunities among the youth especially university graduates.

Bhavika Joshi, et.al.(2015), in their study on "Entrepreneurship: A Way out for Unemployed Youth in India" revealed that increasing the entrepreneurial activities such as easy access, availability of fund to start business in the country is the only solution left with the government to generate employment opportunities for Educated Youth of India. In India, various schemes and projects are made in ministries but the government fails to implement successfully. They observed that the reason of inefficiency can be attributed to improper monitoring, corruption and, lack of accountability.

Roland K. Kikon (2015) the study reveals that unemployment among the educated youth can have negative repercussion on the individual and the society in general. Entrepreneurship can be the main key measure to solving problems of educated unemployed youths. Industrialization, encouragement to self-

employment/entrepreneurship and development of skill can be the key factor in solving problems of educated unemployed youths.

World Economic Forum (2015), in its forum in 2015 emphasized entrepreneurship that embedding entrepreneurship at the heart of the education system is a key, long-term initiative that will help provide an environment where the dreams of millions of young people to make an impact and start their own enterprises can be realized.

Ramnundanga and Ramswamy (2017), also identified in their case study among Bamboo Enterprises: Bairabi cluster, Mizoram that the cluster has recorded a growth in terms of a number of units produced and sale turn over (Profit). They further observed the cluster has worked as a vehicle for rural poverty alleviation, rural income generation, and regional economic development.

2.5 Studies on gender-based entrepreneurship intention and opportunity

Díaz Casero et al., (2000), they studied about gender-based entrepreneurship intention and opportunity in Spain and observed a clear-cut finding that women find it more difficult to avail financial resources and human capital although they wanted to run own business. Financial institutions refused their projects in case of fear of failure. Similarly, fear of taking risk is an obstacle of significant importance for women when it comes to creating businesses.

O'Higgins (2001), in her study she observed that in developing countries, statistics revealed the unemployment rate for both genders. In the city and urban areas, female unemployment rates were proved to be much higher than those for males. She further illustrated that the female labor force participation rates were much lower than that of males.

Ifedili and Ofogbu (2011), also found that where students indicated 81% positive attitude toward entrepreneurship education. It also agreed with the finding of Veciana (2000), which shows the level of students' attitude at 92.2%. From this study, it can be concluded that the students are holding a strong positive attitude towards entrepreneurship education. The findings revealed that there is no significant difference of attitude between male and female students towards entrepreneurship education.

Siddiqui, A.B (2012), in his study on "Problems Encountered by Women Entrepreneurs in India" observed that women entrepreneurs suffer a lot in raising and meeting the financial needs of the business. Bankers, creditors and financial

institutions are not keen to provide financial assistance to women borrowers on the ground of their less creditworthiness and more chances of failure. Further, he also identified that Financial Institutions and bankers are skeptical about the entrepreneurial abilities of women. These institutions consider women loans as higher risk than men.

Das and Barman (2013), in their study on Micro enterprises in Hajo Development Block of Kamrup District of Assam, observed 80 percent of the entrepreneurs were belonging to a male. Further, the study highlighted that male are better in small-scale enterprises.

Sanchez-Canizares et al, (2013), there was no dependence relation between the perceived desirability of business creation and student gender. In both cases, the idea of entrepreneurship was seen as desirable. Nor was there any statistically-significant gender-related difference in perception of the feasibility of business creation now compared with feasibility in earlier decades, although women displayed a slightly less positive perception. A similar finding was reported by Díaz Casero et al, who noted no dependence between gender and the desirability of creating a business, though they found a higher percentage of men with a serious intention of doing so. Women seem to harbor a higher degree of pessimism when it comes to their perception of opportunities as well as a greater fear of failure. Results show over the next few years women (at least those who attend university) are less likely than men to create businesses. Currently, only one in every five women at university contemplates the possibility of starting a business and university students evaluate differently their possession of various attributes of great importance to entrepreneurship.

Buba Musa Pulka1 e. al, (2015), conducted research and the results indicated that the male students' attitude is 81.19%, while female students are 83.56%. Female students have stronger positive that means both genders hold strong positive attitude towards entrepreneurship education. Students with a strong positive attitude tend to interpret that going into entrepreneurial activities is feasible and hence desirable.

In addition to the above literature, several national research projects report that the level of female entrepreneurial activity falls well below the male level. Almost all studies agree upon women are less entrepreneurial because of less opportunity for them to access business start-up resources.

2.6 Studies on Entrepreneurship Skills among Educated Youth

Kilby (1971), conducted a study on entrepreneurial skills and he states that the collection of possible entrepreneurial skills included strong determination to success, technical knowledge, perception of economic opportunity, interested in related activities, technical and administrative innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects of enterprises.

Hisrich & Peters, (2002), entrepreneurial skill can be defined as the ability to produce something new with value by devoting the essential time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Furthermore, they observed that Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain.

Mitra & Matlay, (2004), also observed that many of the necessary skills for the creation of business can be developed from entrepreneurship education and training courses. Experience in business and its related activity also has a great impact on the necessary skills for the entrepreneur. They further observed that strong determination for the creation of business may also play a crucial role in developing entrepreneurship skills.

Mitra and Matlay (2004), identified many of the necessary skills for business creation can be developed through entrepreneurial education and its related training courses. The study further highlighted that skills can be learned and refined through practices, entrepreneurship programs resulting in acquiring the demand skills. They also agreed with the small beginning which means start with small business to acquire high entrepreneurial skills to become and success in macro-level business. Attending seminars and workshops is another great concern to possess high entrepreneurial skills.

Kuratko (2005) and Pittaway & Cope (2007), both studies observed proper entrepreneurial education and training can have a significant impact on students' awareness and perceptions towards entrepreneurship as well as provide them with more complete sets of skill.

Sunday Adeniyi Adeyemo (2009), defines skill is thought as of a quality of performance which does not totally depend on person's fundamental, inborn capacities

but to developed through experience, practice and training. Even though skill is developed essentially through learning, it also includes that efficiency and concept of the economy in performance. Contemporary concepts of skill stress upon flexibility by which a skilled operator reaches a given end on different occasions according to precise circumstances. However, it must be reiterated that even though basic human capacities are not sufficient to create skills, they form the essential basis of their development; skills signify particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system. Hence, entrepreneurial skills are the basic skills needed to acquire to succeed in business. Entrepreneurial skills are the fundamental skill which is crucial to enable a person to start, develop and, succeed in business.

Murutluluga Reuben Kgagara (2011), in his study he comes up with the conclusion that entrepreneurs should be equipped with certain skills to discover, identify and seize business opportunities. Hence, specific education and training are vital to acquire entrepreneurial skills, particularly on technical skills, perseverance, communication skills, managerial skills, leadership skills, innovative skills, pro-activity, information seeking skills, and financial skills. He further observed some components of entrepreneurship as Risk taking and risk tolerance is one component of entrepreneurship that is very crucial, hence there is a need for more attention towards entrepreneurial education.

2.7 Studies on Challenges faced by the educated unemployed youth and its consequences

International Labor Organization (ILO, 2008), Global Employment Trends for Youth report shows the rapid growth rate of unemployment among youth, youth comprise about 40 percent of total unemployed persons worldwide although they account for only one-quarter of the total working age population (ages 15 and over). ILO further analyzed that "in the decade between 1997 and 2007, unemployment among youth worldwide increased from 10.9 to 11.9 percent while the global adult unemployment ratio stayed level at 4.2 from 1997 to 2007. However, it is clear that unemployment among youth is a global issue as even developed countries have reported having a high growth rate of youth unemployment."

Blanch flower and Freeman (2000), in an analysis of youth labor markets in advanced countries such as Greece and France; they observed that youth unemployment might have played a vital role in the eruption of social conflict as both

these countries have experienced such issues, above average levels of youth unemployment as compared to other European countries. They further observed that world as a Global village, youth around the world, with the help of social media and other Internet tools, have immediate access to economic realities near and far. If the youth unemployment issue is not soon addressed, the youth will remain a risk factor in terms of economic and political stability in countries around the world.

2.8 Studies on Spatial differences in terms of access to Entrepreneurial opportunities

Abhishek Goel et al, (2007), studied Cross-Cultural Comparison of India and China. This study clearly observed regional environment has great impacts on people towards entrepreneurship minded, which means that social support in the region where individuals come from is an important enabler in entrepreneurial activity. The study further argued that societal attitudes towards entrepreneurs and entrepreneurial activity played a crucial role to determine for future entrepreneurial activity.

It was tested on more than 5000 respondents and the results showed that family background and regional development have stronger influence on attitude of individuals to take up entrepreneurial activity and regional entrepreneurially development showed more influence on attitude in India than in China.

O'Regan and Quigley (1996), in their research strong evidence for the significant spatial difference, was observed. As the literature revealed a person acquired skills through learning and environment, this study also observed residential area plays a significant role in the outcome of youth, neighborhood poverty, unemployment; peer influence had an impact on labor market outcomes of youth. Similarly, it is also observed that the negative perception of local-mate in terms of searching job and access to employment opportunities had deeply rooted in the low level of employment among youth.

Shanan G. Gibson et al, (2011), the study compared entrepreneurial attitudes of University (PG) and Community college students (UG); so the study, therefore, identified individual's environment and surrounding play crucial role as a determinant to opt for entrepreneurial and its related activities for their carrier. As a result of the study, the university students possessed stronger determination and much higher positive attitudes towards entrepreneurship than those community college students. Which means higher level educational qualification tends to prepare the learners to opt for entrepreneurship. Similarly, it clearly highlighted that the higher educational

environment seemingly more prepared and likely to start own business than those students from community colleges.

O'Grady (1993) and O'Higgins (2001), in their studies the similar results were identified in support of the significant impacts of spatial differences on young person's transition to work. In developing countries, the employment trend and pattern revealed different pictures of urban and rural unemployment rates for both genders. The urban area proved to be the much higher rate of employment among youth and in respect to gender unemployment pattern, urban female unemployment rate proved to be much higher than for their male counterpart.

Research Gap

From the above overview of the literature, a few research gaps could be observed that most of the studies on entrepreneurial attitude and skills confined in the context of commerce and management studies. There is a very limited study on this problem in the context of Mizoram (except Ramswamy and Jyoti Kumar (2012); Ramnundanga and Ramaswamy, 2017), particularly there are a few empirical studies on this particular problem in the context of social work.

Although Lunglei town is the second capital of the state, there are very limited studies or research project based on sampling size drawn from this town. Besides southern part of the state particularly Lunglei district is far behind as compared to state capital (Aizawl District) in terms of economic development which resulted in the rapid growth rate of educated unemployment among youths, this requires an instant response before it becomes severe and out of control. It is therefore expected that this current study would have great impacts in such a way that motivate and influence educated youths to take up entrepreneurship activities as it has been observed by various studies as the best solution to the problems of educated unemployment. Besides the above literature overview, there are very limited studies on entrepreneur skills and educated unemployed youth. All the research done on Mizo and entrepreneurship in the context of commerce, suggestions based on social science research need to find out to improve the welfare of educated unemployed Youth in Mizoram. Besides, there is very less (or no study) study on Unemployment especially the needs and challenges faced by educated youth in the context of Mizoram. Therefore, it is the need of the hour to study the challenges and attitudes of educated unemployed youth in particular Mizoram.

The next chapter discusses the methodological aspects of the present study.

CHAPTER- II

REVIEW OF LITERATURE

CHAPTER- III

METHODOLOGY

In this chapter, the description of the methodology of the study is presented. A profound methodology is significant for scientific research in order to study the objectives of the present study. The success of the study completely depends on the methods and techniques adopted in the present study. The earlier chapter presented a critical review of the literature and major research gaps therein. The present chapter describes the setting of the study and methodology, description of the study process and the techniques used. The chapter deals with the profile of the study area, methodological aspects such as research design, sampling, tools of data collection, sources of data analysis and limitations.

3.1 Field of the Study

The area of the present study is Lunglei town; it is located around 180 km away from Aizawl to the southern part of Mizoram. It is second capital of the state under the administration of deputy commissioner. The total population of Lunglei according to the Census report of 2011 is 154,094, the district has a population density of 36 inhabitants per square km (93/sq. m). The population growth rate over the decade of 2001-2011 was 17.64 percent with a sex ratio of 947 females for every 1000 males. As one of the results of national flagship programme of Sarva Shiksha Abhiyan (SSA) the district has a very high literacy rate as per 2011 census was 88.86%. There are only four colleges in the town including Polytechnic, namely Lunglei Government College, Govt.J. Buana College, Higher, And Technical Institute, Mizoram, and Central Engineering College. According to the 2011 Census, the average literacy rate of Lunglei is 88.86. At gender wise, male and female literacy were 92.04 and 85.49 respectively. *(District Census Report-2011)*

It is a fact that though Lunglei is the second capital of the state, it is far behind in terms of development and infrastructures as compare to the state capital. Hence, a great number of students who passed class xii need to rush to Aizawl and knock the doors to get admitted in the colleges. Youths of this area are the most victims of educated unemployment, due to unavailability of opportunities to earn money for them, they had to pursue college this also one of the major issues in respect to the educated unemployment problem. Besides, youths from the peripheral areas of this

town are in worse situation, it is a fact that very difficult for them to access to government scheme and financial institutions, even though they have entrepreneurial skill and attitude, it is, therefore, necessary to give top priority before it goes out of control.

3.2 Pilot Study

The pilot study was conducted during the month of October 2017. The data on the educated unemployed youth of the district is collected from district employment exchange offices to identify an approximate number of educated unemployed youth. Further, the researcher conducted an interview on the related subject with Key Informants of the core and periphery area youths to find out the feasibility of the study. Four respondents are selected for pretesting the questionnaire and the tool used in the present study.

3.3 Research Design

The study is cross-sectional in nature and descriptive in design. The unit of the study is educated youth. Mixed methods research is applied which involves philosophical assumption and an approach to inquiry that contains qualitative and quantitative forms. Both quantitative and qualitative data is collected. The primary data were collected through the field survey using a structured questionnaire, key informants interview, focused Group Discussion and Case study.

The population of the study focused on all educated unemployed youths in Lunglei town, while the target populations are educated unemployed youths from core areas within the town such as Bazar Veng, Venglai, Chanmari and Lunglawn whereas the rest samples, educated unemployed youth were drawn from Peripheral areas such as Zobawk, Vanhne, Pukpui, Sazaikawn, and Theiriat. Particularly, Zobawk community is located about 30 km away to the north from the town where educated youths are in the more complicated situation.

3.4 Sampling Design

A multi-stage sampling procedure is adopted at the first stage to maximize representation by which Lunglei District is selected using purposive sampling. At the second stage once core and one peripheral area in Lunglei town were selected based on objective criteria, ensuring proportional representation of these groups. At the third stage, a list of all educated unemployed Youth of this area has been obtained from Employment Exchange Office Within the strata of male and female students and then selected sample size of 60 using systematic random sampling.

3.5 Tools of Data Collection

The present study employed questionnaire to collect primary data from the respondents. The questionnaire is divided into three broad sections such profile of the respondents, entrepreneurial attitude, skills and challenges/barriers. This study measured entrepreneurial attitude and skills with Entrepreneurial Attitudes Orientation (EAO) originally developed by Robinson et al, (1991). The EAO is theoretically well-grounded and provides a reliable and consistent score based on four subscales such as Achievement in business, Personal control, Perceived self-Esteem and Innovation in business. In addition, Van Wyk and Boshoff (2014) advocated that these four subscales should be grounded with a combination of cognitive, affection and conative behavior. All the Scales in this study were measured on four (4) points Likert's scales ranging from 1 with strong disagreement to 4 with strong agreement. A four scale method was used to measure variables because of its accuracy and reliability. In 1932 Likert developed the principles of measuring attitude and skill by asking people to respond to a series of statements about the topic with fixed choices.

To measure entrepreneurial skills, present investigator tried hard to find a reliable scale and there were limited good scales to find out one's own skills. The two commonly acceptable scales developed by My top Businessideas.com (2013-2017) and Mind tools Content Team (1997-2017) to measure and scale for Entrepreneurial skills were examined, then the scale developed by My Top Businessideas.com (2013-2017) was selected to measure (scale) entrepreneurial skills of educated unemployed youths in Lunglei town. The case study was also used to understand the challenges and perceptions of youth with regard to entrepreneurship. Focus group discussion is facilitated among the selected educated unemployed youth of Lunglei district to assess their attitudes on Youth unemployment and entrepreneurship.

3.6 Sources of Data

The study depended on mix method research in which the investigator made use of both Primary and secondary data.

- i). *Structured Questionnaire*: The primary data is collected through a structured questionnaire where the unit of study was the educated unemployed youth in Lunglei town.
- ii). *The Secondary data*: Collected by using relevant reports, journals, Magazines, Articles, Books, newspapers, and internet sources.

iii). *Key Informants interview (KIIs)*: For Qualitative data, Interview with key persons were conducted; key informants are the academician, Social activists, Church leaders and Community leaders.

iv). *Case-study*: Case study was conducted during pilot study with three (3) respondents in order to get qualitative data.

v). *Observation*: It is one of the sources of direct information for the present study.

3.7 The Scales:

This study meant to examine the two variables of attitude and skill then the present investigator examined a number of literatures in searching for the most relevant scales for this particular study. Finally, the EAO scale for attitude and scale for skills developed by My TopBusinessideas.com (2013-2017) were chosen to determine measurements of the study.

Entrepreneurial Attitudes Orientation (EAO): The EAO scale was developed by Robinson et al, (1991) to discriminate between entrepreneurs and non-entrepreneur. The authors felt that attitudes are best to describe by EAO underlying with Achievement in Business, Innovation in Business, Perceived Self-Esteem and, Personal Control.

Table 2.1

Sub-scale and Items

S.no	EAO Scale (Origin)	EAO Questions
1	Achievement in Business <i>Robinson et al, (1991)</i>	Questions: A1, A5, A9, A13
2	Innovation in Business <i>Robinson et al, (1991)</i>	Questions: A4, A8, A12, A16
3	Perceived Personal Self-Esteem <i>(Robinson et al,1991)</i>	Questions: A2, A6, A11, A15
4	Perceived Personal Control <i>(Robinson at el, 1991)</i>	Questions: A3, A7, A10, A14

Table 2.2

S.No	Scale: (Entrepreneurial skills)	Questions
1	Personal skill (2013)	Questions: B1, B6, B11, B16
2	Communication skill (2013)	Questions: B2, B7, B12, B17

3	<i>Negotiation Skills (2013)</i>	Questions: B3, B8, B13, B18
4	<i>Leadership Skill (2017)</i>	Questions: B4, B9, B14, B19
5	<i>Sale Skill (2017)</i>	Questions: B5, B10, B15, B20

Source: Computed (Questionnaire)

1.8 Pre-testing (Internal reliability Test)

To assess entrepreneurial attitudes, the present study administered scale namely Entrepreneurial Attitude Orientation (EAO) scale developed by Robinson et al, (1991). It was tested for its reliability by conducting the statistical test of Cronbach's Alpha and the split-half.

The tool is found to be reliable and accepted for further data collection. According to Cronbach, the rules of thumb for the result of internal Psychometrics test score of 0.7 is usually expected, in this study internal reliability test score is over 0.8 which is generally regarded Good and Excellent.

Table 2.3

Internal reliability test

Reliability Statistics (Entrepreneurial Attitude)		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.897	4
Reliability Statistics (Entrepreneurial Skills)		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.823	.837	5

*Computed with Spss 16.0 version

To examine the entrepreneurial skills of educated unemployed youths, five scales developed by My TopBusinessideas.com were administered for this study. It was also tested during pilot-study for its internal reliability by conducting the most accurate and commonly used statistical internal test of Cronbach's Alpha and split-half. The result of the test showed, tools to analyze entrepreneurial skills are very desirable and the calculated values based on standardized are .89 and .83.

3.9 Inclusion criteria

According to the National Youth Policy-2014, youths are the age between 15 to 29 years old who are educated and desire to work but remain unemployed due to various circumstances, especially who domicile within Lunglei town area are taken in accordance with the simple techniques used in this particular study for respondents with the help of the employment exchange office.

3.10 Data analysis and Interpretation

Data were initially tabulated using standard summary statistics such as Means, standard deviation, frequencies, and percentages. SPSS software like Frequency table, cross-tabulation, correlation, independent-samples t-test and bivariate correlate were used to analyze the attitude and skills of educated unemployed youth towards entrepreneurship. Generally, the collected quantitative data were processed using Ms. Excel and analyzed using SPSS Packages 6.0. Interpretation of data was done with Microsoft word 2010 version.

The collected data were then analyzed with descriptive statistics, simple frequency table, bivariate correlation, and t-test. Means of the responses and standard deviation from the means were taken as the deciding factor to draw the results to meet with the objectives of the study.

3.11 Limitations of the study

The study is conducted with small sample size and only with limited educated unemployed youth in the core and periphery areas of Lunglei town which is difficult to give a generalization of the findings to all the respondents in the district, Mizoram as well. Respondents for this study educated unemployed youth does not represent the whole population of youth in Mizoram, Northeast India. The present study is restricted to only educated unemployed youth. Besides, due to stigmatization in the society, most of them felt reluctant to identify them as unemployed. It is therefore in ground reality, this study found difficulty in finding sample who is definitely educated unemployed.

This chapter has presented the methodology adopted to carry out the study in detail the research design, sampling and tools of data collection and data analysis. In the next chapter, the results of the analysis of quantitative and qualitative data collected are discussed.

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CHAPTER- III

METHODOLOGY

CHAPTER- IV

RESULT AND DISCUSSIONS

This Chapter has been presented into four major sections based on the objectives of the study such as Socio-economic characteristics of the respondents, Attitude of the respondents towards entrepreneurship, Skills of the respondents towards entrepreneurship and problems faced by the educated unemployed youth. To assess the entrepreneurial attitude of the respondents this study administered Entrepreneurial Attitude Orientation (EAO) underlying with four Sub-scales such as Achievement in business (AB), Personal locus of control (PC), Perceived personal Self-esteem (PS) and Innovative in business (IB). Responses to the statements of the respondents by using four points Likert's Scale that range from 'strongly disagree' with a value of one, to 'strongly agree' with a value of four. Thus section B, C, and D contain analysis and interpretation of the responses. The Likert's scale was chosen, particularly for this study because of its simplicity, most reliability and, it's easier to compile than the other scales.

SECTION- A: *{To study the Socioeconomic Characteristics of the Educated Unemployed Youth in Lunglei.}*

Section 'A' included analysis and interpretation of the data to meet with the first objective. The data were gathered from a total of N=60 respondents accordingly. In this section, a profile of the respondents such as demographics, social structure, economic background, family business background, respondent's educational background and basic information about the family is presented in tabular form along with interpretation.

A.1 Demographic Characteristics of the Respondents

Studying the Socio-economic and demographic profile of the respondents is crucial. In every research work, it is usually one of the important for deciding factors. The information about the socio-economic and demographic characteristics of the respondents is presented in a tabular form as under.

Table 4.1
Demographic Characteristics

Sl. No	Characteristics	Residence		Total N=60
		Core n=32	Periphery n= 28	
I	Age Group			
	18- 24 Years	29 (90.60)	25 (89.30)	54 (90.00)
	25-29 Years	3 (9.40)	3 (10.70)	6 (10.00)
	Mean±SD	21.31±1.95	20.96±2.31	21.15±2.12
II	Gender			
	Male	17 (53.13)	15 (53.57)	32 (53.33)
	Female	15 (46.88)	13 (46.43)	28 (46.67)
III	Tribe			
	Scheduled Tribe	31 (96.88)	28 (100.00)	59 (98.33)
	Others	1 (3.13)	0 (0.00)	1 (1.67)
IV	Religion			
	Christian	29 (90.63)	28 (100.00)	57 (95.00)
	Hindu	3 (9.38)	0 0.00	3 (5.00)

Source: Computed Figures in the parentheses are percentages

The above table 4.1 shows the profile of the respondents based on their demographic distribution. Out of the total respondents (N=60), 32 of them are Male (53.3%) whereas the rest 28 are belonging to Fair-Sex (53.3%). Since the study was carried out in tribal area, almost all of them are belonging to tribal (98.3%) and it is also Christian dominated area 95.0% of them are Christian and surprisingly the rest 5.0% are belonging to Hindu. Great majority of the respondents (90.0%) are in the age group of 18-24 years and six (10.0%) of them are in the age group of 25-29 years and this indicates that the respondents are within labor force age, therefore indicating that the respondents are having potential to become entrepreneur. The calculated **Mean Age** is π 21.15 and mean size of the family also calculated π 5.9 with σ 2.3.

A.2. Information about Familial structure:

Since the family is the first social institution, we cannot minimize the importance of family in any research work to study and profiling the respondents of the study. In this category familial structure is under-observation and studied based on residence of the respondents as presented in table below.

Table 4.2
Familial Structure by Residence

Sl. No	Characteristics	Residence		Total N= 60
		Core n =32	Peripheral n = 28	
I	Form of Family			
	Stable	30	27	57
		(93.75)	(96.43)	(95.00)
	Broken	2	1	3
		(6.25)	(3.57)	(5.00)
II	Type of Family			
	Joint	15	11	26
		(46.88)	(39.29)	(43.33)
	Nuclear	17	17	34
		(53.13)	(60.71)	(56.67)
III	Size of the Family			
	Small (1-3)	2	1	3
		(6.25)	(3.57)	(5.00)
	Medium (4-6)	23	20	43
		(71.88)	(71.43)	(71.67)
	Large (7 and above)	7	7	14
		(21.88)	(25.00)	(23.33)
	Mean±SD	6±2.5	5.79±2.1	5.9±2.3
IV	Siblings in a Family			
	1-3 Members	24	18	42
		(75.00)	(64.29)	(70.00)
	3-6 Members	8	10	18
		(25.00)	(35.71)	(30.00)
V	Marital status			
	Married	0	1	1
		0.00	(3.57)	(1.67)
	Unmarried	32	27	59
		(100.00)	(96.43)	(98.33)

Source: Computed Figures in the parentheses are percentages

As shown in the above table, respondents are categorized into two residential areas such as Core area and Peripheral. Information based on familial structure of the respondents is presented in table 4.2. Of 95% respondents claimed that they are stable family whereas 3 respondents (2 from core and 1 from peripheral area) 5.0% per cent are brought-up from broken family. It is a fact to report the result about type of family that Joint (43.3%) and nuclear (56.7%) type family shared almost equal in number, only 8 respondents' differences in-between. This may be regarded as one of the results of the on-going campaign on to have more children in the family which literally means is '*Fa nei tam tura inzirtirna*' carried out by the churches (Baptist Church of Mizoram and Presbyterian Church... respectively). Hence, in term of size of the family, great majority ie 71.7 per cent of the respondents are from medium size family which is 4 to 6 members in the family. Four members of family may be an ideal family but 6 members-families among tribals may have negative consequences along with considerable percentage ie. 23.3% per cent are from 7 and above members in the family.

In respect to marital status of the respondents the data [see table 4.2 (v)], marital status of the respondent usually taken into account, as it is one of the important factors to study profile. The data illustrated that almost all of them, which is 98.33 per cent are unmarried whereas the rest 1.67 per cent of the respondents was married at the age of 27. The data clearly showed that most of the respondents were single at the time of data collection, thus they could shared more of their time with the present investigator which enriched qualitative information.

A.2 Educational qualification of respondents:

In every academic research, studying educational qualification of the respondents is regarded as crucial to examine the socio-economic characteristics of the participants. In this particular cross-sectional study, core and peripheral are the main independent variables. Therefore the educational qualification of the respondents is analyzed based on their residential area.

Table 4.3

Educational qualification by Residence

Sl. No	Characteristics		Residence		Total N = 60
			Core n = 32	Periphery n = 28	
I	Educational Qualification	HSSLC	17	24	41
			(53.13)	(85.71)	(68.33)
		UG	11	2	13
			(34.38)	(7.14)	(21.67)
		PG	2	1	3
			(6.25)	(3.57)	(5.00)
Others	2	1	3		
	(6.25)	(3.57)	(5.00)		
II	Place of study	Mizoram	28	23	51
			(87.50)	(82.14)	(85.00)
		Outside Mizoram	4	5	9
			(12.50)	(17.86)	(15.00)
III	Type of Institution	Private	15	22	37
			(46.88)	(78.57)	(61.67)
		Government	17	6	23
			(53.13)	(21.43)	(38.33)
IV	Medium of Institution	Mizo	0	1	1
			0.00	(3.57)	(1.67)
		English	32	27	59
			(100)	(96.43)	(98.43)
V	Stream of the course	Arts	14	22	36
			(43.75)	(78.57)	(60.00)
		Science	0	2	2
			0.00	(7.14)	(3.33)
		Commerce	15	3	18
			(46.88)	(10.71)	(30.00)
Others	3	1	4		
	(9.38)	(3.57)	(6.67)		

*Source: Computed

*Figures in the parentheses are percentages

It is clear that the level of education and opportunities of the respondents with respect to the residential area, as categorized into two areas ie., core and peripheral. Out of the total respondents 41 (68.3%) of them have qualified class 12 standard (educated in this study operation definition is those age between 15-29years who passed class 12 standard), 13 (21.7%) have completed Graduate or equivalent and the rest 6 respondents are highly educated who have completed Post-graduate or above (PG=3, other =3). Out of the total respondents, 51 (85%) of them were educated in Mizoram whereas 9 (15%) of them educated in outside of the state of Mizoram

From the tabular form of data analysis [see table 4.3 (iv)], it is an interesting fact to report that private run institutions are the first choice by both parents and the students to enroll in as shown by table no. 4.3 (iv). Majority of respondents 37 (61.7%) were educated in private owned institutions while 23 (38.3%) of them passed out from Government institutions. Only 30 percent of respondents studied/studying Commerce and its related subject whereas 36 (60%) of them studied/studying Arts stream with English is the medium of teaching at elementary classes for 58 (96.7%). Arts stream is observed as the most common choice of the stream by the students especially, among the tribal people. 78.58 percent respondents from the peripheral area are observed in arts stream, it may be because of fear of mathematics and science, as it is perceived by the students that Arts stream is easier than those of two streams (Commerce & Science). There are here as data showed {see in table 4.3 (V)} that considerable respondents 18 (30%) studied Commerce stream.

Other important findings as seen in table 4.3 (i), a tabular form of data that respondents from the peripheral area who studied up to under-graduate were seen very less in number (2 respondents) as compared to those of core area (11 respondents). Most of the respondents from peripheral area concentrated in HSSLC standard and usually stop studying. It is noted that respondents from peripheral area are lacking opportunity for higher education.

A.3 Economic Status of Respondents by Residence

Economic status of the respondents is one of the most important variables in profiling the respondents, here in this category also economic status information plays a crucial role in determining economic condition. In India, we categorized economic status into three categories such as BPL, AAY, and APL. The data collected in order to determine economic status including family income, indebtedness, and family saving as follow:

Table 4.4
Economic Status by Residence

Sl. n	Characteristics		Residence		Total N = 60
			Core n= 32	Periphery n = 28	
I	Economic	BPL	3 (9.38)	0 0.00	3 (5.00)
		AAY	11 (34.38)	5 (17.86)	16 (26.67)
		APL	18 (56.25)	23 (82.14)	41 (68.33)
II	Family Income (Monthly)	Below 10000	3 (9.38)	0 0.00	3 (5.00)
		10001-30000	4 (12.50)	0 0.00	4 (6.67)
		30001-50000	5 (15.63)	8 (28.57)	13 (21.67)
		50001-70000	3 (9.38)	6 (21.43)	9 (15.00)
		Above 70000	17 (53.13)	14 (50.00)	31 (51.67)
		Mean±SD		51156±209 42	43000±17 074
III	Indebtedness	Yes	17 (53.13)	15 (53.57)	32 (53.33)
		No	15 (46.88)	13 (46.43)	28 (46.67)
IV	No of Earning members	1-2 Members	26 (81.25)	23 (82.14)	49 (81.67)
		3-4 Members	6 (18.75)	5 (17.86)	11 (18.33)
V	Money saved	Yes	29 (90.63)	26 (92.86)	55 (91.67)
		No	3 (9.38)	2 (7.14)	5 (8.33)
VI	Fly. Owned Business	Yes	10 (31.25)	5 (17.86)	15 (25.00)
		No	22 (68.75)	23 (82.14)	45 (75.00)
VII	Relative owned business	Yes	13 (40.63)	11 (39.29)	24 (40.00)
		No	19 (59.38)	17 (60.71)	36 (60.00)

*Source: Computed

Table (No.4.4) shows that out of the total respondents (N=60), 41 (68%) respondents which are the majority, are belonging to Above Poverty Line (APL) family along with the 5.35/4.74E4 (about Rs.47000/-) calculated mean income of the family. Of 63.3 percent, respondents said that head of the family, father is government servant whereas 15.0 percent respondent's father engaged in business and entrepreneurial activities. Of 32 (53.3%) respondent say 'yes' to family indebtedness and the rest 28 (46.7%) say they have no indebtedness. The statistical calculated Mean and Standard deviation income of the family (monthly) is $\pi 47350 \pm \sigma 19511$.

The interesting fact to report as shown in table 4.4 that the least respondents which are only 3 respondents are observed in the economic status of BPL. Of the total respondents, (91.67%) which is 55 respondents have a saving account; this may be a good indicator of the level of awareness on the importance of saving. About 82 percent of respondents are having 1-2 earning member(s) in the family. There are three respondents having claimed that their father is unemployed whereas the other three engaged in the agricultural sector and little more than a majority (63.33%) are employed in the government sector. As indicated by the above frequency table (4.4) agricultural based occupation is not a desirable option though there are more opportunities, thus, it is assumed that it may be because of lack of technical know-how, lack of considerable marketing and industries where raw materials can be sold at a considerable price.

A.4 Parental Education and Occupation

To know educational qualification and profession of the parents is to determine entrepreneurial environment within the family. The result can be utilized in determining the influence of parent's level of education and profession towards business ownership and the entrepreneurial state of the family. For this purpose, the variables are categorized into educational attainment of the father and their occupation, educational qualification of the mother and profession (see table 4.5).

To study level of educational attainment of the father and the mother of the respondents, the respondents were given options to response against five categories of educational qualification such as below class X, Class X to XII, graduate, Post-graduate above and other (other= means if there is some other particular qualification). It is an interesting fact to report that out of the total respondents (n=60), more than one third (36.7%) of the fathers of the respondents are completed graduate degree, 20 per cent of them completed class X – XII standard. Further the

data revealed that a considerable number of father of the respondents with same percentages (15% each) were seen in completion of Post-graduate and below class X, and 8 respondents did not respond.

Table 4.5

Means and Standard Deviations of Parental edu. Qualification and occupation

Parental Profile	Residence of the respondent						Total	
	Core Area			Peripheral Area				
	Mean	N	S. D	Mean	N	S. D	Mean	N
Father's Edu.	3.5	32	1.24	2.68	28	1.72	3.12	60
Father's Occupation	1.72	32	1.55	1.57	28	0.99	1.65	60
Mother's Occupation	3.12	32	1.77	2.89	28	1.89	3.02	60
Mother's Edu.	2.75	32	1.16	1.86	28	1.48	2.33	60

Source: Computed

The above result of the Educational qualification and professions of the parents is meant to determine entrepreneurial environment within the family. The result can be utilized in determining the influence of a parent's level of education and profession on their children towards business owners and the entrepreneurial state of the family. For this purpose, the variables are categorized into educational attainment of the father and their occupation, educational qualification of the mother and profession (see table 4.5).

To analyze the level of educational attainment of the father and the mother of the respondents, the respondents were given options to the response against five categories of educational qualification such as below class X, Class X to XII, graduate, Post-graduate or above and other (other= means if there is some other particular qualification). The data shows an interesting fact to report that out of the total respondents (n=60), more than one third (36.7%) of the fathers of the respondents are completed a graduate degree, 20 percent of them completed class X – XII standard. Further, the data revealed that a considerable number of the fathers of the respondents with same percentages (15% each) were seen in the completion of Post-graduate and below class X, and 8 respondents did not respond. In regards to the educational qualification of mothers, the data indicates that the same account in two categories of educational qualification of the mother of the respondents ie, 33.3

percentages are observed in the categories of below class X and class X to XII standard, 8.3% of them are in the category of Graduate whereas 6.7% of the mother of the respondents are completed post-graduate. Surprisingly, a considerable number (18.3%) of the respondents did not respond to the item. There is a saying 'Education is all-round development', the level of education, the quality of education such as medium, mode, place, stream etc are the important deciding factors to determine the ability and reliability of a person in every aspect of life.

The profession of parents (father & mother) was classified into Government servant, Business, Daily laborers, Agriculture and other (Housewife inclusively for the mother). Out of the total respondents little bit more than the majority (63.3%), of fathers of the respondents are employed in the government sector whereas 15.0 per cent of them are engaged in business and its related activities, 8.3 per cent of them were observed in others category which means that they were engaging in other forms of profession. In regards to the profession of the mother, as usual, the greater number of the mothers of respondents (41.7%) was observed to be engaged in house-wife, 20 (33.3%) of them were employed in the government sector whereas 12 (20%) engaged in business. In addition, from data presented in the table, it is generally perceived that mother/female is more engaged in micro- Business here in Mizoram.

SECTION-B: *{To assess the Attitude of Educated Unemployed Youth towards entrepreneurship}*

Section 'B' presents data on entrepreneurial attitude. The literature has identified five prevalent scales of attitudes that may distinguish entrepreneurs from non-entrepreneur. To analyze the entrepreneurial attitude of the educated unemployed youth, the study employed the widely accepted scale developed by Robinson et al, 1991. Internal reliability test for the tools was also conducted for this section and an α 0.893 Cronbach's Alpha was obtained indicating that this section is highly reliable to measure educated unemployed youth's entrepreneurial attitude.

B1. Entrepreneurial Attitude by Age, Gender and Residence

The entrepreneurial attitude of educated youths was analyzed by Age, gender, and residence of the respondents (see table 4.5 (i)). The respondents in the age group of 18-24 years mean score is 6.22 with a standard deviation of 1.29 in Achievement orientation scale whereas the respondents aged 25-29 years mean value is 5.83 lesser than the expected mean (π 6.18). Among these age groups, it is observed that the age groups of 25-29 years high mean π 7.00 in Personal Control orientation whereas the age groups of 15-24 years mean value is 5.80 in the same orientation scale. The data then revealed Achievement in Business has the highest mean value score among the orientation scale (π 6.18) with a standard deviation of 1.38, whereas the least mean value score is 5.72 with a standard deviation of 1.27 in Innovative in Business orientation.

Further, data showed (see table 4.5) the overall mean value that the total entrepreneurial attitudes orientation mean value of respondents age between 15 – 24 years was 23.59 with standard deviation of 4.57, whereas little higher mean value is observed (π 24.33) with respondents age between 25-29 years, in term of Personal control and Innovative in Business orientation the age-group of 25-29 score higher mean value (π 7.00) and (PS π 5.83) as compared to those aged between 15-25 years.

It is clear from the above interpretation that there were little statistical significant differences in the two attitudes orientation scales such as personal control and achievement in business. It is learned that the older age group the higher level in personal control, on the other hand, the working group also known as young Adult age between 15-24 years score high in the dimension of achievement in Business. The

overall finding for the particular variable by age of the respondents irrespective of gender is that the youths have a positive attitude toward entrepreneurship.

Table 4.6

Attitude by Age, Gender, and Residence

I	Age Group						Total N = 60		
	18- 24 Years		25-29 Years						
	Mean	N	SD	Mean	N	S. D	Mean	N	S. D
AB	6.22	54	1.29	5.83	6	2.13	6.18	60	1.38
PSE	5.87	54	1.62	5.67	6	1.96	5.85	60	1.64
PC	5.80	54	1.52	7.00	6	1.54	5.92	60	1.55
IB	5.70	54	1.26	5.83	6	1.47	5.72	60	1.27
EAT	23.59	54	4.57	24.33	6	3.32	23.67	60	4.45
II	Gender						Total		
	Male			Female			Mean	N	S. D
	Mean	N	S. D	Mean	N	SD			
AB	6.31	32	1.33	6.04	28	1.45	6.18	60	1.38
PSE	5.94	32	1.34	5.75	28	1.95	5.85	60	1.64
PC	5.53	32	1.52	6.36	28	1.49	5.92	60	1.55
IB	5.88	32	1.15	5.54	28	1.40	5.72	60	1.27
EAT	23.66	32	4.29	23.68	28	4.70	23.67	60	4.45
III	Residence						Total		
	Core			Periphery			Mean	N	SD
	Mean	N	S D	Mean	N	SD			
AB	6.41	32	1.45	5.93	28	1.27	6.18	60	1.38
PSE	6.00	32	1.52	5.68	28	1.78	5.85	60	1.64
PC	6.22	32	1.58	5.57	28	1.47	5.92	60	1.55
IB	5.81	32	1.355	5.61	28	1.19	5.72	60	1.27
EAT	24.44	32	4.07	22.79	28	4.76	23.67	60	4.45

Source Computed

*AB= Achievement in business *PSE= Perceived Self-Esteem

*PC= Personal Control *IB= Innovative in Business

*EAT= Entrepreneurial Attitude Total

Table 4.7

Respondents Attitude Level towards Entrepreneurship

Characteristics	Attitude towards Entrepreneurship			Total N = 60
	Low n= 1	Moderate n = 34	High n= 25	
Age Group				
18- 24 Years	1	31	22	54
	(1.85)	(57.41)	(40.74)	(100.00)
	(100.00)	(91.18)	(88.00)	(90.00)
25-29 Years	0	3	3	6
	0.00	(50.00)	(50.00)	(100.00)
	0.00	(8.82)	(12.00)	(10.00)
Gender				
Male	0	19	13	32
	0.00	(59.38)	(40.63)	(100.00)
	0.00	(55.88)	(52.00)	(53.33)
Female	1	15	12	28
	(3.57)	(53.57)	(42.86)	(100.00)
	(100.00)	(44.12)	(48.00)	(46.67)
Residence				
Core Area	0	17	15	32
	0.00	(53.13)	(46.88)	(100.00)
	0.00	(50.00)	(60.00)	(53.33)
Peripheral Area	1	17	10	28
	(3.57)	(60.71)	(35.71)	(100.00)
	(100.00)	(50.00)	(40.00)	(46.67)

Source: Computed Figures in the parentheses are percentages

As table 4.6 (ii) illustrated the mean and standard deviation result of entrepreneurial attitude as far as gender perspective is concerned. An all-over result depicts that Female (23.67) and male (π23.66) scored same mean value, which means there is no statistical difference between man and female toward entrepreneurial

attitude. The table indicates that the highest mean value score is observed as 6.36 with female respondents on personal control in business followed by male scoring 6.31 mean values on achievement in Business orientation. In regards to personal self-esteem, both male and female showed a moderate average scoring with the same account. In regard to a total mean score of the indicators, the over-all respondents were good in (AB) Achievement in Business ($\pi 6.18$) with a standard deviation of 1.38, in respect to gender, as mentioned already the highest mean value score for both male and female is found to be AB. As the data revealed that the least total mean value score is (IB) Innovative in Business ($\pi 5.72$).

In regards to the entrepreneurial attitude by a residential area of the respondents, It is seen in table 4.5 (iii) that core area has more/higher level of entrepreneurial attitude ($\pi 24.44$) whereas peripheral area has score $\pi 22.79$. Here in this category, it is also learned that the item 'achievement in business' has the highest mean value score among all the indicators of entrepreneurial attitude based on Robinson et al, 1991. This indicates that respondents have a strong determination to achieve in business.

Interestingly, table 4.5 (iii) illustrated that there is the statistically significant difference that in term of core and peripheral area on entrepreneurial attitude, core area is seen to have a little higher level of attitude than those of respondents from peripheral area. It is further learned that residential area plays a significant role in influencing and preparing youths to have a positive attitude towards entrepreneurship and its associated activities. It is therefore found that the level of attitude among the educated unemployed youth is found to be positively high.

So from the above description, it can be concluded that the respondents (educated unemployed youths) irrespective of gender, age-group and residential area are having positive and strong entrepreneurial attitude, especially respondents have a high level of achievement in business. Generally, Gender and age have no such significant matters in entrepreneurial attitude but to some extent for some particular indicators (see table 4.5) and significant difference is seen in the residential area.

Table 4.8

Respondents Attitude Level towards Entrepreneurship

Characteristics	Attitude towards Entrepreneurship			Total N = 60
	Low n= 1	Moderate n = 34	High n= 25	
Age Group				
18- 24 Years	1	31	22	54
	(1.85)	(57.41)	(40.74)	(100.00)
	(100.00)	(91.18)	(88.00)	(90.00)
25-29 Years	0	3	3	6
	0.00	(50.00)	(50.00)	(100.00)
	0.00	(8.82)	(12.00)	(10.00)
Gender				
Male	0	19	13	32
	0.00	(59.38)	(40.63)	(100.00)
	0.00	(55.88)	(52.00)	(53.33)
Female	1	15	12	28
	(3.57)	(53.57)	(42.86)	(100.00)
	(100.00)	(44.12)	(48.00)	(46.67)
Residence				
Core Area	0	17	15	32
	0.00	(53.13)	(46.88)	(100.00)
	0.00	(50.00)	(60.00)	(53.33)
Peripheral Area	1	17	10	28
	(3.57)	(60.71)	(35.71)	(100.00)
	(100.00)	(50.00)	(40.00)	(46.67)

Source: Computed Figures in the parentheses are percentages

B2: Entrepreneurial Attitude by Family and Relative owned Business

From the mean and standard deviation table, [see table 4.6 (i)] it can be seen that there is no such considerable statistical difference between a family-owned business and relative owned business. Data clearly showed that (see table 4.6 (i)) respondents who have owned family business are better in personal control in business success orientation (μ 6.60) with a standard deviation of σ 1.298 whereas respondent who have no family business background scored an average of 5.69 with a standard deviation of 1.579. On the other hand, both of the respondents, who have a family business and have not, get same mean value (μ 6.60) and (μ 6.04) respectively in achievement in Business (AB).

Table 4.8

Attitude by Family owned Business, Close Relative Owned Business

Dimensions	Family Owned Business						Total		
	Yes			No			Mean	N	S.D
	Mean	N	S.D	Mean	N	S.D			
AB	6.60	15	1.12	6.04	45	1.44	6.18	60	1.38
PSE	5.87	15	1.55	5.84	45	1.69	5.85	60	1.64 5
PC	6.60	15	1.29	5.69	45	1.57	5.92	60	1.55
IB	5.80	15	1.42	5.69	45	1.24	5.72	60	1.27
EAT	24.87	15	3.62	23.27	45	4.66	23.67	60	4.45
Dimensions	Close relative owned business						Total		
	Yes			No			Mean	N	SD
	Mean	N	SD	Mean	N	SD			
AB	6.29	24	1.04	6.11	36	1.58	6.18	60	1.38
PSE	5.58	24	1.06	6.03	36	1.93	5.85	60	1.64
PC	5.75	24	1.51	6.03	36	1.59 4	5.92	60	1.55
IB	5.63	24	1.27	5.78	36	1.29	5.72	60	1.27
EAT	23.25	24	2.87	23.94	36	5.27	23.67	60	4.44

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Source: Computed

*AB= Achievement in Business *PSE= Perceived Self-esteem

*PC= Personal Control *IB= Innovative in Business

*EAT= Entrepreneurial Attitude Total.

According to the mean score of the family-owned business and no family business as cited in the table no 4.6 (i), it is observed that respondents who owned family business are having more enthusiastic as higher mean value score on all four Entrepreneurial Attitude Orientation (EAO) scale (μ 24.87) (σ 3.62). In regards to over-all performance based on their mean score, innovative in Business has the least mean value in this category.

Table 4.6 (ii) indicates that taken into account over-all performances, there is no statistical difference in it as relative having a business or not having a business. But particularly, in terms of indicator respondents who have relative business have little bit higher mean value in perceived self-esteem (μ 6.03) and (σ 1.93) Personal control orientation (6.03) (σ 1.59) as compare to their counterpart in these particular indicators. This may be concluded that family entrepreneurship or business background has a positive input in all participants that youths are likely to follow in the footsteps of their family particularly in terms of a family venture.

According to the above interpretation, it can be concluded that family-owned business has a little greater impact on the attitude of the child toward entrepreneurship while relative owned business has no any particular significant impact on the attitude of a person to take up entrepreneurial activities and its related activities.

In addition to above results, as the family is regarded as the first social institution, family background and environment are the effective motives of personality development, this study also evident that family entrepreneurial background has impacts as the literature observed that skills and attitude are the product of past experiences and environment.

B3: Entrepreneurial Attitudes by Education

As we all that education is all-round developments, in studying education in any research works it plays a crucial role to determine high education has an impact on the attitude of the respondents.

Table 4.9
Attitudes by Education

Dimensions	Education								Total N = 60	
	HSSLC n = 41		UG n = 3		PG n = 3		Others n = 3			
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
AB	6.12	1.30	6.15	1.81	7.00	1.00	6.33	.57	6.18	1.38
PSE	5.68	1.68	6.23	1.53	6.33	2.08	6.00	1.73	5.85	1.64
PC	5.68	1.60	6.15	1.34	7.67	.57	6.33	1.52	5.92	1.55
IB	5.73	1.32	5.85	1.06	6.33	.57	4.33	1.52	5.72	1.27
Total	23.22	4.89	24.38	3.28	27.33	2.88	23.0	2.00	23.67	4.45

Source: Computed

The data clearly showed that respondents who attained Post-graduate degree scored mean value 27.33 with the total standard deviation of σ 2.88 followed by the respondents who attained Under Graduate degree with mean score of π 24.38 and σ 3.28, respondents who attained class XII standard scored π 23.22 with standard deviation of 4.80 and considerable mean score (23.00) and standard deviation (2.00) is observed in this category.

Achievement in business (AB) is again happened to be the most attitude orientation possess by the respondents in consideration of educational qualification. Innovative in Business (IB) is the least mean value score among the four indicators. So from the above interpretation, it can be noted that there is a statistically significant difference in this category that the higher educational qualification the higher entrepreneurial attitude among the youths. The data further revealed that there is no

significant difference among the respondents who hold under the post-graduate degree. To support the above-cited result, qualitative information through key informants interview also evident and believed that quality educational system and entrepreneurial education such as skill training, personal development, project write-up competition etc, are the prerequisite channels that can orient our youths, especially educated.

B.4 Entrepreneurial Attitude by Stream of the subject

As far as the dimension of an influence of the stream of subjects is the concern, the data clearly indicated that [see table no 4.7 (ii)] more than two-thirds of the respondents who score high mean value are from Arts and Commerce stream. It is therefore very clear from the table 4.7 (ii) that there are fewer respondents who wanted to become an entrepreneur from the science stream and their total mean value score is only $\pi 17.50$ with a standard deviation of $\sigma 2.12$.

Table 4.10

Entrepreneurial Attitudes by Stream of Education

Dimensions	Stream								Total N = 60	
	Arts n = 36		Science n = 2		Commerce n = 18		Others n = 4			
	Mean	SD	Mean	SD	Mean	S.D	Mean	SD	Mean	S D
AB	6.14	1.35	5.00	0.00	6.39	1.61	6.25	.50	6.18	1.38
PSE	5.97	1.38	3.50	.70	5.94	2.04	5.50	1.73	5.85	1.64
PC	5.78	1.41	4.00	0.00	6.28	1.80	6.50	1.29	5.92	1.55
IB	6.06	1.21	5.00	1.41	5.28	1.12	5.00	1.82	5.72	1.27
EAT	2.36	.48	2.00	0.00	2.56	.61	2.25	.50	2.40	.52

Source: Computed (Spss 16.0)

*AB= Achievement in Business *PSE= Perceived Self-esteem *PC= Personal Control *IB= Innovative in Business *EAT= Entrepreneurial Attitude Total.

Table 4.11
Attitude Level towards Entrepreneurship

Characteristics	Attitude towards Entrepreneurship			Total N = 60
	Low n =1	Moderate n = 34	High n = 25	
Education				
HSSLC	1	24	16	41
	(2.44)	(58.54)	(39.02)	(100.00)
	(100.00)	(70.59)	(64.00)	(68.33)
UG	0	7	6	13
	0.00	(53.85)	(46.15)	(100.00)
	0.00	(20.59)	(24.00)	(21.67)
PG	0	1	2	3
	0.00	(33.33)	(66.67)	(100.00)
	0.00	(2.94)	(8.00)	(5.00)
Others	0	2	1	3
	0.00	(66.67)	(33.33)	(100.00)
	0.00	(5.88)	(4.00)	(5.00)
Stream				
Arts	0	23	13	36
	0.00	(63.89)	(36.11)	(100.00)
	0.00	(67.65)	(52.00)	(60.00)
Science	0	2	0	2
	0.00	(100.00)	0.00	(100.00)
	0.00	(5.88)	0.00	(3.33)
Commerce	1	6	11	18
	(5.56)	(33.33)	(61.11)	(100.00)
	(100.00)	(17.65)	(44.00)	(30.00)
Others	0	3	1	4
	0.00	(75.00)	(25.00)	(100.00)
	0.00	(8.82)	(4.00)	(6.67)
Fly. Owned Business				
Yes	0	8	7	15
	0.00	(53.33)	(46.67)	(100.00)
	0.00	(23.53)	(28.00)	(25.00)
No	1	26	18	45

	(2.22)	(57.78)	(40.00)	(100.00)
	(100.00)	(76.47)	(72.00)	(75.00)

Source: Computed (Spss 16.0) *Figures in the parentheses are percentages

*AB= Achievement in Business *PSE= Perceived Self-esteem *PC= Personal Control *IB= Innovative in Business *EAT= Entrepreneurial Attitude Total.

Interestingly, the data further revealed (see table 4.7(ii)] the fact that the arts stream have more innovative in business (μ 6.06) with σ 1.21 as compare to those respondents from commerce stream (μ 5.28) with the standard deviation of σ 1.12. It can be noted that the science stream does not encourage or oriented the learners to take up entrepreneurial and its related activities in macro or micro level. It is also further seen in table 4.7 (ii) that respondents from commerce stream are better in personal control orientation (mean score 6.28) with a standard deviation of 1.80 than those of arts stream. It can be concluded that subject stream studied by the respondents and educational qualification of the respondents has significant positive outcomes regarding entrepreneurial attitude, as it was also proved by the various studies attending entrepreneurial education and related course orient and encouraged the learners.

SECTION: C *{To examine Entrepreneurial skills among Educated Unemployed Youths}*

To meet with the third objective of the study, the present study examined the entrepreneurial skills of educated unemployed youth and it employed the scale developed by MytopBusinessidea.com (2012) the scale has four indicators viz. Personal skill, Sale skill, negotiation skill, communication skill and leadership skill. Internal reliability test for the tools was also conducted for this section and obtained α .88 Cronbach's Alpha score. It showed that this section also highly reliable to examine entrepreneurial skills of educated unemployed youth. There are four items each in each indicator, so the participants had responded to the statements based on four points Likert's scale that ranging from Strongly Disagree to Strongly Agree.

C.1 Entrepreneurial Skills by Age and Gender

The study felt the need to examine entrepreneurial skills by age group and gender-wise to meet with the objective of the study. This study categorized the respondents into two age groups viz., 18-24years and 25-29years. On the other hand, the study purposively selected respondents in terms of equal distribution of gender, so the analysis of data is presented in tabular form as under.

Table 4.12

Mean and Standard Deviation of Skills by Age and Gender

Dimensions	Age						Total		
	18- 24 Years			25-29 Years			Mean	N	S.D
	Mean	N	S.D	Mean	N	S.D			
PS	7.11	54	2.02	7.00	6	2.45	7.10	60	2.04
CS	7.52	54	1.61	8.17	6	1.72	7.58	60	1.62
NS	7.09	54	1.66	7.83	6	1.83	7.17	60	1.68
LS	6.81	54	1.96	6.67	6	1.21	6.80	60	1.89
SS	6.98	54	1.99	7.67	6	1.37	7.05	60	1.93
ESTscores	35.52	54	7.89	37.33	6	6.02	35.70	60	7.70
Dimensions	Gender						Total		
	Male			Female			Mean	N	S.D
	Mean	N	S.D	Mean	N	S.D			
PS	7.28	32	1.85	6.89	28	2.25	7.10	60	2.04
CS	7.56	32	1.34	7.61	28	1.91	7.58	60	1.62

NS	7.28	32	1.59	7.04	28	1.79	7.17	60	1.68
LS	6.94	32	1.66	6.64	28	2.15	6.80	60	1.89
SS	7.03	32	1.82	7.07	28	2.09	7.05	60	1.93
ESTscores	36.09	32	6.58	35.25	28	8.91	35.70	60	7.70

Source: Computed

Table 4.11 shows that the mean score and standard deviation of entrepreneurial skills by age and gender of the respondents. It is clear that out of four indicators, communication skill scores highest mean value of 7.58 with the standard deviation of 1.62 followed by negotiation skill with a mean score of 7.17 with the standard deviation of 1.68. Personal skill also scores high mean and desirable standard deviations ($\mu 7.05 \pm \sigma 6.93$), the least mean score is 6.80 and a standard deviation of 1.89.

In an overall means score, the age group of 25-29 score (37.33) the little bit higher than the age group of 15-25 years (35.52). It is further clear that the age group between 25-29 years have better negotiation skill () and sale skill (). It can be concluded that Age of the respondents showed the significant difference in term of entrepreneurial skills.

As seen in the above table 4.11, gender of the respondents has no considerable statistical difference that Male total mean score is 36.09 whereas total mean score of female is 35.25, Male respondents showed they have more positive attitude in personal skill and negotiation skill whereas female also have more positive attitude in communication skill in regards to entrepreneurial skill.

C.2 Entrepreneurial Skills by residence, family owned business and relative owned business:

As revealed by the literature reviewed that entrepreneurial skills developed through experiences and past environment. This study is examining the entrepreneurial skills of educated unemployed youth, it is, therefore, necessary to examine entrepreneurial skills by residential area, family, and their relative business background.

Table 4.13

Entrepreneurial Skill by Residence, owned business and Relative business

Dimensions	Residence						Total		
	Core			Periphery			Mean	N	SD
	Mean	N	SD	Mean	N	SD			

Personal Skill	7.44	32	1.8 3	6.71	28	2.23	7.10	60	2.0 4
Com. Skill	7.59	32	1.7 2	7.57	28	1.53	7.58	60	1.6 2
Negotiation Skill	7.31	32	1.6 4	7.00	28	1.74	7.17	60	1.6 8
Leadership Skill	7.03	32	1.9 8	6.54	28	1.79	6.80	60	1.8 9
Sale Skill	7.38	32	1.8 6	6.68	28	1.98	7.05	60	1.9 3
ESTscores	36.75	32	7.5 9	34.50	28	7.78	35.70	60	7.7 0
Dimensions	Family Owned Business						Total		
	Yes			No					
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Personal Skill	7.80	15	2.1 1	6.87	45	1.98	7.10	60	2.0 4
Communication skill	8.47	15	1.8 5	7.29	45	1.44	7.58	60	1.6 2
Negotiation Skill	7.87	15	1.8 5	6.93	45	1.57	7.17	60	1.6 8
Leadership Skill	7.27	15	2.4 0	6.64	45	1.69	6.80	60	1.8 9
Sale Skill	8.27	15	2.0 5	6.64	45	1.73	7.05	60	1.9 3
ESTscores	39.67	15	9.1 5	34.38	45	6.76	35.70	60	7.7 0
No	Close relative owned business						Total		
	Yes			No					
	Mean	N	SD	Mean	N	SD	Mean	N	SD
Personal Skill	6.71	24	1.9 9	7.36	36	2.06	7.10	60	2.0 4
Communication skill	7.83	24	1.4 6	7.42	36	1.71	7.58	60	1.6 2
Negotiation Skill	7.13	24	1.6 8	7.19	36	1.70	7.17	60	1.6 8
Leadership Skill	7.00	24	1.7 2	6.67	36	2.01	6.80	60	1.8 9
Sale Skill	6.92	24	2.2 6	7.14	36	1.71	7.05	60	1.9 3
EST scores	35.58	24	7.4 7	35.78	36	7.95	35.70	60	7.7 0

Source Computed

* Entrepreneurial Skill Total Score: Means= 35.70, SD= 7.70

** Entrepreneurial Skill Total Score: Means= 35.70, SD= 7.70

In assessing the skills of the educated youth by the residence, the data clearly indicated that in an overall the highest total mean score ($\pi 7.58$) is seen in communication skills followed by negotiation skills ($\pi 7.17$) with the standard deviation of 1.68 (see table 4.12). In regard to core and periphery, there is a statistical difference that core area total mean score is 36.75 whereas periphery total mean score is 34.50. As table 4.12 showed that core area has more personal, leadership and sale skills, whereas in communication and negotiation skill data showed there is no significant difference in term of core and peripheral area as they both score the same account. So it can be concluded that the core area has more/higher level of entrepreneurial skills as compared to those of peripheral area.

By assessing entrepreneurial skills by family business background, it is clear that the respondents who have family business showed statistical difference from those of who have no family business. The total highest mean score in term of skill indicators is $\pi 7.58$ in communication skills; the least mean score is 6.80 with standard deviation of 1.89. In term of family business background, there is significant difference between respondents, who have and have not family business experience. The total mean score and standard deviation clearly showed that (see table 4.12) family business background prepared and provide an enabling environment entrepreneurial skill ($\pi 36.69$) with standard deviation of 9.50 whereas 34.38 mean score with standard deviation of 6.76 by the respondents who have no family business background. In this regard, respondents who have family business background noted that they have more skills in every skills indicators. The data further revealed that the least mean score is seen in leadership skill which means that the respondents are in need of developing leadership skill. In relation to entrepreneurial skill by close relative owned business, as per data in table no. 4.12, there is no such statistical difference between close relative owned family or not. Thus this means that relative owned business has no great impact on imparting entrepreneurial skills.

C.3 Entrepreneurial skills by Education and stream of the respondents

In regard to entrepreneurial skill by educational qualification, data clearly showed that respondents who have attained higher education qualification tend to have the higher level of skill in term of entrepreneurship as high PG mean score 41.00 with the standard deviation of 2.00, whereas under-graduate total mean score is 34.08. Respondents who passed Post-graduate tend to have higher skills as compare to

respondents who have passed HSSLC and Under-graduate. In an over-all as other results, in this category also communication skills got the highest mean score and leadership skill scores the lowest mean.

Table 4.14

Entrepreneurial Skills by Education and stream

ES	Education								Total N = 60	
	HSSLC n = 41		UG n = 7		PG n = 3		Others n = 3			
	Mean	SD	Mean	SD	Mean	S.D	Mean	SD	Mean	SD
PS	7.12	2.24	7.00	1.35	9.00	1.00	5.33	0.58	7.10	2.04
CS	7.73	1.64	7.00	1.78	8.00	1.00	7.67	0.58	7.58	1.62
NS	7.27	1.75	6.69	1.49	8.33	2.08	6.67	0.58	7.17	1.68
LS	7.02	2.02	6.38	1.50	7.67	0.58	4.67	0.58	6.80	1.89
SS	7.02	2.09	7.00	1.68	8.00	0.00	6.67	2.08	7.05	1.93
Total	36.17	8.35	34.08	6.37	41.00	2.00	31	3	35.70	7.70
ES	Stream of the course								Total N = 60	
	Arts n = 36		Science n = 2		Commerce n = 18		Others n = 4			
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	SD
PS	7.25	2.05	3.50	0.71	7.44	1.85	6.00	1.41	7.10	2.04
CS	7.64	1.55	6.00	1.41	7.56	1.89	8.00	0.82	7.58	1.62
NS	7.08	1.76	6.00	1.41	7.44	1.65	7.25	1.26	7.17	1.68
LS	7.08	1.93	5.00	1.41	6.78	1.80	5.25	1.26	6.80	1.89
SS	7.06	1.80	4.50	0.71	7.33	2.20	7.00	1.83	7.05	1.93
Total	36.11	7.86	25.00	4.24	36.56	7.49	33.50	5.57	35.70	7.70

Source: Computed

*PS= Personal Skill

*CS = Communication Skill

*NS= Negotiation Skill

*LS= Leadership Skill

*SS= Sale Skill

From the above, it can be said that the high educational qualification tends to score a high mean of entrepreneurial skill. In addition, other also here is seen with a considerable mean score of 31.00 and a standard deviation of 3.00, others mean who studied professional degree course and entrepreneurial related subject.

As far as stream of the study is a concern, the data clearly indicated that there is a statistical difference in term of entrepreneurial skill by a stream of the study. Commerce and Arts stream score same account (36.11 & 36.56) whereas science stream mean score is π25.00. Very low entrepreneurial skill mean score is seen in

science stream, commerce and arts stream may prepare the learners to be able to become an entrepreneur. Most of the science stream students lack entrepreneurial skills.

It can be concluded that higher educational attainment has more influenced and impart entrepreneurial skills than those respondents who have the lower educational qualification. It was clear that Stream of the study also promote entrepreneurial among the learners, as Commerce and Arts steam trained the students and given them more opportunities to become the entrepreneur.

C.4 Comparison between Entrepreneurial skills and Attitudes of educated unemployed youth

After getting data about skills and attitudes towards entrepreneurship by educated unemployed youth, table 4.14 indicated the comparison study between entrepreneurial skills and entrepreneurial attitude among the educated unemployed youth. It is clear that low level of entrepreneurial skill tends to be low in entrepreneurial attitudes as well, respondents whose entrepreneurial attitude is moderate, also seen in moderate level in skill too, who have scored high entrepreneurial skill also tend to score high in entrepreneurial attitude as well.

Table 4.15

Entrepreneurial Attitude and Entrepreneurial Skills

Entrepreneurial Attitude	Entrepreneurial Skills			Total
	Low	Moderate	High	
Low	0	1	0	1
	0.00	(100.00)	0.00	
	0.00	(2.44)	0.00	(1.67)
Moderate	1	28	5	34
	(2.94)	(82.35)	(14.71)	(100.00)
	(100.00)	(68.29)	(27.78)	(56.67)
High	0	12	13	25
	0.00	(48.00)	(52.00)	(100.00)
	0.00	(29.27)	(72.22)	(41.67)
Total	1	41	18	60
	(1.67)	(68.33)	(30.00)	(100.00)

Source: Computed Figures in the parentheses are percentages

Thus, the table no 4.15 showed that respondents who are having moderate level skill attributed in moderate level in entrepreneurial attitude too, it can be said that there is high correlation between the variables. Thus, the table no 4.15 showed

that respondents who are having moderate level skill attributed in moderate level in entrepreneurial attitude too, it can be said that there is high correlation between the variables. It is seen that majority that is 56.67% percent of the respondents are calculated to have a moderate Entrepreneurial skills and a entrepreneurial attitudes,

Table 4.16
Result of Pearson Chi-Square

+	Value	Df	Sig. (2-sided)
Pearson Chi-Square	10.386a	4	0.03**
Likelihood Ratio	11.04302	4	0.02
Linear-by-Linear Association	9.750193	1	0.00
N of Valid Cases	60		

Table 4.16 shows result of Pearson Chi-Square by presenting Value, degree of freedom and, significant 2-tailed. It is seen that Person Chi-square the value of the test statistic is 10.38 with the degree of freedom is 4 and the corresponding p-value of the test statistic is $p = 0.03^{**}$. As seen in table above, since the p -value 0.03^{**} is less than chosen significance level ($\alpha = 0.05$) it can be concluded that there is an enough evidence to suggest correlation or association between the two variables.

Table 4.17
Correlation Matrix: Entrepreneurial Skills

Correlations	Personal Skill	Communication skill	Negotiation Skill	Leadership Skill	Sale Skill
Personal Skill	1				
Com. Skill	.552**	1			
Negotiation Skill	.624**	.787**	1		
Leadership Skill	.598**	.658**	.672**	1	
Sale Skill	.660**	.559**	.676**	.558**	1

** . Correlation is significant at the 0.01 level (2-tailed)

Statistical relationship Indicators:

- 1). +1. A perfect positive relationship
- 2). +0.70. A strong positive linear relationship
- 3). +0.50. A moderate positive relationship
- 4). +0.30. A weak positive relationship
- 5). +0. No relationship at all.

The above table no. 4.18 highlights the results of the statistical test of correlation matrix Coefficient of the entrepreneurial attitude of educated unemployed youth. The above calculated statistic showed that there are very strong and moderate positive relationship among the variables since the larger the absolute value of the coefficient, the stronger the relationship between the variables. From the above table it is clear that correlation is significant at 0.01 2tailed, all the variables (items) is calculated much greater than the significant 0.01 level. As we seen in the table above that the correlation is absolute and it indicates a perfect relationships, so, all cells has high value correlation which means that the four variables entrepreneurial skills are coefficient.

Table 4.18

Correlation Matrix: Entrepreneurial Attitude

	<i>Achievement in Business</i>	<i>Perceived Self Esteem</i>	<i>Personal Control</i>	<i>Innovative in Business</i>
<i>Achievement in Business</i>	1			
<i>Perceived Self Esteem</i>	.280*	1		
<i>Personal Control</i>	.504**	.452**	1	
<i>Innovative in Business</i>	.375**	.577**	.415**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

In regards to entrepreneurial attitudes, the above table no. 4.17 shows a positive relationship results. The table clearly depicts that Correlation matrix results that the entrepreneurial attitudes are co-related Co-efficiency. All variables scored greater value than correlation significant levels of *0.05 and ** 0.01 or it is clearly gives the result of correlation co-efficiency score is larger than the p-value which means that, in term of entrepreneurial Attitudes the variables are shown positive relation.

SECTION- D: *{To study Perceived Barriers faced by the educated unemployed youths.}*

In this section, perceived barriers faced by the educated unemployed youth are presented in a tabular form in accordance with the Mean score and their standard Deviation. The respondents were asked to rate the barriers they faced on Likert's scale type, which hindered them from being employed. No specific scale has been employed for this section, the participants were given free will to rate the statements regarding problems encountered with them which hindered them to become an entrepreneur.

Table 4.19
Mean and Standard Deviation of Perceived Barriers

S.N	Statements	N	Mean	S.D
1	Difficult to raise the money needed to start a new business in Mizoram.	60	3.27	.686
2	Difficulties to access Government scheme for educated unemployed. (PMRY Loan etc..)	60	3.25	.654
3	Loan (Starting Capital) to start-up business is difficult to access for the educated unemployed youth.	60	3.22	.666
4	Tertiary Institution (colleges) has no Entrepreneurship course as part of curriculum to encourage the youngsters.	60	3.12	.825
5	Lack of entrepreneurial related training/ skill development Programmes.	60	3.08	.809
6	Lack of Industries where i can work.	60	3.08	.619
7	Corruption and Nepotism rooted deeply.	60	3.02	.701
8	Current Education System does not prepared and encourages students to engage in entrepreneurial activity.	60	2.97	.938
9	Lack of professional skills and competence.	60	2.85	.685
10	No awareness given to student to encourage entrepreneurship.	60	2.82	.873

Source: Computed (Spss 16.0 version)

The above table depicted perceived barriers faced by educated unemployed Youth to run owned personal business and becoming an entrepreneur. A high mean of (π3.27) with the standard deviation of .686 calculated for the statement of Difficulty to raise money to start the business in Mizoram. The same account for the statements: Difficulties to access Government scheme for educated unemployed. (PMRY Loan etc..) (3.25) with the standard deviation of .654 and Loan (Starting Capital) to start-up business is difficult to access for the educated unemployed youth (3.22) with the standard deviation of .666.

The tow statements scoring same accounts Lack of entrepreneurial related training/skill development programs (3.08) and Lack of Industry where I can work (3.08). The result indicates that the first four statements with closed accounts are the major problems faced by the participants. High mean scores are taken into account that the major barriers faced by educated unemployed youth such as Difficult to raise

the money needed to start a new business in Mizoram, Difficulties to access Government scheme for educated unemployed. (PMRY Loan etc.), Loan (Starting Capital) to start-up business is difficult to access for the educated unemployed youth, Tertiary Institution (colleges) has no Entrepreneurship course as part of curriculum to encourage the youngsters, Lack of entrepreneurial related training/ skill development Programs, Lack of Industries where I can work and Corruption and nepotism on Entrepreneurial schemes and programs.

The data about perceived barriers faced by the respondents indicated that the statement, Difficulty to raise the money needed to start a new business venture in Mizoram and Difficulties to access Government scheme for educated unemployed. (PMRY Loan etc.) are the perceived major key hindrances to take up entrepreneurial activities and becoming an entrepreneur. The following two statements; Do not want to settle in the village, and My character does not suit with entrepreneur's character, scored the same account which is the least mean value ($\pi 2.433$), it indicates that the respondents were in disagreement with the statements. In addition to the statements, the educated unemployed youths perceived that they possess the essential beginner entrepreneurial characters and qualities. It is also observed from the data that Tertiary Institution (colleges) has no Entrepreneurship course as part of curriculum to encourage the youngsters ($\pi 3.12$) with a standard deviation of .825, this result clearly showed the fact that entrepreneurial education and related academic course were neglected, which is identified by most research as one of the effective driving forces to become entrepreneur among the youths of today.

Furthermore, according to the information, the data highlights that the most critical part and problem as perceived by the respondents are lack of financial support (start-up capital) with the mean score of 3.27 with the standard deviation of .686. Difficulty to access government schemes and programs which inclusively designed for educated unemployed youths scored $\pi 3.25$ with standard Deviation of .654. In addition, the respondents further emphasized the statement that the so-called PMRY Loan, which is centrally sponsored scheme, particularly designed for educated unemployment to start up business, but it has been manipulated by the politicians as a political ball. Hence, nepotism and corruption are also one of the root causes that hindered the participants to become an entrepreneur.

It is also seen that the statements with the high mean score lack of entrepreneurial related training or professional course training are one of the major

barriers faced by the educated unemployed youths of Lunglei town. It can be concluded that the first seven statements with high mean scores are taken into consideration that the major perceived barriers faced by the educated unemployed youths.

CHAPTER- IV

RESULT AND DISCUSSIONS

CHAPTER- V

CONCLUSION AND SUGGESTION

SECTION A: Major Findings

This section includes the major findings of this study such as findings on entrepreneurial attitude, entrepreneurial skills and perceived barriers faced by the educated unemployed youth in Lunglei town. The collected data were processed and analyzed accordingly by using SPSS 6.0 version then the following are the results and major findings of the study. The following major findings are listed based on the objectives of the study:

A.1 Socio-economic and demographic characteristics of the respondents:

To meet with this first objective of the study, the data which related to the socio-economic condition of the respondents were gathered through questionnaire and the following are the major findings.

1. It is found that 90 percent of the respondents were in the age group of 18-24 years and the calculated means age is 21.15 which means almost all of the respondents were young adult.
2. In term of gender distribution of the study, 54.33% which is 32 of the respondents were male whereas 28 Of them were faire-sex. Of 32 of them are living in core area whereas 28 of the respondents are peripheral areas.
3. Almost all the respondents, which is 95 percent were found to be Christian and the rest 3 of them (5%) were also found to be Hindu. Likewise, almost all of the respondents are belonging to scheduled tribe except 3 respondents who are belonging to General category.
4. Economic Status of the respondents: Majority of the respondents (68.33) were belonging to APY family. It is an interesting fact that there were only 3 respondents belonging to BPL family.
5. It is also an interesting fact to report that the calculated mean income is found to be very high which is Rs.47350. Majority 61.67%
6. Majority of the respondents ie. 68.88% are qualified for HSSLC, whereas 21.67 are Graduate. 66% of them are studied Arts stream whereas only 2 of them are Science background. It may be noted from this study that Arts stream might prepared and motivate the learners to become entrepreneur.

7. Majority 61.67 percent is found to be studied in Private run/Church based Institution. It is further noted that Private/Church based Schools are the first choice since the Government schools are not as good as expectation in today's competitive world.
8. Of 75 percent respondents' family have no family owned Business and the rest have claimed that they have their family owned business. Further, it is therefore observed that respondents those who have family business background have more positive attitude and more entrepreneurial skills than those who have not family owned business.

A.2: Entrepreneurial Attitude of the respondents:

To meet with the second objective of the study, this study employed a questionnaire, case study, books and literature to draw the final major findings. The following are the major findings on the assessment of entrepreneurial attitude.

1. In terms of Entrepreneurial attitudes, statistics revealed that there is no much statistical differences between core area and periphery.
2. Almost all respondents have shown that they have a positive attitude towards entrepreneurship. Further it is revealed that the only reason behind is lack of opportunities to become entrepreneur.
3. There is no entrepreneurial attitude statistical difference between Male and Female, the majority of both gender showed equal positive attitude.
4. In terms of residential area, respondents from Core area have the more entrepreneurial attitude than those of periphery.
5. It is also found that level of education has significant differences and impact on entrepreneurial attitude, respondents who have high educational qualification tend to have a more positive entrepreneurial attitude.
6. The great majority of the respondents have shown that they have a strong determination to become an entrepreneur.
7. Respondents who have a family business background are found to have very strong determination to run an owned business.
8. It is also found that stream of the subject may influence and prepared the learners to have an intention towards entrepreneurship.
9. Most reason for not becoming an entrepreneur is lack of entrepreneurial opportunity

10. It is also revealed that respondents from core area are much better in communicating with others than those of periphery.

11. Educated unemployed youths from the core area are found having more positive attitude and more skillful in entrepreneurial ship and its related activities.

A.3: Entrepreneurial skills of the respondents:

1. Almost all of the respondents have shown that they have a moderate level of skill to run a business/entrepreneurial activity.

2. Out of the total, 90 percent of Youths age between 15-24years have Moderate and high-Level Skill towards entrepreneurship. (see table 4.11)

3. In term of Gender, there is little statistically significant difference between Male and Female. Both genders have shown positive entrepreneurial skill. Male score higher mean (see table 4.13)

4. It is observed that respondents from core area mean score is higher than those of peripheral area. (see table 4.14)

5. The educational qualification also shows the significant difference in imparting entrepreneurial skill among the learners, the highest mean score (41.0) with the standard deviation of 2.00 is seen with respondents who finished PG. The higher education qualification the higher in entrepreneurial skills. (see table 4.13s)

6. The stream of the course showed the statistical difference. All most all the respondents showed that moderate level as the majority (60%) is Arts students whereas 30% of them studied Commerce. It is observed that Commerce and Arts steam prepared students to have entrepreneurial skills.

7. There is statistical difference in regards to entrepreneurial skill among the respondents who have and have not Family owned business (see table 4.14)

8. It is also observed that Respondent who has high-level skills is found to have high entrepreneurial attitude mean score. Majority of the respondents (56.67%) have the Moderate level of entrepreneurial skills and attitude (see table 4.14).

A.4: Identified Perceived Barriers faced by educated unemployed youth:

To meet the third objectives of the study, this study employed questionnaire, interview, case-study then the collected data were processed with Spss 16.0 version and Ms Word excel. To get the final results, the Mean score and Standard Deviation are the deciding factors.

The following are the perceived major hindrances to take up entrepreneurial activities and becoming entrepreneur.

1. Great majority of the respondents said that difficulty to raise the money needed to start a new business venture in Mizoram is the most factor that hinder them becoming entrepreneur. (3.27 S.D .686)
2. It is found that most of the respondents have said that difficulties to access Government scheme for educated unemployed such as PMRY Loan etc. is another barrier they faced. (M3.2 S.D .654)
3. Almost all respondents blamed financial institutions that Starting Capital (loan) is difficult to avail for them. Data further revealed that they were rejected due to unavailability of guarantors to access to the schemes. (m=3.22 S.D .666)
4. All most all the respondents agreed with the statement ‘Tertiary Institution (colleges) has no Entrepreneurship course as part of the curriculum to encourage the youngsters’. It is therefore clear that educated youths lack formal training and motivation during their schooling/college/University. (m=3.12 S.D .825)
5. Lack of entrepreneurial related training/ skill development Programs is another concerned by the respondents as one of the barriers to establishing entrepreneurial.
6. Nepotism and corruption is also observed as one of the major barriers they faced to become entrepreneur.

In additional, *out of the study objectives, the following are the important findings that the study also made a statistical calculation of a Correlation-coefficiency matrix between entrepreneurial attitude and skills of educated unemployed youth (see table 4.17 &18).

1. It is clearly noted that number of educated youths have the required skills, intention and zeal to have owned enterprise, the only reason that left behind is lack of opportunities.
2. It is therefore observed by key informants that educated youths of today lack strong determination on what they aim for. Moreover, youths studied without clear-cut vision/aim/goals. These factors highly contributed to the growth rate of educated unemployed youth in India.
3. This study identified the current issue of ‘Unemployment among educated youths’ as an emerging serious social problem in Mizoram, that immediate solution needs to be taken place before it goes out of control. If not treated immediately, later this will bring a critical issue that cannot be solved.

A.5: Results of Case Study

The case study was conducted during a pilot study in order to get in-depth information about the problem of the study. The first-hand information collected through case study enriches the quality and reliability of the study. For the present study, three (3) case studies were conducted on view the objectives of the study. The summary of the case study report is presented.

Table 5.1

Case Study Report

S/N	Profile of case	Questions	Summary
1.	Age: 23 Gender: Female Residence: Core (Bazaar veng) Ed. Qualification: BA (Pol.sc) Institution: Govt. Lunglei College	Based on objectives of the study	<ul style="list-style-type: none"> ➤ Defective education system like bye-heart, based on class room theory lecture, exam oriented, lack of knowledge about the subjects. ➤ Nepotism- this resulted difficulty in access to Govt. schemes. ➤ Failures of Government on marketing system. ➤ All of them wanted to run own business, if they are given opportunity. ➤ All of them showed high PC and PS (AEO).
2.	Age: 17 Gender: Male Residence: Peripheral (Zobawk) Ed. Qualification: Class XII (Arts) Institution: Zobawk HSS	Based on objectives of the study	<ul style="list-style-type: none"> ➤ All of them showed high PC and PS (AEO).
3.	Age: 29 Gender: Male Residence: Core (Venglai) Ed. Qualification: MCA Institution: Sikkim Manipal Unv.	Based on objectives of the study	<p><i>Note:</i></p> <p><i>As observed by 3 cases, Lunglei is good place to start micro-business and sometimes they frustrated due to being unemployed. Financial institutions (Bank, corporate etc) refuse to give them start-up capital due to unavailability of guarantor.</i></p>

Source: Pilot Survey, Case Study Report (October- 2017)

A.6: Results of Key Informants interview

The purpose of Key informant interview is to collect qualitative information from a wide range of people including community leaders, professors, academicians, and resident. For the present study, key informant interview was conducted during the pilot study with 18 informants, who have first-hand information about the present problem and obtained vital information. The following are the summary of KII's.

1. All of them perceived that developing entrepreneurship activity and its related programme is the best solution for a rapid growth rate of educated unemployed youth (as also proved by literature reviewed). It was further mentioned that it is very good and excited to heard about in response to Central Government programme called National Entrepreneurship Development Programme (NEDP), State Government initiatives these days and made various efforts for the development of entrepreneurship especially for educated unemployed youth who has a strong determination.
2. Although there are various schemes, programme, and projects, it is a fact that there are many loopholes in its implementation pattern that nepotism and politic play a crucial role which frustrated educated youth, who are innovative and really wanted to start own business.
3. The education system here in Mizoram, especially Lunglei and other southern parts is another great concerned by key-informants that educated youths are the victims of the defective education system (eg- bye-heart system, confined in classroom/theory class).
4. Mizo's are born-talented therefore they need proper guidance and opportunity like skills development training, orientation programme etc. If these talented young men and women are given opportunities and made schemes transparent and fair enough, they will bring socio-economic transformation in Mizoram.
5. To some extent, the government also failed in its responsibilities and duties to bring about easy access, reliable marketing, resources and maintaining fairness and equality.
6. The students/youths of today lack strong determination and consistency to succeed in life. Lack of efficient project write-up and administration set-up also another major key point observed in KIIs.

SECTION B: Conclusion and Suggestions

B.1 Conclusion:

Although educated youths are the treasures of a nation's future destiny, due to various significant circumstances; it is the educated young men and women who are suffering from unemployment problems. Lack of opportunities and technical & industrial training are the major causes contributing to the mass-unemployment among educated youth. Entrepreneurship has become vital in shaping nation's economic development, it cannot be nullified its importance in order to bring forth scientific solutions to various social problems. Educated unemployment is not just a cosmopolitan problem; it is also become a serious social issue even for a small state like Mizoram and northeastern region. As we grow in education with the help of SSA scheme (Education for All) the growth rate of educated unemployment seemingly rapid fire, which needs instant respond and deal it with a proper strategy before it goes out of control.

The literature reviewed for this study focused on educated young people in developing countries like India, they have no other option rather underemployed for their survival in life's battle ground. Hence, it is generally believed that promoting Youth entrepreneurship is the best solution by encouraging youths through various means. It is very interesting to know that the state government also takes initiative in line with the central program called NEDP, through this scheme our talented youths should be encouraged and make use of their abilities to bring about economic development. The present study observed the level of entrepreneurial attitudes is quite high among the youths as well as entrepreneurial skills also found to be very positive among educated unemployed youths. Assessing entrepreneurial attitudes, it is found out that educated youths are ready to take-up entrepreneurial activity if they are given an opportunity. There is no other better and efficient solution but developing entrepreneur activities to generate employment opportunity in the country and Mizoram in particular. It is a general assumption that unemployment problem will one-day compel our educated youth to take up entrepreneur activity. Thus, only we will overcome if we promote entrepreneur activities among youth like implementing entrepreneur course in our educational institutions, organizing awareness and specific

training, easy access to the schemes designed for entrepreneurship and its related programs; motivate the youngsters to go for their choice of entrepreneurial.

Promoting quality education is another great concern of this study that to bring out the best of educated youth ability, knowledge and their creativity, as a result, they will discover their talents and capability that will enhance the quality of the people and accelerate the growth rate of the Nation's economic development. Establishing more cottage industries and company, fascinating foreign investment companies where our talented youths can work and show their capabilities, then only we can make our region more developed in every aspect of life.

B.2 Suggestions:

The suggestions proposed here are mainly based on the results of barriers faced by the respondents, Case study, and Key informants interview.

1. Practical Education System: As stated in the previous chapters, defective education is one of the major root causes of the problem; our educational system needs a drastic change, switch over to a more practical way of education. This will maintain quality and train our youngsters (learners) to be more efficient in academic performances..

2. Develop economic opportunities in the Agricultural sector, rural industries, and Marketing: About two-thirds of Mizoram is cover by forest which is also the main source of income and living. It is, therefore, necessary to develop economic opportunities in agriculture and allied sector. Literature revealed that lesser population live in villages in Mizoram it is a clear indication that urbanization problem is prevailing. To minimize or maintain urbanization, establishing rural industries or cottage industry is pre-requisite.

3. Family Planning: There is a saying "Think globally, Act locally", we might think that we as Mizo community need not family planning as of now, but we are in India where population explosion is the greatest concern. Various studies emphasized that Population explosion is of course linked to the unemployment problem, regarding unemployment problem, family planning/birth control is an essential strategy to be taken place.

4. Provide Entrepreneurial opportunity: As one of the results of this study, all most all respondents, who are educated have a positive entrepreneurial attitude and high-

level entrepreneurial skills. The only reason why they still remain jobless is lack of opportunities, especially lack of entrepreneurial opportunities.

5. Fair and Easy access: The most barriers faced by educated unemployed youths is difficulty in access to government scheme and unavailability of start-up capital, loan (see table 4.18). Government schemes, projects, programs etc should be made available to concern person irrespective of party, community, relatives and so on. Fair and easy access to Loan with low interest from financial institutions is also a great concern for the suggestion.

6. Motivate the youngsters to take up entrepreneurial activity: As stated in summary of Key Informants interview, our Youngman and women need to be motivated to go for the professional course and directed not to simply join the college rather attend training etc. Motivation or campus rally should be inculcated from class XI standard.

7. Political Revolution: It is, of course, necessary a political revolution or changes in the state in regards to minimizing corruption and nepotism within the political party. Politicians are the major root cause since they play

8. Developing Entrepreneurship: Various studies, as well as this study, observed Entrepreneur is the best solution to educated unemployment problems, therefore, developing entrepreneurial and its associated activities are the great concern by this study.

9. Fascinating Foreign Investment Companies: This study strongly suggests that the government should make more easier and pave way for Foreign Direct Investment (FDI) to increase flow in monetary sources and encourage foreign big investment companies to establish company where our youngsters can become a stakeholders.

B.3 Possible Social Work Intervention:

The following Social work methods are the great concerned for possible Social Work Intervention on the current problem of the study. The following social work methods may be implemented to improve the condition of the study of the problem.

- **Group Work:** Skills based training to get necessary skills demanded by the employers or agencies, Carrier management and financial support may help them out of the unemployment problem that attending seminar, discussion will provide them getting skills based knowledge training, how to co-operate with other members which will definitely give supports to get employed.

- **Community Organization:** At the community level, community based or non-governmental intervention to reduce the impact of unemployment and economic hardship on mental health in the general population. Job club interventions may be effective in reducing depressive symptoms in unemployed people, particularly those at high risk of depression. Moreover, stigmatizations within the community and the family may be prevented and reduced through community organization
- **Individuals (Case work):** Counseling method is believed to be the effective process that Social Work is a profession for those who have a strong desire to succeed in life, in regards to unemployment problems among educated youths professional Social Worker can assist people in such a way that they can directly provide information and thus case worker engaged directly in the match-making process of the labour market. Case-worker may also provide advice on which search channel, search requirements, how to write effective resumes etc. Moreover, the case worker can motivate to keep searching for a job as they need moral support rather than to just stay at home.
- **Social Research:** Conducting empirical study on the problem is also another great concern to give suggestions and scientific solutions to the problem of unemployed people as well as to provide an effective intervention process. However, research may reveal about the loopholes and shortcomings of the on-going programs, schemes, projects etc regarding employment generation so that research findings can be determined to evaluate the on-going scheme, programs and projects for better functioning.

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B.4: Appendice: (Questionnaire)

**ENTREPRENEURIAL ATTITUDE AND SKILLS AMONG EDUCATED
UNEMPLOYED YOUTH IN LUNGLEI**

Dear Respondents,

Greetings! I would like to bring to your kind information that i am doing research on the above-mentioned topic in the department of Social Work, Mizoram University. In this regard, i request you to kindly spare your valuable time as well as give your responses to the questionnaire. The data will be collected from you is kept CONFIDENTIAL and will be used for academic purposes.

Thanking you in anticipation,

Sincerely,

**Research Scholar
Supervisor**

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Research

Prof. C.

Dept. Of Social

Mizoram University,
796004.

QUESTIONNAIRE

1. Profile of the Respondents

Schedule

No.....

(Tick (√) on the most appropriate option)

1.	Name (Optional)	:	Ms/Mr..... ...
2.	Age	: Years
3.	Gender	:	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>
4.	Residential Area	:	1. Core Area <input type="checkbox"/> 2. Peripheral Area <input type="checkbox"/>
5.	Tribe	:	
6.	Religion	:	
7.	Type of Family	:	1. Joint <input type="checkbox"/> 2. Nuclear <input type="checkbox"/>
8.	Size of the Family	: Numbers
9.	No. of Sibling	: Numbers
10.	Marital Status	:	1. Married <input type="checkbox"/> 2. Unmarried <input type="checkbox"/> 3. Divorced/Separated <input type="checkbox"/> 4. Remarried <input type="checkbox"/>
11.	Age at marriage (For married)	:	
12.	Expected Age at Marriage (For unmarried)	:	
13.	Husband's/Wife's at Marriage	:	

14	Form of Family	:	1. Stable <input type="checkbox"/> 2. Unstable <input type="checkbox"/> 3. Broken <input type="checkbox"/> 4. Reconstituted <input type="checkbox"/>		
15	Type of House	:	1. Mizo typical Hut <input type="checkbox"/> 2. Assam Type <input type="checkbox"/> 3. RCC <input type="checkbox"/>		
16	Ownership of House	:	1. Owned <input type="checkbox"/> 2. Rented <input type="checkbox"/>		
17	Living Status	:	1. Alone <input type="checkbox"/> 2. Both Parents <input type="checkbox"/> 3. With Mother Only 4. With Father only <input type="checkbox"/> 5. With Partner/spouse <input type="checkbox"/> 6. With Friends <input type="checkbox"/> 7. With Relatives <input type="checkbox"/> 8. With Sibling <input type="checkbox"/> 9. No Response <input type="checkbox"/> 10. Any Other Specify		
18	Parent's Education	:	Father		Mother
		
19	Father's Occupation	:	1. Govt Servant <input type="checkbox"/> 2. Business <input type="checkbox"/> 3. Daily labour 4. Agriculture <input type="checkbox"/> 5. Any Other Specify		
20	Mother's Occupation	:	1. Govt Servant <input type="checkbox"/> 2. Business <input type="checkbox"/> 3. Daily labour 4. Agriculture <input type="checkbox"/> 5. Any Other Specify		
21	Residential Area	:	1. Core Area <input type="checkbox"/> 2. Peripheral Area <input type="checkbox"/>		
22	Family owned Business	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>		
23	Close Relative owned Business	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>		
24	Do you save money (self)	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>		
25	Owned Personal Bank Account	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>		

II. Educational Background of the Respondent:

(Tick (√) on the most appropriate option)

S.No.	Level	Year	Stream	Place	Type	Medium
1.	HS LC		1. Mizoram <input type="checkbox"/> 2. Outside Mizoram <input type="checkbox"/>	1. Private <input type="checkbox"/> 2. Govt. <input type="checkbox"/>	1. Mizo <input type="checkbox"/> 2. English <input type="checkbox"/>
2.	HS SL C		1. Arts <input type="checkbox"/> 2. Science <input type="checkbox"/> 3. Commerce <input type="checkbox"/> 4. Any Other Specify	1. Mizoram <input type="checkbox"/> 2. Outside Mizoram <input type="checkbox"/>	1. Private <input type="checkbox"/> 2. Govt. <input type="checkbox"/>	1. Mizo <input type="checkbox"/> 2. English <input type="checkbox"/>
3.	UG		1. Arts <input type="checkbox"/> 2. Science <input type="checkbox"/> 3. Commerce <input type="checkbox"/> 4. Any Other Specify	1. Mizoram <input type="checkbox"/> 2. Outside Mizoram <input type="checkbox"/>	1. Private <input type="checkbox"/> 2. Govt. <input type="checkbox"/>	1. Mizo <input type="checkbox"/> 2. English <input type="checkbox"/>
4.	PG		1. Arts <input type="checkbox"/> 2. Science <input type="checkbox"/>	1. Mizoram 2. Outside Mizoram	1. Private 2. Govt.	1. Mizo 2. English

		3. Commerce <input type="checkbox"/> 4. Any Other Specify			
5.	Any other Specify		1. Mizoram <input type="checkbox"/> 2. Outside Mizoram <input type="checkbox"/>	1. Private <input type="checkbox"/> 2. Govt. <input type="checkbox"/>	1. Mizo <input type="checkbox"/> 2. English <input type="checkbox"/>

III. Economic background of the Family:

(Tick (✓) the most appropriate option)

Sl. No	Variables	Response
1.	Economic Status	: 1. BPL <input type="checkbox"/> 2. AAY <input type="checkbox"/> 3. APL <input type="checkbox"/>
2.	No. of family member having montly income	: Numbers
3.	Family Income (Monthly)	: Rs
4.	Indebtedness	: 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
5.	Save Money	: 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
6.	Monthly family Expenditure (approximately)	: Rs
7.	Family owned Vehicle	: 1. 4 Wheeler <input type="checkbox"/> 2. 3Wheeler <input type="checkbox"/> 3. 2 Wheeler <input type="checkbox"/> 4. Any other Specify.....

IV. Entrepreneurial Attitude:

Response key

1= Strongly Disagree 2= Disagree

3= Agree 4= Strongly Agree

(Tick (✓) against the most appropriate option)

Sl No.	Statement	1	2	3	4
1.	I seriously consider entrepreneurship as career option, if there is an opportunity.	:			
2.	I prefer to figure things out on my own rather than rely on others.	:			
3.	I believe that if I were to start my business, I will certainly be successful.	:			
4.	I am comfortable in tackling difficult situation	:			
5.	I am confident that I would succeed if I started my	:			

	own business.					
6.	I consider starting my own business very desirable for me.	:				
7.	My relative believed that I can become Successful entrepreneur.	:				
8.	I get excited employing new ideas to the situation that seem difficult.	:				
9.	I like to get work finished properly in class and whatever i do.	:				
10.	I should have started own business if I got financial support.	:				
11.	I am not afraid of taking risks and have confidence & determination to succeed.	:				
12.	I enjoy lessons where the teacher tries out different ways of teaching.	:				
13.	I have a lot more energy than most people during study.	:				
14.	I like to get on with number of things at a time rather than be taken through step-by-step.	:				
15.	I feel self-conscious when I am with very successful business people.	:				
16.	I like to company a creative people and feel comfortable with them.	:				

V: Entrepreneurial Skills:

Response key

1= Strongly Disagree 2= Disagree

3= Agree 4= Strongly Agree

(Tick (√) against the most appropriate option)

Sl No.	Statement		1	2	3	4
1.	My friends see entrepreneurship as a logical choice for me.	:				
2.	I am good at listening to others' opinions or recommendations.	:				
3.	I deal with people based on respect, integrity , fairness, and truthfulness.	:				
4.	I believe that I can lead and motivate others to follow me and deliver my vision.	:				
5.	My friends think of me as a good seller as I can earn more money working for someone else	:				
6.	I have many ideas for business ventures and believe in myself.	:				
7.	I cooperate well with others and listen me when i speak.	:				
8.	My friends and relatives said that, i am a good negotiator .	:				

9.	I'm usually the "driving force" among my friends and able to lead a group.	:				
10.	I Love making profit by selling thing.	:				
11.	I enjoy being the catalyst for change.	:				
12.	I can deal with people who is difficult to dealt with.	:				
13.	I always negotiate with the businessmen/shop keepers in the market.	:				
14.	I always worked very hard in order to be among the best.	:				
15.	I think I can acknowledge the customers point of view.	:				
16.	I am a risk taker later proved to be success.	:				
17.	I have good social networks that can be utilized when I decide to be an entrepreneur	:				
18.	To complete my task, I can easily led people support me..	:				
19.	I do not find any difficulty in convincing people around me to follow me.	:				
20.	I have posses presentation skill, which will be helpful to convince customers.	:				
21.	I am tolerant of ambiguous situations.	:				
22.	My parent and closed friends said that I have very strong convincing power, when I deliver my ideas.	:				
23.	I consider problem and trouble as challenges and opportunities.	:				
24.	I do not find difficulty in convincing people around me to trust my capability to succeed and listen me when I speak.	:				
25.	I can recognize opportunities when they present themselves.	:				

VI. Barriers faced by the Respondents to become Entrepreneur:

Response key

1= Strongly Disagree 2= Disagree

3= Agree 4= Strongly Agree

(Tick (√) against the most appropriate option)

SI No.	Perceived Barriers	:	1	2	3	4
1.	Current Education System does not prepared and encourage students to engage in entrepreneurial activity.	:				
2.	Lunglei is an excellent place to start a business.	:				
3.	Lack of professional skills and competence.	:				
4.	Loan (Starting Capital) to start-up business is difficult to access for the educated unemployed youth.	:				
5.	Tertiary Institution (colleges) have no	:				

	Entrepreneurship course as part of curriculum to encourage the youngsters.					
6.	It is too risky to start own business.	:				
7.	My character does not suit with entrepreneur's character.	:				
8.	Unavailability of local infrastructure (e.g. availability of business premises).	:				
9.	Difficult to raise the money needed to start a new business in Mizoram.	:				
10.	No awareness given to student to encourage entrepreneurship.	:				
11.	Corruption and nepotism on Entrepreneurial schemes and programs.	:				
12.	Do not want to settle in Village (Village Phobia).	:				
13.	Lack of Industries where i can work.	:				
14.	Difficulties to access Government scheme for educated unemployed. (<i>PMRY Loan etc.</i>)	:				
15.	Fear of tough competition among entrepreneurs.	:				
16.	State Government does not support and appreciate for young entrepreneurs.	:				
17.	My professional skills are difficult to commercialize.	:				
18.	My current life situation do not permit me.	:				
19.	Teachers seldom mentioned entrepreneurship for a career option.	:				
20.	Lack of entrepreneurial related training/ skill development Programs.	:				

Thank you for your Participation. Your opinions are greatly appreciated

CHAPTER- V

CONCLUSION AND SUGGESSTION

APPENDICES

- **Bibliography**
- **Questionnaires**

Particulars of the Candidate

NAME OF THE CANDIDATE : Rosangliana Khiangte

DEGREE : Master of Philosophy

DEPARTMENT : Social Work

TITLE OF DISSERTATION : Entrepreneurial Attitude and Skills
Among Educated Unemployed Youth
in Lunglei Town, Mizoram.

DATE OF PAYMENT OF ADMISSION : 18/08/2016
(Commencement of First Sem)

COMMENCEMENT OF SECOND

SEM/DISSERTATION : 26/02/2017
(From Conclusion of end Semester Exams)

REGISTRATION NO. DATE : MZU/M.Phil/429 of 22.05.2017

DUE DATE OF SUBMISSION : 18/08/2018

APPROVAL OF RESEARCH PROPOSAL

1. Board of Study (BOS) : 17/05/2017

2. School Board : 19/05/2017

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Head

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