ENTREPRENEURIAL ATTITUDE AND SKILLS AMONG YOUTH IN MIZORAM

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CERTIFICATE

This is to certify that the thesis **"Entrepreneurial Attitude and Skills among Youth in Mizoram"** submitted by *Rosangliana Khiangte* for the award of the degree of Doctor of Philosophy in the Department of Social Work, has been carried out under my supervision and incorporates the student's bonafide research and this has not been submitted for award of any degree in this or any other university or institution of learning.

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DECLARATION

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I ***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 basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any degree in any other University or Institute.

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LIST OF ABBREVIATION

AAY : Antyodaya Anna Yojana

ACH : Achievement

APL : Above Poverty Line

AIM : Atal Innovation Mission

ASPIRE : A Scheme for Promotion of Innovation, Rural Industries, and Entrepreneurship

ATE : Attitudes Towards Enterprise

ATL : Atal Tinkering Laboratories

BMS : Business Management Skills

BPL : Below Poverty Line

BSW : Bachelor of Social Work

CREATE : Creativity

EDC : Entrepreneurship Development Centre

EDS : Entrepreneurship Development Scheme

EKC : Entrepreneurship Knowledge Cell

EAO : Entrepreneurial Attitude Orientation

GOI : Government of India

GOM : Government of Mizoram

GEM : Global Entrepreneurships Monitoring

GDP : Gross Domestic Product

GSVA : Gross State Value Added

HSLC : High School Leaving Certificate

HSSLC : Higher Secondary School Leaving Certificate

ITC : Industrial Training Centre

IIM : Indian Institute of Management

ILO : International Labour Organization

KIIs : Key Informants Interviews

KVI : Khadi and Village Industry

KVK : Krishi Vigyan Kendra

KMTTP : Kaladan Multimodal Transit Transport Project

LEAD : Leadership

MURDA : Micro Units Development & Refinance Agency Ltd

MEDMOC : Mizoram Entrepreneurship Development & Monitoring Committee

MNF : Mizo National Front

MSME : Micro, Small and Medium Enterprise

MUDRA : Micro Units Development & Refinance Agency

MIFCO : Mizoram Food and Allied Industries Corporation

NEDP : National Entrepreneurship Development Program

NEET : Not in Employment, Education, or Training

NYP : National Youth Policy

NGO : Non-governmental Organization

OECD : Organization of Economic Co-operation and Development

P-CONT : Personal Control

PES : Personal Entrepreneurial Skills

PG : Post-graduate

PMKVY : Pradhan Mantri Kaushal Vikas Yojona

PMAY : Pradhan Mantri Awas Yojana

PMRY : Prime-Minister Rozgar Yojana

RD : Rural Development

SW-EETP : Social Worker-Entrepreneur Training Programmes

SBRC : Small Business Research Centre

SPSS : Statistical Package for Social Science

ST : Scheduled Tribe

SC : Scheduled Caste

TS : Technical Skills

TEA : Total Early-Stage Entrepreneurial Activity

TPB : Theory of Planned Behaviour

UG : Under-Graduate

WEP : Women Entrepreneurship Platform

ZOHANCO : Mizoram Handloom and Handicraft Development Corporation Limited

ZPM : Zoram People Movement.

CHAPTER I

INTRODUCTION

The present study is an attempt to probe into entrepreneurial education, attitudes towards entrepreneurship, acquired skill sets, as well as perceived barriers to entrepreneurship among youth in Mizoram.

Unemployment among youth has been a worldwide concern; educated unemployment is a more problem, which has risen approximately three times higher in recent years and is seen as the most frightening socio-economic crisis that every nation is experiencing today. It is calculated that one in every five youth, which is 20 percent around the world, is in the category of youth not in employment, education, or training (NEET). India, at the moment, being the country with the largest young population in the world, youth shares in overall unemployment are at an alarming phase, and mismatch between job and necessary skill is considered to be a key barrier. According to a brief study by the International Labour Organisation-India, the overall unemployment rate of young people in 2019 was 17.20, of which 18.40 were female and 16.90 were male. Statistics on young people in the age range of 15–29 not in employment, education, or training (NEET) also underline the fact that over 34.2 percent of youth were classified as NEET in 2019, which is only second to South Africa (ILO-India Report-2021). The incidence of unemployment in Mizoram is also higher than the national average; it is higher in urban areas compared to rural regions, impacting the youth group in the cohort of 15 to 29 years in all facets of life. Over the years, the number of job seekers among young people has grown, particularly among educated youth (Devendiran, 2015).

Due to an increasing amount of unemployment, youth entrepreneurship has become increasingly popular as a strategy to increase youth opportunities for employment. In many countries, youth entrepreneurship has grown in significance recently as a means of fostering regional development and increasing economic competitiveness (Dash & Kulveen, 2012). Any country's ability to flourish economically and socially rested mostly on its ability to support a robust private sector that was driven by entrepreneurship (Ugoani & Grace, 2015).

Entrepreneurship plays a significant role in the growth and development of the Indian economy. It encourages innovation, improves products, and creates direct and indirect employment opportunities. Encouraging entrepreneurship not only reduces unemployment but also promotes economic self-sufficiency, equitable income distribution, and overall economic growth (Agarwal and Upathyay, 2009). Entrepreneurs are crucial to the nation's economy and contribute significantly to the growth of domestic products (Joshi et al., 2015).

To address the rising youth unemployment rate, the Indian government has actively supported and promoted entrepreneurship through various initiatives and programs. This is a crucial step, as entrepreneurship is increasingly being viewed as the most viable option for young people to explore their potential (Baporika, 2017). Educated youth in Mizoram are showing a keen interest in entrepreneurship, realizing that it is a path that can offer them both economic security and personal fulfillment (Khiangte, 2018).

1.1 Entrepreneurship

Entrepreneurship has always been a dynamic force that has shaped social and economic environments. It keeps changing in reaction to cultural, technical, and economic shifts, fostering innovation, growth, and the creation of jobs. Entrepreneurs have a crucial role in economic development and social transformation, and their contribution to progress is unavoidable. They make proper use of economic resources and move productivity from low to high, resulting in greater earnings. Economic development is a product of the development of an environment conducive to entrepreneurial mindsets in society; creative entrepreneurial conduct results in significant economic advancement for the country.

Since entrepreneurship encourages and promotes entrepreneurship within communities, it is a very effective technique for community development. It is also among the best development methods. Within the social work field, entrepreneurship has proven to be a very successful strategy for tackling a variety of social issues, such as unemployment by generating employment opportunities, youth and woman

empowerment, improving regional balance, especially in rural areas, social exclusion, and, of course, financial security. Anneke Kraker, founder of Social Worker-Entrepreneur Training Programmes (SW-EETP), noted in her statement that contemporary social workers consider entrepreneurs to be the ultimate agents of change, add entrepreneurship to their helping strategies, and experience a huge boost in impact. In social work, entrepreneurship has now become an instrument to deal with different social issues, including unemployment by producing opportunities for employment, women and youth empowerment, balancing regional development, particularly in rural areas, income disparity, and, of course, financial well-being.

1.1.1 Concepts and Historical evolution

The origin of the term "entrepreneurship" can be traced back to the French word "entrepreneur," which means to undertake or initiate a business venture, most likely a company. This term was probably coined by the economist Jean-Baptiste Say. The ability and willingness to create, plan, and manage a business venture, even with all of its uncertainties, to generate a profit is referred to as entrepreneurship.

The term entrepreneur refers to the individual who owns or creates a new and successful business, is often associated with risk-taking (Wang & Poutziouris, 2010), is an effective organiser and manager (Galloway & Brown, 2002), is a driving force behind the country's economy (Bygrave & Minniti, 2000), is an innovator (Schumpeter, 1934), is a risk-taker (Brockhaus & Horwitz, 1986), is a creative thinker (Hisrich, 1989, 1990) with an internal locus of control (Brockhaus & Horwitz, 1986), and employs people (Hisrich & Shepherd, 2005). An entrepreneur is someone who has the ability and willingness to transform a new concept or invention into a profitable innovation (Schumpeter, 1950).

The concept of entrepreneurship has a long and complex history, evolving over centuries and shaped by economic, social, and cultural changes. It may be possible to trace the evolution of entrepreneurship through historical periods:

Entrepreneurship has gone through several shifts in history. One of the most significant changes was the Industrial Revolution in the 18th and 19th centuries. This period brought about new opportunities for business and innovation as machinery and technology advanced. Entrepreneurs seized the chance to launch and grow industrial enterprises, which became household names. The shift to urban economies created a favourable environment for entrepreneurship, and well-known entrepreneurs founded significant companies.

The 20th century saw an emphasis on knowledge, technical innovation, and research and development. Entrepreneurs like Thomas Edison and Henry Ford became synonymous with inventiveness and commercial success. The growth of large multinational companies also marked a new era in entrepreneurship. The late 20th century and early 21st century saw a sharp rise in globalisation and digital entrepreneurship. Entrepreneurs leveraged technology to launch and expand businesses worldwide. Digital businesses like e-commerce and social networking have grown significantly due to the Internet's increasing usefulness as a medium for interaction, business, and cooperation. This pattern shows that more people are recognising the benefits of entrepreneurship.

The Indian government started a large-scale initiative to promote entrepreneurship in 1971. With the "Economic Policy Reform" of 1991, India's entrepreneurship saw a significant development. For the Indian economy, the New Economic Policy of 1991 marked a significant turning point. Three main facets of this programme have been implemented: privatization, liberalization, and liberalization. It allows private banks and non-Indian banks to continue operating without hindrance, increasing loans and assisting new business owners. Foreign businesses may choose the best place to invest their money thanks to the policy. Significantly, this strengthened the Indian economy and contributed to India's emergence as a startup tech powerhouse.

1.1.2 Characteristics and Types of Entrepreneurship

The idea of entrepreneurship is complex and encompasses a range of traits and attributes that people might acquire or cultivate in order to launch and effectively run their own enterprises. Important essential characteristics of entrepreneurship include the following:

1. Innovativeness and Creativity: Entrepreneurs frequently exhibit a creative and inventive mentality. They spot chances and create new goods or solutions to satisfy consumer needs or address issues that already exist.

2. Risk-taking: Becoming an entrepreneur requires you to be prepared to take measured risks. Entrepreneurs that are successful are aware that there will always be some uncertainty in their firm, and they are ready to take on and handle risks.

3. Vision and Goal oriented: Entrepreneurs know exactly what they want to accomplish. They create a plan to achieve their long-term objectives. Their choices and behaviours are influenced by this perspective.

4. Self-discipline: Being an entrepreneur demands a lot of discipline and self-motivation. Entrepreneurs must maintain focus on their objectives in the face of obstacles and disappointments since they frequently operate alone.

5. Leadership-Oriented: Entrepreneurs that are successful exhibit a strong leadership orientation. They possess the ability to lead and encourage their group, make difficult choices, and set desired goals for the team.

6. Resourcefulness: In the beginning of their businesses, entrepreneurs frequently encounter a lack of resources. Making the most of the resources at hand and coming up with original solutions are traits of resourcefulness.

7. Resilience and Perseverance: Entrepreneurship comes with ups and downs. Entrepreneurs who possess resilience are able to overcome obstacles, grow from setbacks, and persevere in the face of difficulty.

8. Networking and relationship building: For business owners, cultivating a network of connections is essential. This includes relationships with future clients, mentors, investors, and fellow business owners. Through networking, one may learn, work together, and expand their business.

9. Adaptability and Flexibility: Entrepreneurs need to have a flexible and adaptive mindset. Based on shifting conditions in the market, input from customers, and evolving situations, they can modify their plans and tactics. They welcome change and see it as a challenge for improvement and achieve.

10. Time management: To balance a variety of obligations and duties, entrepreneurs require strong management abilities. Setting priorities and maintaining organisation are essential for success.

1.2 Entrepreneurship: Global Scenario

The most potent economic force the world has ever seen right now is entrepreneurship. Entrepreneurial curiosity has reached an extreme level almost anywhere in the world. This fever pitch plays a major role in creating jobs and persuades policymakers to acknowledge and encourage entrepreneurial start-up activity because it improves the socio-economic climate of the country (Kuratko, 2005). The United Nations recognized entrepreneurship as the main driving force of the nation's economy. Promoting entrepreneurship is increasingly viewed as an indispensable channel to boost national economic growth, income equality, rural-urban disparity, gender equality, and social inclusion. Promotion of entrepreneurship is therefore the most suitable solution left with the government. Member states were also encouraged to promote entrepreneurship among young people; however, a special focus on rural and women's entrepreneurship is extremely necessary to address the gap *(OECD, 2021).*

Fostering entrepreneurship via education and training has also gotten growing attention from universities in several nations. Tertiary-level entrepreneurial education is now a required subject in many private and public higher education institutions'

curricula. One of the best methods to encourage graduates to enter the world of entrepreneurship is through entrepreneurship education, as future entrepreneurs are among those who are presently pursuing their education at universities (Veciana et al., 2005). When identifying an individual's entrepreneurial inclination, education has a significant role. Both formal and informal modes of entrepreneurship education are significant to a great extent in inculcating an entrepreneurial mindset. Entrepreneurship education has been concentrated on measures meant to boost self-employment and the creation of small and medium enterprises (Barucic & Umihanic, 2016).

Among the 47 Global Entrepreneurship Monitoring (GEM) participating countries in 2021, there was broad knowledge of entrepreneurship and some confidence in talents. Certain economies, notably Saudi Arabia, India, and the Dominican Republic, frequently feature among countries with a high degree of awareness, opportunity recognition, perceived ease of establishing a business, and self-esteem in possessing the skills and talents to do so. However, many intentions appear to be substantially restricted by the fear of failure. One policy aspect of the result is the need to acknowledge and promote positive entrepreneurial role models and success stories, especially those who have previously failed but are now prospering (having learned from prior mistakes). Also, it would be vital to promote a greater understanding of the policy initiatives that may be taken to lessen the risks associated with launching a firm. The report also stated that younger people (18–35) have greater rates of entrepreneurial engagement than older adults among the majority of the participating economies, but variations are typically slight. Greater rates of entrepreneurial activity were also observed among non-graduates than graduates among the participating countries; this implies that promoting and assisting individuals to pursue higher education may be a useful strategy for boosting the number of new firms opening up shop and enhancing human capital as a whole in the majority of economies (GEM-Global Report 2022).

Undoubtedly, the pandemic has had negative impacts on entrepreneurship around the world, with fewer newly established enterprises and many established enterprises failing to survive. However, there are positive indicators, as some

business aspirants take advantage of fresh and developing chances, such as those for online business. There is a complex dilemma in certain nations that while a large number of people feel ease of doing business in their country, very few really have the intention to do so. For example, more than 70 percent of respondents concur that it is easy and there are opportunities to launch a new business, yet very few, which is less than 10 percent, have the inclination to do so (World Economic Forum 2022).

1.3 Entrepreneurship: National Scenario

In the context of India, the Global Entrepreneurship Monitoring—an Indian report (2019–20) reported that in terms of support and policies by the government, India ranked 6 out of the 54 nations surveyed, 4th in terms of financial assistance, and 8th in terms of providing entrepreneurial education programs. As a result of these, entrepreneurial intention among youth in India has increased from 20.6% during the financial year 2018–19 to 33.3 percent in 2019–20.

There has been a recent upsurge in interest in youth entrepreneurship among policymakers as a way to reduce social exclusion and provide work opportunities due to the significant increase in unemployment. As a consequence, the importance of entrepreneurship in India has been fueled recently among the youth due to growing interest in entrepreneurship as a way to boost economic competitiveness and promote regional development (Das & Kaur 2012). India has seen a significant growth in the number of start-up businesses, particularly among young people (18–34 years old), whose desire to start their own business grew to 33.3 percent in 2020 from 20.6 percent the year before. According to a government report, India placed third internationally in terms of the quantity of new businesses established (GEM-India Report, 2020–2021).

Empirical studies in the Indian context found that entrepreneurship is fundamental to the Indian economy, and the contributions made by entrepreneurs to the Indian economy have been enormous since they created large-scale employment opportunities (Joshi et al., 2015; Gadave, 2018; Kumar & Raj, 2019; Mani, N.N., 2021). Entrepreneurship has been fueling interest among young Indians these days. The major factor contributing to its growing attention is the rapid increase in

unemployment among youth; hence, entrepreneurship is considered the most suitable solution left with the young people to explore their potential (Baporika, 2017). As per the Adult Population Survey, 82.2 percent of Indian youth perceived that starting a business is easy; both genders in a close percentage show a positive attitude towards starting a new venture, as well as the rural-urban population. However, fear of failure is attached to the mindset of young people and keeps them away from starting new ventures (GEM, India Report: 2021-22).

Entrepreneurship has been becoming more prevalent among the youth, particularly among the educated in India, and the primary factor leading to its rising attention is the rapid growth in unemployment among youth (G. Maheshwari et al., 2022). Entrepreneurship is considered to be both the best way to address the unemployment crisis among working-age individuals and a crucial factor in the expansion of the national economy (Alvarez et al., 2014; Madhavi, G.M. et al., 2022). Hence, a recent rise in India's total early-stage entrepreneurial activity (TEA rates) has significantly boosted the GDP of the nation in both the manufacturing and service sectors; these new businesses alone have created over 60,000 direct jobs and 18,0000 lakh indirect jobs (GEM-India Report: 2019-20, 2021-22).

According to Press Information Bereau (2022), the MSME sector plays a crucial role as a source of creating employment and enhancing livelihood. Presently, it comprises over 6 crore units employing over 11 crore citizens, providing considerably to economic growth with approximately 30% of the contribution to GDP and more than 45% of the overall exports from India. Considering the significance of MSMEs on our economy, it is vital that concerted efforts are made to foster entrepreneurship amongst the youth and build an environment that supports and plays an integral part in the growth of the Indian economy to achieve 5 trillion USD. Thus, the government of India encourages micro, small, and medium enterprises (MSMEs) to accelerate the national economy growth rate and the present expansion of Indian gross domestic product, as they are the second largest employment sector after the agricultural sector.

The Ministry of Micro, Small, and Medium Enterprises has taken a significant step towards creating a thriving MSME sector by promoting its participation to 50 percent recently. The results have been remarkable, with almost 99.58 lakh MSMEs having registered through the Udyam site as of August 2022, out of which almost 20 percent are owned by females. This clearly indicates that the MSME sector is no longer male-dominated, and women entrepreneurs are equally contributing to the sector's growth.

Furthermore, the MSME Annual Report of 2020-21 highlights that the distribution of firms owned by rural and urban people is almost identical across all micro, small, and medium companies in India. This indicates that MSMEs are not limited to urban areas only, and rural people are equally participating in this sector. These facts and figures prove that the MSME sector is the backbone of India's economy and has a significant role to play in the country's development. Therefore, it is essential to continue promoting the growth and participation of MSMEs to ensure a robust and prosperous economy (MSME Annual Report, 2020-21).

Table-1.1 *Distribution of enterprises share by Gender and residential areas*

Category of Enterprise	Share by Male (%)	Share by Female (%)
Micro	79.56	20.44
Small	94.74	5.26
Medium	97.33	2.67
Total share (%)	79.63	20.37
Category of Enterprise	% share of Rural	% share of Urban
Micro	324.09	306.43
Small	0.78	2.53
Medium	0.01	0.04
Over all	324.88	309.00
Total share (%)	51	49

Source: MSME Annual Report- GoI (2020-21*)*

1.4 Entrepreneurship: Mizoram Scenario

In Mizoram, the growth of the enterprise sector took place only after its statehood in 1987, and most of them are local-based enterprises. Most of the units of enterprises are micro, small, and medium enterprises (MSMEs) and play a significant role in the state economy. Due to the absence of large industries, micro and medium enterprises are the main contributors to the growth of the state economy (Daizova & Sharma, 2014). Mizoram is still in its early stages of industrialization, and the development of entrepreneurship is still in its preliminary stage. Among the enterprises operating inside the state, about half of them out of the 375 enterprises examined were founded between 2000 and 2010, and only 14 percent were established before the year 1990 (Daizova, 2016).

The northeastern Indian state of Mizoram is a stunning destination with a unique economy that is powered by small, home-based businesses. However, as a "no-industry state," the region faces significant challenges in terms of employment and income distribution. To address these challenges and promote economic growth across urban and rural areas, the state government recommends that entrepreneurship is the most viable option. Mizoram's entrepreneurial landscape is largely composed of first-generation entrepreneurs who run micro, small, and medium-sized companies (Entrepreneurship & Startup Policy, 2019).

The majority of commercial enterprises in Mizoram are small-scale businesses that specialise in handloom weaving, blacksmithing, vehicle repairs, steel manufacturing, tailoring, and woodwork, all of which contribute to the state's rich cultural heritage. Although large businesses have limited scope in the state, micro and small businesses are the driving force behind the economy. Mizoram presents an excellent opportunity for aspiring entrepreneurs to showcase their talents and contribute to the state's growth and development (Lalhunthara & Lalthakima, 2019).

The state government, in partnership with Innovation Park, IIM Calcutta, developed a policy named Mizoram Entrepreneurship & Startup Policy in 2019. The policy clearly stated that developing entrepreneurship among potential youth is the solution left with the government to address unemployment and the wide gap in the distribution of wealth between urban and rural areas. Since then, there has been a huge increase in entrepreneurial activity in the state (Economic Survey of Mizoram, 2021–2022). As a result, the Economic Survey of India 2020 has highlighted Mizoram among six other states (only one in the North Eastern Region) as having the greatest overall early-stage entrepreneurial activity in the country. Mizoram is performing far better compared to other states in the north-eastern region, as the state has a share of more than 20 percent of the total existing entrepreneurs in the region (Gogoi, 2018). Small and medium enterprises in Mizoram do not only generate employment opportunities for the youth and increase state GDP but also play a vital role in the industrialization of rural and peripheral areas, thereby reducing spatial imbalances (Khiangte, 2018). Therefore, the state government acknowledged entrepreneurship and its operations as the most viable choice left with the government to address emerging social challenges like youth unemployment, poverty, etc. (Mizoram Industrial Policy 2021).

The state is one of the fastest-growing economies in the country; the Gross State Domestic Product (GSDP) has been growing over the year at a rate of 12.18%. As per data from the GoM, the state economy is largely dominated by the service or tertiary sector, which accounts for 50% (48.06% in 2021-22) of the total gross state value added (GSVA). However, the state still remained an industrially backward area as compared to other states; there is no major industry as yet, so about 60% of the population is engaged in agriculture and its allied activities (Mizoram Economic Survey, 2021-22).

The majority of enterprises in Mizoram have been in the catering and services industries, followed by agro-allied and forest-based industries. Given that Aizawl is the capital and the most urbanised area, the major industries are those in technology and fabrication, followed by services and catering, while the major industries in the Lunglei district are those in the catering and services sector, followed by agriculture

and forest sectors (Lalthanpari, 2016). Due to easy access to schemes and better infrastructure in urban areas, the maximum numbers of industrial units in Mizoram were operated within urban areas, and 75 percent of enterprises are located in Aizawl district. Thus, the state government should come up with a policy that addresses the needs of rural areas with a view to tapping those rural small entrepreneurs who have the potential to address this gap (Daizova, 2016).

1.5 Supports from the Government

India has emerged as a centre for entrepreneurship and innovation in recent years and is known as a start-up hub. The government supports both new and established enterprises with well-considered regulations and a very efficient system. The Indian central government collaborates with local government bodies to provide enterprises with optimal support. Government of India aims to support established companies in a way that will help them grow and survive in the competitive market. India is currently seeing a rise in startups as the country builds a robust economic climate and a flourishing ecosystem for entrepreneurs.

1.5.1 Initiative taken by the central government

India is placed sixth out of 54 GEM participating nations for government policies and support, eighth for initiatives that provide entrepreneurial education, and fourth for financial assistance. Several programmes and initiatives have been launched by the Indian government to support the development of startups and promote an innovative culture. The following are just a few of the significant initiatives the government of India offers to encourage entrepreneurship:

1. Startup India Programme: Establishing in 2016, the Startup India project serves as the principal endeavour of the Indian government to foster entrepreneurship and startup culture. Tax exemptions, self-certification compliance, and a registration-specific mobile app are just a few of the program's advantages. It also provides financial support through the Startup India Fund of Funds (FFS).

2. MUDRA Yojana Scheme: Through a number of lending programmes, MUDRA provides small and fledgling companies with financial help. Through loans of up to INR 10 lakhs, this initiative offers financial support to small and micro firms, including startups. The programme was created to meet the financial needs of the small and beginning enterprises.

3.Stand-Up India Scheme: The scheme was introduced on April 5, 2016, with the goal of fostering entrepreneurship at the local level with an emphasis on generating employment and economic empowerment. The main goal of this programme is to encourage women and entrepreneurs from marginalised communities (SC/ST) to start their own businesses. Under this plan, qualifying entrepreneurs can get loans up to INR 1 crore to launch or grow their firms.

4. Made in India: This project was started on September, 2014 to encourage manufacturing in India, provides beginning capital to companies involved in the manufacturing industry. The main purpose of the Project is to position India as one of the most desirable global manufacturing hub. The programme provides benefits including streamlined capital access, expedited clearances, and a less regulatory load. It seeks to establish jobs and turn India into a major global manufacturing base.

5. Atal Innovation Mission (AIM): It is a flagship initiative by the government of India, established in 2016 under the clutch of NITI Aayog. The programme is designed to promote entrepreneurship and innovation culture across educational organizations, schools, industries and, research institutions. The purpose of developing AIM is to build a scientific temper and cultivate a spirit of inquiry and creativity among youngsters. In schools, the mission facilitates Atal Tinkering Laboratories (ATL), which encompasses curiosity, creativity, and imagination in young minds and inculcates the required skill set. The mission also offer mentoring, guidance and, financial assistance.

6. PMKVY: It is the flagship programme under the Ministry of Skill development and entrepreneurship, government of India. This skill-development initiative offers certification and training to people, including those who aspire to be entrepreneurs. This programme can help startups by providing qualified and skilled workers to satisfy labour needs.

7. A Scheme for Promotion of Innovation, Rural Industries, and Entrepreneurship (ASPIRE): ASPIRE was stated in 2015 by the government of India in order to promote and encourage employment development and entrepreneurship in rural regions. It focuses on agriculture and its allied sectors of entrepreneurship. It assists new and small enterprises in rural industries such as food processing, rural crafts, and agro-based industries. The programme offers financial support, training courses, and incubation facilities to rural start-up business owners.

8. *National SC/ST Hub:* The hub was launched in October, 2016 by the prime minister of India to support Micro and Small enterprises. The goal of this programme is to assist entrepreneurs from Scheduled Castes (SC) and Scheduled Tribes (ST) backgrounds in starting and growing their enterprises.

9. Women Entrepreneurship Platform (WEP): The NITI Aayog announced the creation of WEP at the Global Entrepreneurship summit held in 2017 to encourage women towards entrepreneurship across the country. Women Entrepreneurship Platform is designed to be based on the three key pillars such as Power of Action, Power of Knowledge and, power of aspiration. This platform provides a venue for financial assistance, networking, and mentoring. This programme is a great way for female-led startups to get recognition and funding for their businesses.

10. Skill India Mission: This initiative was officially inaugurated in 2015 with the aim of providing training to Indian workforce in various employment sectors. The Mission is in charge of organising all national initiatives related to skill development, bridging the gap between the supply and demand for skilled labour, developing the framework for technical and vocational education, upgrading skills, and cultivating innovative concepts and skills for both newly established and current jobs.

1.5.2 Supports from the State government

Ministry of Commerce & Industry partnership with the World Bank has ranked Mizoram as 28th out of the 32 Indian states in terms of ease of doing Business in 2015 and 29th in 2016.To address this issue, the state government, with the support of the central government, has been implementing a number of steps to create an atmosphere appropriate for entrepreneur aspirants as well as to encourage educated youths to take up entrepreneurial activities. Thus, knowing the importance of formulations of schemes and proper implementations and its monitoring, the state government, under the Planning and Programme Implementation Department, created the following major three agencies as the engine to address traditional entrepreneurship approaches in innovative ways.

Mizoram State Entrepreneurship Development & Monitoring Committee (MEDMOC): To ignite venture creation and growth, the state government constituted Mizoram State Entrepreneurship Development & Monitoring Committee in the year 2016. The committee is designed to oversee the implementation of entrepreneurship development schemes through concerned departments, educational institutions, and their agencies. The nodal department for the initiative is the Planning and Programme Implementation Department, which also offers secretarial support to the Committee. The primary goal of MEDMOC (EDS) is to encourage a vibrant entrepreneurial environment, which is vital for the buildup and expansion of the economy.

Entrepreneurship Development Scheme (EDS): The state government launched the entrepreneurship development scheme on 18th January 2017.The major purpose of the Entrepreneurship Development Scheme is to establish an ecosystem that supports entrepreneurship within the state. In order to achieve this, EDS offers a comprehensive plan to raise awareness about entrepreneurship, inform young people about opportunities outside of the public sector, equip them with the skills needed to launch and successfully manage their own enterprises, offer microfinance for new businesses, assist in connecting with related agencies, and provide mentorship.

Mizoram Entrepreneurship and Start-up Policy: The government of Mizoram developed a policy called Mizoram entrepreneurship and start-up policy in 2019 to ignite the spirit of entrepreneurship among the general public and the youth in particular. The policy is designed to give supports for start-up funds, infrastructure, training, etc. The policy aspires to provide a better climate in which entrepreneurs can innovate and commercialise the products of their ingenuity, and in which startups can thrive to produce both employment and revenue.

Under these organisations, the state government carried out a number of initiatives to promote small and micro enterprises focused on youth aspirants, to name a few, the major initiatives are as follow:

1. Outreach, Events and Awareness

Entrepreneurship Awareness Programmes: Since Mizoram is still in the early stages of entrepreneurship and startups, it is necessary to spread knowledge about them through outreach and entrepreneurship awareness programmes. Awarenesses have been carried out at the district, block and village levels. Awareness has been spread through local cable television programmes, NGOs and other groups also spread awareness. If at least 300 people attend, the maximum grant of Rs. 25,000 can be given for a single event. The awareness programme must include at least one conversation on business and one experience sharing or testimonial from an established entrepreneur.

Entrepreneurial Events: Entrepreneurial gatherings, like investor summits and entrepreneurship conclaves, have been held periodically to facilitate interactive discussions among policymakers, subject matter experts, academics, leaders of Non-governmental Organization (NGO), students, start-ups, and entrepreneurs about the opportunities and challenges facing economic growth. To identify public issues and generate practical solutions, hackathons and grand challenges have also been organised.

Mizoram Outstanding Entrepreneurs Award: The purpose of the award is to support local entrepreneurs, improve the credibility of their businesses, and highlight successful examples of young people who could follow in their footsteps. All indigenous business owners are eligible to apply for the award, which will be determined by their achievements in Mizoram. The recipients received a trophy, a citation, and a cash award of Rs. 50,000.

2. Skilling and Training

Entrepreneurship Manual in Mizo: Entrepreneurship manuals have been published in Mizo language in order to ensure the same standard of guidance and training for entrepreneurial aspirants. The fundamental principles of being a successful entrepreneur are covered in this manual. These principles include decision-making, operations, company law, basic market research tactics, accounting & financial management strategies, and business plan preparation.

Master Trainer Programme: The goal of creating Master Trainer training programmes is to advise and assist aspiring business owners in the state while also raising awareness of entrepreneurship. The government ties up with national and international technical and research institutes to facilitate the Training of Trainers courses. The training focuses on capacity building of mater trainers to meet the challenges and spreading awareness about entrepreneurship within the state, as well as mentoring and handholding aspirants.

Exposure and Study tours: Exposure cum study tour for promising and start-up entrepreneurs of the state has been organized to several industrial estates, corporation, research centers, start-up hub and incubation centres within the state, India and abroad.

Entrepreneurship skill Development Programme: In collaboration with partner agencies and institutions, entrepreneurship skills development programme has been conducting regularly to bridge the gap between required and demand skills among potential youth.

Research funding: Financial and technical provision is made available for funding up to Rs. 10.00 lakh for conducting research and systematic inquiry into the needs and challenges that would act as an engine for developing interventions and guidance for entrepreneurs and investors.

3. Building Institution

Entrepreneurship Development Centre: EDC, established in Aizawl, aims to foster entrepreneurship by raising awareness, encouraging innovation, providing necessary skills, organising workshops, mentoring, networking, and facilitating the channeling of microfinance for startups, while also organising consultation meetings and mentoring sessions.

Entrepreneurship knowledge Cell: The EK Cells have been set up so far at the total 13 selected institutions across the state covering every district. The cell is designed specifically for the students to encourage and provide access to knowledge about entrepreneurship, easier access of support, handholding and mentoring with the assigned master trainers and other experts.

Startup Hub and Incubation Centre: In partnership with programme and Implementation department, government of Mizoram, Incubation centre and startup hub was set up at the Mizoram University to facilitate start-ups with essential supports like infrastructure, networking, brainstorming, mentoring, technical support, plug and play working space, and other necessary facilities.

4. Micro Finance

Micro Startup Capital Competition (Mizoram Rahbi): The Micro Startup Capital Competition, popularly known as the "Mizoram Rahbi" programme, aims to give burgeoning and early-stage entrepreneurs who haven't yet found success a "stepping stone." This support has been provided through open business proposal competition among aspiring young entrepreneurs, evaluated and selected by an impartial panel of experts in order to support legitimate entrepreneurial aspirants that may substantiallyaccelerate the socio-economic growth of the state.

Business Plan Contest (Mizoram Kailawn): A platform of business plan contests called “Mizoram Kailawn” is designed to promote promising entrepreneurs within the state. The winners of this contest were facilitated by a micro-startup fund, technical support, and collaboration with reputed institutions. The contest has been held successfully in every district, and organizing a four-day residential boot camp and road-show that enriches the skills and business ideas of the selected contestants.

Acceleration programme: The Accelerator programme helps businesses—usually start-ups—that have progressed from the initial phases of establishment by providing seed money, linkage, mentorship, and institutional components. The programme acts as a broker between start-up entrepreneurs and companies, experienced mentors etc.

In addition, the state government carried out a number of other initiatives, including formulation of Mizoram Industrial Policy in 1989, the Mizoram Food and Allied Industries Corporation (MIFCO), Mizoram Khadi Village Industry (KVI), Zoram Industrial Development Corporation Limited (ZIDCO), Mizoram Handloom and Handicraft Development Corporation Limited (ZOHANCO), Industrial Training Centre (ITC), and Industrial Training Institute (ITI).

1.6 Entrepreneurship Knowledge Cell

Under the Entrepreneurship Development Scheme, the Government of Mizoram has established Entrepreneurship Knowledge Cells (EKC) in various schools and colleges in different districts with a strong focus on creating a dynamic entrepreneurship among young people. As on 2023, the state government has been set up 13 EK cells so far in the selected institutions covering the entire district.

These Cells are being established and supported at educational institutions in order to construct institutional mechanisms to nurture entrepreneurial culture and techno-entrepreneurship in order to generate wealth and jobs. These Cells are intended to act as a catalyst in supporting the creation of a competent group of entrepreneurs and to provide entrepreneurs with hand-holding assistance through entrepreneurship courses, trainings, consultation sessions, seminars, mentorship, and so on.

The major objectives Entrepreneurship Knowledge Cell laid down by the nodal agency are as follows:

1. To direct knowledge and energy of the youth towards taking an active role as collaborators in the process of economic development.
2. To foster the passion of self-employment and stimulate the growth of knowledge-based and innovation-driven businesses in order to increase job prospects for young people, particularly potential students.
3. To foster an entrepreneurial culture that is driven by innovation.
4. To serve as an institutional mechanism that offers aspiring entrepreneurs a range of services, including knowledge on every facet of firm building.

(Planning & Programme Implementation-GoM, 2020).

1.7 Overview of the literature

GEM-India Report (2019-2020), stated that entrepreneurial attitude is the attitude towards entrepreneurship when people think that there are opportunities to start a business. According to *Robinson et al., (1991),* a positive attitude plays a vital role in establishing entrepreneurial environment within the population because it expresses the general feelings towards entrepreneurship. An individual's behavior is greatly influenced by their attitude, thus, a person's attitude towards entrepreneurship certainly has a positive influence on the probability of becoming a start-up entrepreneur *(Strobl et al., 2012).* In addition to this, studies have shown that business experience, family setup, educational attainment, structural support, and gender have a key role in determining entrepreneurial attitudes *(Wang and Wong, 2004; Varghese & Hassan, 2012).*

However, these attitudes may switch over by the situational and environmental context and, may vary from time to time, depending on a person *(Robinson et al., 1991).* A few empirical studies have been examined in the context of Mizoram *(Khiangte, 2018; Daizauva, 2018; Lalhunthara, 2019; Sharma, 2020; S.S. Thakur, 2014)* have reported that youth have a strong attitude toward entrepreneurship and an inclination to start a new venture. However, due to certain

constraints and perceived barriers, youth aspirants failed to turn their desires to start new ventures into actions.

Empirical studies observed entrepreneurship intention among the urban population is consistently higher than the rate of entrepreneurship in the rural segment *(Sternberg, 2009; Brooksbank, D. et al., 2008; Gadi et al, 2014; Muthukani & Helen, 2019).* It is also true in India as observed by *Kothari, (2013)* stated that the urban population in India is more likely to entrepreneurship as a career choice than the rural. *Bortamuly et al., (2014)* stated that work experience and education have a more significant impact on rural entrepreneurs than those in urban areas in the state of Assam. Factors responsible for this gap seemed to be the consequence of urbanization *(Glaeser et al., 2010*), resources (*Gadi et al., 2014)* favorable environment *(Faggio & Silva, 2014),* marketing and infrastructural facilities *(Sathya, 2019),* and presence of role model and vibrant economy source of motivation in urban *(Kothari, 2013).* Consequently, to bridge the gap *Barbosa, D.M, el al., (2019)* suggested that disparity in urban and rural enterprises must be minimized through institutional assistance such as special training, investment, and flexible policies must be formulated for rural entrepreneurial aspirants, better access for the creation of new venture.

The state government formulated an entrepreneurship and startup policy in the year 2019, the policy clearly stated that developing entrepreneurship among potential youth is the solution left with the government to address the wide gap in the distribution of wealth between the urban and rural areas *(Mizoram Entrepreneurship & Startup Policy-2019).* However, *Daizova & Sharma, (2014)* reported that over 75 percent of enterprises are located in Aizawl, due to easy access to loans and infrastructure; maximum numbers of industrial units in Mizoram were operated within urban areas. Khiangte, *(2018)* added that the core area (urban) has a higher level of attitude than those of respondents from the peripheral area.

According to Hisrich & Peters, entrepreneurial skill is the capacity to create something new and valuable by investing the required time and energy, taking on the associated financial, psychological, and social risks, and reaping the rewards of

independence and financial and personal fulfillment. Skill is defined as a performance attribute that is acquired from training, practice, and experience rather than being exclusively dependent on an individual's nature, fundamental, or innate aptitude (E-Kewisi, F., & Asitik, A.J. 2012). Entrepreneurship abilities are not solely based on innate traits; they may also be learned and developed via prior experience (Beranek, L. 2014). Abdul, O.E. (2018) indicated that skills and a good mindset play a major role in the development and functioning of entrepreneurship. Andreas S., et al (2014), also added that the skills of an individual acquired from education make up the foundation for future entrepreneurial activities. Entrepreneurship education and university support can foster positive attitudes towards entrepreneurship. According to Turker & Selcuk (2009), students' intentions to become entrepreneurs are positively correlated with their perceived educational assistance.

The main cause of educated youth unemployment in India is a mismatch between their required and actual skills. In the remote region of Mizoram, this mismatch is exacerbated by several factors, including inadequate educational resources, low investment, and a shortage of industry and raw materials for the region's labor force (National Skills Gap Study-North East Report -2012).

Muthu Kani & Helen (2019) highlighted that the majority of Indian rural entrepreneurs faced social challenges whereas the financial challenge is given rank one by the urban-entrepreneurs moreover; rural entrepreneurs showed they have more technological challenges than their counterparts in urban areas. While Infrastructural support and technological inadequacy is found to be big challenges during the pandemic for both rural and urban entrepreneurs *Chaturvedi & Karri, (2022)*. *Lalhunthara & Lalthakima (2019)* reported that as far as industrial development is concerned, even after six decades of economic planning, Mizoram is still lagging far behind other states of India. The success rate is poor due to a lack of basic infrastructure like electricity, communication, and transportation coupled with a lack of vision and willingness. *Lalrokhawma (2021)* identified the main challenges that rural entrepreneurs in Mizoram encounter are financial, technical know-how, and poor connectivity.

Perceived barriers or constraints to initiate new venture in the context of gender, several studies *(Laspita, S., et al. 2007; Shinnar et al. 2012; Bastian & Zali, 2016; Kalafatoglu & Mendoza, 2017; Kothari, 2013)* identified gender has impact, *Kalafatoglu &Mendoza (2017)* further mentioned that due to culture and social norms discrimination is the factor responsible for male-female gap in entrepreneurial constraints. Gender-specific disparities emerge when examining perceived barriers that males regard barriers as more easy to overcome than females *(Strobl et al., 2013).* Studies in the context of Mizoram *(Guha, P. & Adak, K., 2014; Lalhunthara, 2019; Sailo & Sanghita, 2019; Thakur, S.S, 2014)* identified various barriers perceived by both genders including dual duties at the workplace and home, gender biases, lack of business education, lack of vision, startup fund. Additionally, *Khiangte (2018),* emphasized Mizo youth, both male and female, highly perceive it as difficult to avail of government schemes like PMRY loans, MuDRA loans, etc., followed by a lack of motivation during their schooling.

1.8 Theoretical framework

The research is guided and supported by the theoretical framework. It provides a comprehensive and wide-ranging collection of ideas that the current study employed in order to assess the variables. The following theoretical frameworks served as the basis for the current study's examination of young people's entrepreneurial attitudes, abilities, and education.

1.8.1 Attitudes towards Enterprise

Entrepreneurship is defined as a purposefully planned behaviour with the objective of becoming an entrepreneur. Most attitude approaches to entrepreneurship are predicated on Ajzen's (1991) theory of planned behaviour (TPB). The study's comprehension of the theoretical structures and variables employed to accomplish its goals was enhanced by Azjen's (1991) theory of Planned behaviour.

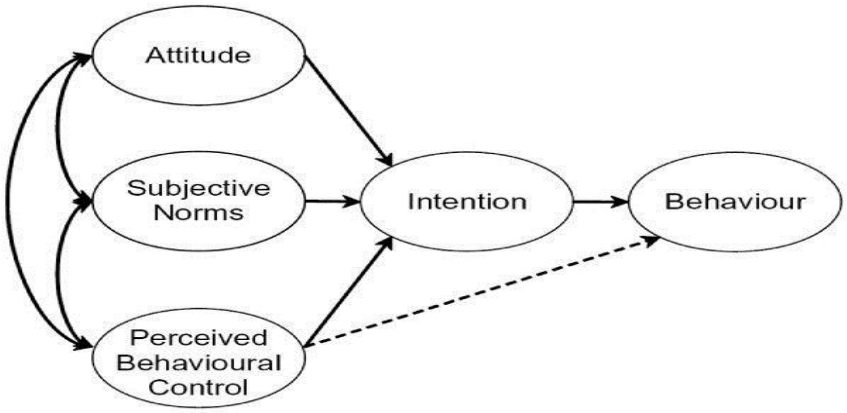


Figure 1: IcekAzjen (1991), Theory of Planned Behaviour (TPB)

According to TPB, attitudes towards behaviour, subjective norms around behaviour, and perceived behavioural control over behaviour may all be used to predict intents, which can then be used to predict behaviour. Three theoretically distinct factors of intention were made assumptions by the theory of planned behaviour. The first is the attitude towards the behaviour, which describes how much a person thinks positively or negatively about the behaviour in issue. Subjective norm, a social component that describes the felt social pressure to engage in or refrain from engaging in the behaviour, is the second predictor. The degree of perceived behavioural control, or the perceived ease or difficulty of carrying out the behaviour, is the third antecedent of intention. It is thought to reflect both previous experience and predicted barriers and difficulties. Generally speaking, a behaviour should be performed more frequently if it is intended to be done.

Athayde (2009) developed the Attitudes Towards Enterprise Test to identify the next generation of entrepreneurs and identify students who are more likely to start their own enterprise among school and college students under the age of 25. Her research revealed that entrepreneurship among young people under the age of 25 currently represents a relatively new source of business start-ups and economic growth. Approval was acquired from the Small Business Research Centre (SBRC) at Kingston University, United Kingdom, for utilisation of the ATE Test in the empirical investigation. When measuring young people's entrepreneurial attitudes, the theoretical dimensions of ATE such as Leadership (self-perception of ability to

lead others), Achievement (achievement orientation in project work), Personal Control (perceived personal control over career), and Creativity (perceptions about creativity at the institution) are thought to be latent variables.

1.8.2 Entrepreneurial Skill

According to E-Kewisi, F., & Asitik, A.J. (2012), skill is a performance quality that is obtained via training, experience, and practice as opposed to being solely reliant on a person's nature, basic ability, or intrinsic aptitude. According to Beranek (2014), entrepreneurial skills may be acquired and enhanced through education and experience in addition to being purely intrinsic attributes. Three primary skill sets have been highlighted by the Organisation for Economic Cooperation and Development (OECD-2012) as necessary for being a successful entrepreneur. Three categories may be used to categorise these skill sets: technical skills, management skills, and entrepreneurial skills. The amount of human capital that people may have had before starting their own business will have a significant impact on the amount of education and training needed to acquire each of these abilities. Indeed, it has been suggested that training these skill sets would spawn ambitious individuals who should be equipped to achieve their potential and construct their destinies, whether or not as entrepreneurs (OECD, 2014).

The four primary skill dimensions are as follows: Technical Skills: these are the abilities required to create the company's goods or services; Managerial Skills: these are the abilities crucial to the day-to-day operations of the business; Entrepreneurial Skills: these entail identifying business opportunities and taking appropriate action on them; Personal Maturity Skills: these comprise self-awareness, accountability, emotional intelligence, and creative abilities (Kutzhanova et al, 2009).

1.8.3 Entrepreneurial Education

Entrepreneurial education can be classified into formal and informal modes of study. Barucic and Umihanic (2016) conducted a study to examine the outcomes of entrepreneurial education in school and university students. Formal entrepreneurship education involves studying entrepreneurship or business during

high school or undergraduate university education. Non-formal entrepreneurship education is offered outside of the formal system of education, within non-governmental organizations, foundations, associations, or private profit companies. Informal entrepreneurship education includes independent forms of learning about business and entrepreneurship, such as learning from books, manuals, online training, or with guidance from another person who may or may not be an entrepreneur.

Non-formal forms of entrepreneurship education and training are aimed at one's own education and development and are practiced at various institutions for adult education, organizations, centers, and similar places (Sedlan-König, 2012). Informal education is also important since people consciously or unconsciously accept new knowledge, skills, and attitudes in everyday life, influenced by natural and social environments. It can be a simple exchange of knowledge within a family and with friends, or learning from mentors (Sedlan-König, 2012).

1.8.4 Barriers to Entrepreneurship

Amanamah, Owusu, and Acheampong (2018) have identified four categories of impediments to entrepreneurship: economic, legal, personal, and socio-cultural. The economic environment encompasses all external elements that significantly affect a firm's operations, including the distribution network, competition, suppliers, and market size. Prospective entrepreneurs require financial, personal, technological, and social networking resources to launch and expand a business (Pickernelle et al., 2011). Research has shown that financial constraints prevent people from becoming entrepreneurs (Li, 2007). The legal environment of business establishes the code of conduct for business activity, and obstacles to entrepreneurship in this area include obtaining family and institutional support, securing funding from lenders, and developing a strong clientele and supplier network (Shinnar, Giacomin, and Janssen, 2012). Entrepreneurial intention is influenced by personal-level factors such as values and motives, education, self-efficacy, experience, personality traits, and risk perception (Turker & Selcuk, 2009). These factors also impact how intentions are carried out. Personal qualities, such as degree of risk tolerance, level of self-confidence and self-efficacy, locus of control, need for accomplishment, and fear of

failure, plays a significant role in a person's entrepreneurial intention. Social norms can speed up or slow down enterprise (Kreiseret al., 2010) since they are ideas about how individuals should behave in their environment, and they have the power to influence people's career decisions. Reynolds et al. (1994) assert that the interaction between personal traits and the surrounding culture results in entrepreneurship. In their culture, failure is seen as a teaching tool and a necessary component of personal growth. Therefore, their societal standards encourage company failure and entrepreneurial ambition.

1.9 Statement of the Problem

According to successive Indian census reports, Mizoram is acknowledged as a home for education. For more than 20 years, the state has consistently ranked in the top three with the highest percentage of literate citizens in the nation. Every year, thousands of new graduates graduate; however, the state government is unable to place every graduate in the public sector, leading to an increase in the number of young people without jobs who have an education. The situation is also becoming worse in urban areas relative to rural ones, so it has already reached an alarming stage (Devendiran, 2015). The state is classified as a "non-industrial zone," and small, home-based businesses make up the majority of the economy there. The primary obstacle is determined to be a skill mismatch. As a result, the state is perceived to need institutions for skill development and vocational training. The majority of the state's entrepreneurs lack formal business education and training. It's not that they don't have this kind of education; rather, it's that they view these kinds of courses with disdain since they are unaware of them (Thakur, 2014). In Mizoram, the business sector is still relatively new. The economy is heavily weighted in favour of agriculture, with the majority of the industry being related to agriculture.

Despite the high literacy rate, individuals have been pampered with government positions and are not ready to take up other occupations (GOM-2014). Disadvantages caused by the topographical condition and geographical isolation of the state, coupled with underdeveloped infrastructure and transport bottlenecks, poor infrastructure in the state, poor roads, serious power and water shortages, the

unavailability of proper marketing platforms, and the growth and performance of the manufacturing sector have been poor as compared to neighbouring states.

To solve these problems, the state administration, with the strong backing of the central government, introduces a variety of formal and informal initiatives and schemes targeted at fostering an entrepreneurial attitude among the youth. The goal of Mizoram's Startup Policy, which came into force in 2019, is to foster a culture of innovation, support the growth of companies, and establish a thriving entrepreneurial environment. The Planning and Programme Implementation Department is the nodal department for the Entrepreneurship Development Scheme (EDS), which is the policy vehicle in charge of implementing the Mizoram Entrepreneurship and Startup Policy. The Mizoram State Entrepreneurship Development and Monitoring Committee (MEDMOC) was established to oversee the startup policy's implementation. Since then, Mizoram has established a startup strategy that aims to encourage entrepreneurship at every level of the state, starting at the local level (Mizoram Startup Strategy 2019).

Due to government initiatives and lack of employment opportunities, young individuals with education who have no other options for a career are being encouraged to start their own businesses (Khiangte, 2018; Lalhunthara, 2019). Thus, the goal of this study is to gather information about how the entrepreneurial ecosystem in Mizoram has shaped or affected attitudes and skill sets related to entrepreneurship. To create remedies for the perceived barriers to the entrepreneurship process, practical information will also be provided during the in-depth investigation. It is therefore expected this will increase the participation of promising students in entrepreneurship, which will increase the success rate of business ventures. Additionally, the results of hypotheses will also add to the limited source of knowledge on entrepreneurship across rural and urban, and across genders.

1.10 Rationale of the Study

Like other states in the country, Mizoram is also having youth unemployment problems, both in rural and urban areas. As a consequence of the government support policies coupled with the shortage of jobs in the government sector, youth with no

alternative occupation considered entrepreneurship with great interest as a way of getting self-employed. There are various studies conducted in foreign countries that recognised entrepreneurial education as one of the vital determinants that influence learners' skills and attitudes towards entrepreneurship. However, in the case of Mizoram, the significance of the formal and informal patterns of entrepreneurial education available in Mizoram for the process of acquiring the required skill set and attitude to create a new venture is not yet known. Hence, there is a need to examine how the entrepreneurship start-up ecosystem could influence the learner's propensity to entrepreneurship in Mizoram. Moreover, entrepreneurship across rural-urban communities needs to be studied from a social work perspective in the context of Mizoram, as an entrepreneur is regarded as a 'Change Agent' and as one of the effective strategies for community development.

Therefore, it is in this context that attitudes towards entrepreneurship and the skills of youth towards entrepreneurship need to be studied while investigating perceived barriers. Taking the above statements into account, it is expected that this paper will contribute to the limited current literature, and the findings of this research will provide insights to the state for policymakers in designing entrepreneurial start-up ecosystems and education course structures, which will in turn increase the successful business venturing rate. Moreover, remedies may be formulated to address the shortcomings of the start-up ecosystem based on the results found in an investigation into the perceived barriers to entrepreneurship in the context of Mizoram.

1.11 Chapter Scheme

The final report of this study is divided into a total of eight (8) chapters. The following provides a brief discussion of the chapter scheme:

Chapter I: Introduction

The first chapter is the background information and summary of the topic under investigation including overview of literature, theoretical frame work, statement of the problem and rationale of the study.

Chapter II: Review of Literature

The second chapter outlined the literatures on entrepreneurial education, entrepreneurial attitudes, entrepreneurial skill and perceived barriers to entrepreneurship. It also addresses the gaps that have been found.

Chapter III: Methodology

The third chapter discusses the setting and background of the study. It provides a brief overview of the study's history and outlines the research design, sampling strategies, tools used, data gathering techniques, and analysis. The definitions and concepts associated with the variables under study are also explained.

Chapter IV: Structural based information of the Respondents

The fourth chapter presents structural based information of the respondents which include demographic profile of the respondents, educational background of the respondents and their parents, and economic background of the respondents.

Chapter V: Entrepreneurial Education

The fifth chapter is presented in tow sections viz, formal mode of entrepreneurial education and in-formal mode of education. Entrepreneurial education in formal setting presents Entrepreneurship Knowledge cell, Entrepreneurship environment within college, exposure to entrepreneurship in formal education.

Chapter VI: Entrepreneurial Attitude and Skills

The sixth chapter is presented in three sections. The first section presents discussion on entrepreneurial attitude; the second chapter presents discussions on entrepreneurial skills, and results of correlation between entrepreneurial education, attitude and skills are presented in section three.

Chapter VII: Perceived Barriers to Entrepreneurship

Discussion on perceived barriers to entrepreneurship is presents in this chapter seven, this chapter includes discussions on barriers across rural and urban area, barriers across male and female including discussion on differences between rural and urban area.

Chapter VII: Summary and Conclusion

The last chapter of this study presents conclusion and summary of all variables under investigation, summary of findings, suggestions, suggestions for further studies.

This chapter highlights the background of the current study, concept of the main variables, theoretical framework, over view of literature, problem statement and chapter schemes. The next chapter presents a review of literature.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of the literature. A review of previous studies helped the present study have a comprehensive knowledge of the concepts and empirical dimensions of the research problem. This chapter has been organised into four sections, such as studies on entrepreneurship attitude, studies on entrepreneurial skills, studies on entrepreneurship education, and studies on perceived barriers to entrepreneurship.

Multiple studies have demonstrated that entrepreneurship is not an innate trait rather it is a product of one's surroundings and experiences. Additionally, they recognized the significance of entrepreneurship in addressing not only unemployment issue but also in stimulating the economy, promoting domestic product growth, and addressing various other ongoing development challenges. The majority of the studies on entrepreneurship assert that it is the most effective means to stimulate economic growth and provide a strategic solution to the issue of unemployment.

2.1 Entrepreneurial Attitude

Vargas-Martinez (2023) highlighted that students' ambition to become entrepreneurs is significantly shaped by their positive thoughts and emotional connection to entrepreneurship. Attitudes towards entrepreneurship, on the other hand, explain an even bigger share of the diversity in entrepreneurial intention. As a result, students who have a good attitude towards entrepreneurship may be more motivated to actively examine and develop business prospects. The conclusions emphasise the significance of emotional factors and attitudes towards entrepreneurship in the development of students' entrepreneurial inclinations. Students' desire to become entrepreneurs may be greatly enhanced by highlighting the emotional component of attitudes and encouraging favourable sentiments towards entrepreneurship.

Barba-Sanchez, Mitre-Aranda, & Brío-Gonzalez (2022) stated that the attitude towards entrepreneurial behaviour and the perceived behavioural control exert a substantial impact on the entrepreneurial intentions of university students. According to their findings, students' attitudes and social norms are influenced by environmental awareness, which in turn has a subsequent effect on their intention to start their own business. As a result, including cross-disciplinary topics like environmental management in seminars and courses will benefit a wide range of students, as these topics may spark their interest and inspire them to start their own businesses. They also emphasised the fact that, while attitude is innate to every person, it can also be fostered by others. As a result, it has been suggested that students ought to receive entrepreneurial training as it immediately affects their goal of starting their own business and indirectly advances their attitude towards entrepreneurship.

Hussain, Zia-Ur-Rehman, & Abbas (2021) examine the moderating influence of personal attitude in the connection between entrepreneurial knowledge and entrepreneurial intents among the students enrolled in the departments of management science at different institutions. Their conclusions showed that entrepreneurial attitudes are significantly influenced by entrepreneurial knowledge. Additionally, they found that the association between entrepreneurial knowledge and entrepreneurial inclination is strengthened and moderated by one's own attitude. They came to the conclusion that a person's entrepreneurial intention, which is the best indicator of the venture development process, is greatly influenced by their entrepreneurial expertise and attitude. Several policy implications may be drawn from the study's findings. Among them are the notions that colleges have a significant influence on the development of entrepreneurial knowledge and the necessity of raising students' entrepreneurial knowledge via the creation of well-thought-out entrepreneurship development curricula.

Soumya-Sreedhar (2021) indicated that the majority of the respondents showed a good attitude towards beginning their own firm. More than half of participants regard entrepreneurship as an extremely attractive job. The motivation among commerce students towards entrepreneurship is generally favourable, yet a

few of them are willing to have a paid job following their degree. The survey suggests that normally, commerce students have a good attitude towards entrepreneurship. Soumya further indicates that students would become or would surely like to become entrepreneurs, provided that there is a need for achievement, family business experience, personnel skills, and competencies. The need for independence and status recognition was a key element for entrepreneurial goals. The majority of respondents firmly agree that entrepreneurship is the best method to take advantage of education. According to a study, in order to foster entrepreneurship among students, sufficient resources and facilities should be made available for effective entrepreneurship education and learning at the graduation level. Support from parents, the government, educational institutions, the community, etc. is also crucial for giving students the confidence to instill an entrepreneurial culture.

Caro et al. (2022), in their study of senior high school students, found that the students' entrepreneurial attitude is high. Specifically, elements such as drive and determination, the need for achievement, and calculated risk-taking were found to be highly entrepreneurial, while the need for independence and creative tendency/innovation were found to be moderately entrepreneurial. The findings also suggest that the characteristics of the respondents may have an impact on the senior high school students' high degree of entrepreneurial attitude and ambition. Given that the study's participants attended a school with a curriculum that prioritises business, it is possible that they already possessed an innate and positive attitude towards entrepreneurship.

Setiawan et al. (2022) evaluated factors impacting entrepreneurial attitudes among adolescents and indicated that entrepreneurial self-efficacy had a favourable and substantial influence on entrepreneurial attitude orientation. People who believe they can succeed in entrepreneurship have a high level of entrepreneurial self-efficacy. The findings further noted that entrepreneurial attitude orientation is positively impacted by perceived social support. The more social support one receives, the more likely it is that they will take part in problem-solving through the establishment of a firm that is business-oriented.

Garima & Nidhi (2022) pointed out important variables that influenced entrepreneurial mindsets, including personality qualities, education, skills, knowledge, and awareness of entrepreneurship. Nationality and marital status, on the other hand, have little bearing on an entrepreneurial mindset. Positive findings are seen in every study that looks at entrepreneurial education as a component of an entrepreneurial mindset. They added that students' intentions to start their own business are unaffected by the presence of an entrepreneur in their immediate family or even among their acquaintances. In order to put what they have learned in the classroom into practice, the research recommends that during their holidays, students be encouraged to take part in free hands-on training in the industries that they find most appealing. By providing entrepreneurial instructors and support workers with professional knowledge, lectures and practical sections should be more engaging.

Mary & Rajashekar (2021) looked at how business school students felt about starting a new company. They concentrated on how students saw entrepreneurship and whether or not they had a positive entrepreneurial mindset. They noticed that students are unsure about whether they will launch their own company following graduation. This is one way that educational institutions of all stripes may contribute significantly by offering training and instruction in entrepreneurship, which is seen as one of the most important aspects of assisting students in developing entrepreneurial mindsets. The findings demonstrated that the majority of respondents firmly agreed that the start-up enterprise education offered by the business schools is well understood by students and that they have a good behavioural, cognitive, and emotional attitude towards it. However, raising awareness of entrepreneurship and entrepreneurship development organisations is essential to fostering an entrepreneurial culture on campus.

Daimei & Gnanadev (2020) investigate the attitude level of rural organic farmers in the state of Manipur towards entrepreneurship. They found that the attitude level is influenced by the factors that determine the attitude towards entrepreneurship. They highlighted that, in comparison to their male counterparts, female respondents had a more positive view of rural entrepreneurship. In particular, their research also revealed that technological efficacy, social efficacy, personal

efficacy, and resource efficacy are the key predictors of respondents' attitudes towards rural entrepreneurship, particularly among men. Business acumen efficacy, resource efficacy, social efficacy, and technological efficacy are the main influencing variables of attitude towards rural entrepreneurship in the case of females. The survey also found that, when it comes to entrepreneurship, female organic farmers have a more positive attitude than their male colleagues. Personal efficacy, resource efficacy, societal efficacy, and technological efficacy are the major influencing factors of attitude towards rural entrepreneurship on the attitude towards rural entrepreneurship index among the male respondents.

Vamvaka et al. (2020) outline that emotional attitude and perceived self-efficacy are by far the biggest indicators of intention, thereby underscoring the significance of emotions in the entrepreneurial process. Their investigation indicated, furthermore, that the association between dedication to entrepreneurship and fledgling entrepreneurship is higher in males than in women. When this study is broken down by gender, the results indicate that men are more likely than women to be strongly committed to entrepreneurship, report higher levels of perceived behavioural control, have more positive attitudes towards entrepreneurship, and participate in the gestation activities associated with starting a business. However, substantial impacts of gender were observed only for perceived. Specifically, our findings suggested that, compared to their female counterparts, male students demonstrate greater levels of perceived self-efficacy and perceived controllability and are more active in company gestation processes. A plausible reason for this result is that, compared to men, women have greater obstacles in trying to develop a new company, demonstrate lower levels of internal control, and tend to regard themselves and their surroundings less positively.

Soomro, Memon, & Shah (2020) discovered that students' attitudes towards entrepreneurship were positively and significantly impacted by accomplishment, personal control, and creativity. The encouraging results might be attributed to the students' strong drive to establish and meet objectives, advance in their jobs, and demonstrate a strong dedication to finishing the duties given to them and taking on entrepreneurial activities. However, they also pointed out that attitudes towards

entrepreneurship are not significantly impacted by one's level of self-esteem. The university students lack the confidence to take on business risks and obligations in order to launch their own businesses. While the influence of self-esteem on attitudes towards entrepreneurship was not shown to be statistically significant, students were demonstrated to be enthusiastic about innovation and skilled at developing new manufacturing techniques.

Baliyan, S.P. et al. (2020) examined gender differences in attitudes towards entrepreneurship among agriculture graduate students, and their findings indicate that there is a considerable gender gap in students' attitudes towards entrepreneurship. They also revealed that female students had a more significant effect on attitudes towards entrepreneurship as compared to the influence of male students. The study also reveals that the three main attitudes that considerably influenced the disparity in the attitudes of male students were: entrepreneurship enhances social and individual growth; entrepreneurship increases employability and income generation; and entrepreneurship results in a nation's economic growth.

The Global Entrepreneurship Monitoring (GEM)-India report is annually compiled by a panel of experts from the Entrepreneurship Development Institute of India (EDII) in Ahmedabad. The report for 2019–20 defines entrepreneurial attitude as the inclination towards entrepreneurship that arises when individuals perceive potential opportunities to initiate a business venture. A positive attitude is crucial in creating an entrepreneurial climate among the public, as it reflects the overall sentiments towards entrepreneurship. An entrepreneurial mentality encompasses a willingness to assume a certain amount of risk as well as a sense of one's own abilities and expertise. More significantly, good public views towards entrepreneurship will provide social support, financial help, networking advantages, and other resources to those promising entrepreneurs.

The results also highlight personal aspects that may promote any future business endeavour. Among demographic characteristics, parents' income 'emerged as the most important variable. Generally, the majority of the respondents chose the entrepreneurial option for generating more money.

Bukhoi & Ngan (2020) studied the influences on entrepreneurial attitude orientations and found the components that impacted the entrepreneurial attitude orientation. Bukhoi & Ngan indicated that those who have a higher attitude towards entrepreneurship will more likely have a stronger entrepreneurial intention, further pointing out the crucial function of start-up financing and education in generating stronger entrepreneurial ambitions. The availability of sources of finance, in many shapes and forms, will more likely kindle the entrepreneurial purpose to take action on the "opportunity" that may take place in reality. People with inventive attitudes tend to be more inclined to take on an entrepreneurial opportunity that may be offered to them. Moreover, people who have a high demand for success, i.e., a strong drive to perform well and a strong sensation of personal accomplishment, are more likely to hold a high intention to explore entrepreneurial chances. People with strong self-worth tend to have high entrepreneurial inclinations as well.

Ahmad (2019) noted that the majority of the students expressed favourable intentions to launch their own businesses. This outcome demonstrated extremely high levels of good personal traits, which have an impact on students' views towards entrepreneurship. Furthermore, the findings demonstrated a substantial positive association between the attitudes of pupils, their unique qualities, and their environment. The study further indicated that while there was a link between attitudes and majors, there was no significant association between students' opinions and gender or nationality. Individual traits and contextual variables had a greater impact than demographic ones, and attitudes were unrelated to students' majors.

Ayalew & Zeleke (2018) stated that entrepreneurial mindsets do have considerable influence on students' self-employment intentions. Students who actively searched out information and opportunities, participated in entrepreneurship courses and training, made objectives for the future, and honed their problem-solving and creative abilities have a good outlook on working for themselves. Additionally, the goal of working for oneself is highly predicted by factors such as financial availability, professional connections and networking with entrepreneurs, past company experience, family history, accomplishments, and instrumental preparation.

Wanming et al. (2018) examined and discovered that when the degree of entrepreneurship education is high, the positive link between entrepreneurial mindset and entrepreneurial preparedness is great. When the amount of entrepreneurship education is minimal, the positive association between entrepreneurial mentality and entrepreneurial preparedness is modest. They further demonstrate that students majoring in natural science and humanities disciplines have actually boosted the favourable influence of entrepreneurial mentality on entrepreneurial training, while students majoring in social science do not. Entrepreneurial attitudes have a substantial favourable influence on entrepreneurial intents, including entrepreneurial potential and entrepreneurial preparedness. College students with greater degrees of entrepreneurial mindsets are more likely to start a firm, and their entrepreneurial preparations are stronger. They proposed that colleges and institutions that want to increase college students' entrepreneurial ambitions might start with improving college students' entrepreneurial mentalities. In the process of commencing entrepreneurship education, schools and universities should pay attention to the added value of encouraging entrepreneurship among college students.

Abun et al. (2017) carried out a study, and they found that the students' overall entrepreneurial attitude and ambitions are high. According to the study's correlation analysis, entrepreneurial mindset and intention are significantly correlated. The study comes to the conclusion that students generally have a strong entrepreneurial mentality. Two entrepreneurial attitudes—the demand for autonomy and the propensity for creativity—were given a modest rating. Entrepreneurial intentions discovered a correlation between entrepreneurial attitudes and intentions; thus, this study recommends that administrators or curriculum developers design programmes and activities that improve students' entrepreneurial attitudes in order to motivate them to start their own businesses in the future.

Salilew & Jebena (2017) outline that graduate student’s exhibit a strong entrepreneurial spirit. Additionally, it has been discovered that student ratings on entrepreneurial attitudes and orientation are not significantly influenced by demographic factors. It is advised that certain unique elements that contribute to the development of entrepreneurial education among university students be recognised

and thoroughly investigated. Results showed that there were no statistically significant variations in the attitudes of graduating students by discipline. Additionally, they pointed out that there are no appreciable differences in terms of perceived personal control over company results, perceived innovation in business, perceived achievement in business, and perceived self-esteem in business. This demonstrates the necessity of courses taught in all faculties to improve university students' entrepreneurial attitudes and inclinations. Positive entrepreneurial attitudes were shown to be associated with higher EAO sub-scale scores in students. All students have a moderate inclination towards being entrepreneurs and taking advantage of entrepreneurship, but they have low perceived self-esteem in business. This indicates that general student perceptions are moderate on all items measuring entrepreneurial attitudinal orientations. This further demonstrates that the university's current educational practices are moderate.

Fayarus & Asoora (2016) noted in their research that the majority of students feel that it is more difficult to build a business today than in the previous decades; consequently, a higher percentage of students don't intend to develop new ventures. This research also discovered from the outcome of hypothesis testing that students' family type and their goal to build a new business are dependent. There is a good image of the entrepreneur among the students, and it is regarded as a prestige career. Regarding gender variance, the research revealed that there is no association between gender and desirability perception. The necessity of employment and personal happiness were determined to be the major motives for starting an enterprise in the future.

According to Abebe (2015), the majority of university undergraduate graduating class students do not have a short-term self-employment plan for the foreseeable future after graduation, and a significant portion of these students prefer government or private employment as their first choice for employment after graduation. Therefore, it is proposed that a college entrepreneurship course should concentrate realistically on the development of abilities connected to entrepreneurship and cultural awareness.

Pulka et al. (2015) discovered in their research that entrepreneurial attitudes among university students are very high, and the study showed that a vast majority of the students have a strong positive attitude towards owning a firm or becoming an entrepreneur. Further, the survey found that there is statistically no difference in attitude between male and female students towards entrepreneurship. The research found that there is no major statistical difference in the fact that female students have nearly the same degree of attitude towards entrepreneurship education as their male counterparts.

Gedik et al. (2015) clarify that the demographic features of gender, attendance at seminars, organisational membership, and organisational type are shown to be crucial for creating an entrepreneurial mindset. They also discovered that engaging in entrepreneurial seminars and organisations has an effect on their innovativeness. Other aspects are not crucial for the inventive spirits and qualities of entrepreneurs. In particular, there is a positive attitude towards entrepreneurship among male entrepreneurs compared to female entrepreneurs, entrepreneurs who have attended relevant seminars in the past compared to those who have not, entrepreneurs who have membership in any organisation compared to those who do not, and entrepreneurs who have government-sponsored membership compared to university communities. Overall, they may be deemed to have a high degree of favourable attitudes towards entrepreneurship.

Ismail, Jaffer & Hooi (2013) performed a study among university undergraduates in business and non-business degree holders from universities. They noticed that entrepreneurial mindsets do have a good link with self-employment intentions. Universities nowadays position themselves as hubs of business by creating an entrepreneurial atmosphere. The government and university authorities must now work together to promote and create a good image of entrepreneurship as a vocation, in addition to developing more entrepreneurial curricula and seminars to instruct and mentor university students. This is because even if students have the required entrepreneurial information and abilities, if they do not have a good image of entrepreneurship, they might not be attracted to delve into the sector.

Ahmed & Nath (2013) investigated entrepreneurial attitudes and knowledge among 500 prospective entrepreneurs in Bangladesh. The major purpose of the research was to assess the attitudes and knowledge of final-year university students regarding entrepreneurs and entrepreneurship. The research polled final-year students across the different institutions on their attitudes and understanding of entrepreneurship. It also explored the attitudes and understanding of entrepreneurship from a gender viewpoint. From the findings, they found that the majority of students showed a positive attitude towards entrepreneurship at all the institutions. The participants feel entrepreneurship may be the search for success. It was claimed that views regarding entrepreneurs and entrepreneurship are major factors for future entrepreneurial activity. Therefore, they exhibited interest in starting up their firms immediately after graduation, while men were more willing than female students to set up a company after graduation. The survey also indicated that there was a considerable disparity between male and female students wishing to establish a company after graduation. Female students were less likely than men to give themselves a higher grade on establishing a company shortly after graduation. However, the result further revealed that there were no significant variations in the opinions of men and women with regard to the necessity of entrepreneurship education and that most of the participants felt entrepreneurship education is necessary prior to beginning entrepreneurship.

Strobl et al. (2012) evaluated women's entrepreneurial ambitions as well as their views towards becoming independent and compared them to their male counterparts. The results indicated that male students display more favourable views towards entrepreneurship and substantially more specific entrepreneurial goals than their female peers. Further elements impacting attitudes towards entrepreneurship include attitudes towards employment and a desire for independence. A noteworthy distinction between the genders is that the scenario of start-up assistance affects the females' attitudes towards entrepreneurship, but the males' entrepreneurial ambitions show an essential difference between female and male student choices towards entrepreneurship.

Varghese & Hassan (2012) explored the views of youth towards entrepreneurial engagement. The outcomes of the survey suggest that a majority of respondents have a good attitude towards conducting business and that the majority of respondent desire to establish a company. A very significant conclusion is that more women are excited about their involvement in launching a company. But this study also showed that there was a perception of caution around entrepreneurial activity, particularly when it came to how young people felt about their intentions to start their own businesses and how they perceived the business environment and opportunities. They are hesitant to express what they believe they need or don't have in order to start their own business. The report proposed that the government might work to build a better communication system to enhance information flows among stakeholders. Young entrepreneurs need to be provided updates via the organising of workshops and conferences in linked trades for improved developmental plans, implementation, and management of their companies. There is a need for help from the government in numerous areas relating to supporting policies, financial support, professional education, and training. This research has indicated that internal variables are quite positive, like confidence and creativity, among young people, but they hardly lacked external components like risk-taking and institutional support to start a company.

Ali, Topping, & Tariq (2011) conducted research and found the majority of students had generally good views towards entrepreneurship at all six institutions. There was also some influence from demographic characteristics, such as university, family income, and career. Both genders demonstrated comparable sentiments at most of the study institutions. The rural students of both of these colleges intended to adopt entrepreneurship to generate more money, as opposed to the responses at metropolitan locations. They expressed a strong willingness to take courses on entrepreneurship and looked ready to take chances in this respect. The participants with highly qualified parents show comparatively greater entrepreneurial inclinations compared to the kids with poorly qualified parents. Students choose entrepreneurship over highly compensated and secured government positions.

Kgagara, M.R. (2011) observed that a significant number of higher education students hold favourable attitudes towards entrepreneurship, and a majority of them select entrepreneurship as a potential career path. The results additionally suggested that the respondents have a limited understanding and education regarding the characteristics of an entrepreneur. A significant majority of the respondents expressed strong agreement with the notion that educational institutions, spanning from elementary schools to universities, should actively encourage and guide students to consider entrepreneurship as a viable career choice instead of solely preparing them for employment in the public sector. The study also outlines that more than half of the participants expressed a desire to initiate their own business if given the chance. He added that the vast majority of respondents believed that entrepreneurship is the best way to generate a lot of financial resources, and entrepreneurs would do anything for profit.

Athayde (2009) discovered that entrepreneurship among individuals under the age of 25 is a recently emerging driver of business start-ups and economic expansion. As a result, she developed the Attitudes Towards Enterprise Test to identify the upcoming cohort of entrepreneurs and identify students under the age of 25 who are more inclined to establish their own businesses within the school and college population. Permission was granted by the Small Business Research Centre (SBRC) at Kingston University, United Kingdom, to use the ATE Test in the empirical investigation. The latent variables that are considered in measuring the entrepreneurial attitudes of young people are attitude towards enterprise, which includes dimensions such as leadership (self-perception of ability to lead others), achievement (achievement orientation in project work), personal control (perceived personal control over a career), and creativity (perceptions about creativity at the institution). Athayde's work was informed by the idea of planned behaviour. Specifically, Athayde's model is an expansion of the Entrepreneurship Attitude Orientation (EAO) scale, which was first developed by Robinson et al. in 1991.

Goel et al. (2007), in their study on the attitudes of youngsters towards entrepreneurship in a cross-cultural environment of India and China. According to their study, social support is a major facilitator of entrepreneurship in a country or area. One assumption in policymaking has been that there is an equal demand for entrepreneurial activity in all locales and that a single policy can address issues throughout all regions. Future entrepreneurial activity was stated to be greatly impacted by people's opinions of entrepreneurs and business. An individual's family work history and the amount of entrepreneurship in his or her locality have an influence on these attitudes. Moreover, in India, compared to China, regional development had a higher influence on perceptions.

Laspita (2007) noted that the founding intention is relatively low in this sample since over half of the students, male and female, thought about starting a business only infrequently. This suggests that the students almost never intended to work for themselves. The comparison in the founding intention between males and females indicated substantial disparities. The result also reveals males were more interested in creating their own businesses than women. Furthermore, the study revealed that family history exhibited only a partially significant impact on founding intention, with the father’s influence resulting solely in significant variations in the founding intention of male and female students. The lack of interest factor was found to be important exclusively for men. The financial and failure risks were deemed substantial exclusively for women. Hence, females consider the launch of a new firm more dangerous (particularly financial risk) than men. When solely looking at the topic of study, males were more interested in creating their own firm than women. Remarkably, entrepreneurship as a major and courses in entrepreneurship did not lead to substantial differences in the starting intentions of the two genders.

Goel et al. (2006) contend that social support is a crucial facilitator of entrepreneurial activity in a nation or region. They also revealed that views regarding entrepreneurs and entrepreneurship are major factors for future entrepreneurial engagement. These sentiments would be affected by the family occupational history of a person and the entrepreneurial growth of the area where he or she originates from. The findings concerning family occupational background’s effect on views

showed considerable support in both India and China. Regional development demonstrated a larger effect on attitude in India than in China. These findings here revealed that attitude-to-action linking also has to account for whether the attitude influences are internal or external to the individual whose actions are under investigation. To influence attitudes towards increased entrepreneurial activities, institutional and other types of assistance need to be more addressed to the person to move them out of the mentality of not taking up such activities.

Robinson et al. (1991) noted that an individual's attitude has an impact on their assessment of the unit or topic under consideration. Attitude refers to a pre-existing inclination to react either positively or negatively towards the subject of the attitude. Entrepreneurial attitudes may be defined as predetermined and tangible beliefs, mannerisms, and behavioural intents. The research created a well-recognised tool to evaluate entrepreneurial attitudes called the Entrepreneurship Attitude Orientation Scale (EAO).

2.2 Entrepreneurial Skills

Ngele & Nzelibe (2023), in their study, discovered that entrepreneurial skills were vital support for SME's, without which the administration of entrepreneurial obligations and the possibility of harvesting predicted benefits and gains would become unattainable. Numerous variables, including cultural preconceptions, poor self-confidence, and affirmation from close relationships, can have a negative impact on skill development and acquisition. On the other hand, knowledge, motivation, and self-efficacy building cultivated in a suitable environment breeds or promotes an intense desire to gain needed skills and use them in the selected area of SME pursued. As a result, whether business ventures are done for financial independence, profits, personal fulfilment, or other reasons, developing entrepreneurial skills is critical for every firm.

Ezenwanne (2023) emphasised that the capacity to take the initiative and adjust to evolving situations is one of the prerequisite entrepreneurial soft skills needed by youth. The results show that entrepreneurs need to develop their leadership abilities, which include the ability to influence people and help them carry

out tasks in order to achieve a common goal. They also need to project confidence while negotiating and concluding agreements. It was also noted that, in order to effectively convey concepts or a product to a group of people, an entrepreneur has to possess strong networking skills. It was also noted that, in order to effectively convey ideas or knowledge to a group of people, an entrepreneur has to possess strong networking skills. In general, there is a great need for soft skills among entrepreneurs as well as other workers.

Mohamad, A. (2023) investigated university students' entrepreneurial skills after attending an entrepreneurship course and found that students who underwent practical business training improved their entrepreneurial networking skills. Additionally, students learned entrepreneurial know-how, such as problem-solving, time management, marketing, customer service, collaboration, and communication skills. Mohamad further noted that providing university students with entrepreneurial skills would allow them to more effectively and efficiently investigate the chance to manage a business on campus as well as businesses they wished to pursue after graduation. By providing university students with real-world business experience, the programmes have the ability to train them to be entrepreneurs during their studies, assisting universities in developing graduate entrepreneurs and reducing unemployed graduates for the country.

Ukabi et al., (2023) assessed the fundamental factors leading to the high failure rate of small and medium-sized enterprises and the need to focus on the extent to which entrepreneurial skills. They found that, apart from other skill sets, risk management and ICT skills are essential for viable small businesses in the post-COVID era. However, entrepreneurs who own small enterprises lack the understanding of these critical business skills, diminishing their relevance and consequences on their small businesses' performance and sustainability in the pandemic issue. Consequently, there is a high failure rate among business firms due to poor development and expansion.

Oguezue et al. (2023) revealed that gender stereotyping is considerable among the students in favour of female students in the development of entrepreneurship skills. They noted that the students are prepared with the required skills that may make them autonomous, employers of labour, and competitive in the global labour market. The study suggests, among other things, that men should be oriented to begin embracing the skill sets in culinary and artistic fields. On the other hand, since female students lack technical know-how, the study stresses that female participants should be encouraged to engage in technical skills. This result may be explained by the current globalisation and digitization of the world, which have made it a global village. Undergraduate students prefer to be more in line with these skills in order to follow the current trend of relevance. However, the results also indicate that students were least likely to utilise technical skills. The survey further proved the fact that women surpassed their male counterparts in learning skills. Again, it was determined from the data of the study that the female students were not only beginning to embrace entrepreneurial abilities, but they had begun to surpass their male counterparts in skill development.

Seyi et al. (2023) come up with several recommendations, including that the curriculum for business education be updated to better prepare graduates with entrepreneurship skills that will enable them to create their own jobs and encourage support from the government by providing staff with the necessary training and retraining to enable students to become self-sufficient. Therefore, a functioning entrepreneurship centre should be developed in all universities where students may put into practice the theories taught in the classroom, and the government should spend adequate funding to subsidise entrepreneurship education in institutions. Education is the most valuable gift that every forward-minded nation can provide to its inhabitants. Thus, a good business education course should apply an appropriate curriculum that is targeted towards preparing students to completely learn enough entrepreneurial skills that would make them successful entrepreneurs, thereby enhancing the economy of the nation.

Pratama, A. R. et al. (2022) examine how entrepreneurial skills affect competitiveness and innovation ability, as well as the impact of innovation capability on competitiveness. The results of their study noted that competitiveness is favourably and significantly impacted by entrepreneurial skills, meaning that an individual's competitiveness increases with their level of entrepreneurial skill. The development of entrepreneurial skill sets has an impact on an entrepreneur's personality traits. The result also highlighted that an individual's capacity for innovation is positively and significantly correlated with their level of entrepreneurial competence; in other words, the more skilled an individual is in entrepreneurship, the more innovative they can be. They added that the capacity for innovation is one of the key traits of an entrepreneur since a business cannot survive for very long without it.

Altahat, Alsafadi & Gazan (2022) outline that graduates with prior job experience were found to have a much higher degree of entrepreneurial skills than those without experience. They further noted that among university graduates who have prior job experience, entrepreneurship personal skills were most available, followed by entrepreneurship technical skills, but entrepreneurship management skills were the least available. The study also indicated that entrepreneurship personal skills were the most available among university graduates who have prior job experience, followed by entrepreneurship technical skills, but entrepreneurship management skills were the least available. The abilities most learned among graduates who practiced a job were accepting risks and responsibility, decision-making, planning, and perseverance. The study also showed that the job environment helped to strengthen those four skills in graduates more than the other skills examined. In addition, the abilities that were available to a modest degree among graduates who had never worked were using technology, networking, leadership, and environmental observation. Thus, they suggested that institutions must strengthen their courses by adding practical courses to acquire entrepreneurship skills.

Amjad (2022) findings indicate that economic, individual, political, and social factor entrepreneurship skills were important for sustainable growth and inspired educated young people to launch their own businesses in order to contribute to the economy's development. In addition to this, the survey also said that university workshops, conferences, and seminars on motivation and entrepreneurial skills inspire young people to launch their own firms. The government has a crucial role to play in assisting educated young people in pursuing entrepreneurship and enabling them to contribute positively to the process of development.

Casanovas et al. (2022) verified that university students who engaged in vocational training had superior entrepreneurship skills than those who joined from baccalaureate. Thus, compared to bachelor programmes, the incorporation of specialised entrepreneurship education modules and the use of dual training clearly foster entrepreneurial innovation and capacity. Similarly, having the personal qualities of a successful leader—being gregarious and passionate—has a beneficial impact on entrepreneurial skills. This further shows that males evaluate their skill levels much higher than women do. In addition, students' skill levels are raised when they combine their academic training with paid employment, in addition to participating in extracurricular activities. Overall, the result showed that participants gave somewhat higher ratings to personal skills than to social skills.

Mutwila (2021) attempted to determine the factors that influence women's entrepreneurship and enable them to launch firms by grabbing chances. The findings indicated that among the seven factors chosen, five are responsible for determining the level of entrepreneurial competency among women in Lubumbashi. These include the work experience, goals pursued, level of education, drive for entrepreneurship, and, lastly, the calibre of interpersonal connections. When it comes to launching a firm, the other two factors, such as background knowledge and risk tolerance, have no impact on the outcome.

Vega-Gomez et al. (2020) studied the determinants of the variables of openness, conscientiousness, extraversion, agreeableness, and neuroticism in order to generate entrepreneurial skills. The study outlines only three of the components that have an impact on entrepreneurial skills. Openness, or the capacity to be receptive to new experiences and ideas, is hence a personal trait that ultimately helps one acquire or improve entrepreneurial skills. Similarly, having the personal qualities of a successful leader—being gregarious and passionate—has a beneficial impact on entrepreneurial abilities. Ultimately, resilience and self-assurance in the face of stressful circumstances, or the lack of neuroticism, also serve as favourable foundations for entrepreneurial abilities. Vega-Gómez et al. further stated that entrepreneurial skills are the major predictors of attitude and perceived control, and attitude is the key component that affects the inclination to get into a company.

Acharya & Chandra (2019) investigated the influence of knowledge, skill, and attitude cultivation on the establishment of new ventures, with a focus on entrepreneurial skills acquisition through education. According to their study, the transition of entrepreneurship education in tertiary institutions from traditional classroom lectures to a more contemporary approach places an emphasis on developing students' competencies, knowledge, skills, and attitudes, which has a positive impact on improving their primary capabilities.

Reyad et al. (2019) examined how entrepreneurial skills affect entrepreneurial mindsets among Bahraini and Egyptian students. The purpose of their study is to determine whether and to what extent entrepreneurial skills influence entrepreneurial attitudes, and the results showed that entrepreneurial skills have a significant influenced on the development of entrepreneurial attitudes, indicating that students who acquire these skills are more likely to adopt an entrepreneurial mindset. To support this finding, Celina and Katarzyn (2018) provided evidence for this finding by assessing students' entrepreneurial attitudes and skills. They found that having skills increased students' self-confidence and made them feel capable of starting their own business. They also predicted that having a high level of skills would have a positive impact on students' attitudes towards entrepreneurship.

Mamun, Fazal & Muniady (2019) analysed entrepreneurship skills, competences, and firm performance. The result outlines that acquiring essential entrepreneur skills had a beneficial influence on entrepreneurial abilities. On the other hand, the study demonstrated a minor influence of entrepreneurial skills on entrepreneurial competency among micro-entrepreneurs. In reality, entrepreneurs require several skills to build unique competencies for successfully operating entrepreneurship. The results also showed that having entrepreneurial skills had a positive impact on business performance. The study also made it clear that networking and a focus on the market positively affect corporate performance. Networking was important for fostering entrepreneurial abilities, but it did not ensure the success of microbusinesses.

Abdul (2018) analysed the effect of entrepreneurial skills on the growth of SMEs in Nigeria and compared entrepreneurs among minority groups in the United Kingdom. Abdul noted that it was obvious that entrepreneurial skills have a positive influence on the growth of SMEs. Despite the diverse contextual complexity of entrepreneurs, all the participants agreed that entrepreneurial skills have an effect on their firm's success. Problem-solving skills, creativity thinking, and communication were identified as the most potent skills for SMEs growth in both national contexts. However, entrepreneurs in Nigeria stress creative thinking over problem-solving and communication skills. The findings also indicated that respondents strongly agreed that entrepreneurial skills had promoted their firm both internally and externally, allowed them to generate employment, and increased their competitive abilities.

Abdullah et al. (2018) constructed entrepreneur skills into three categories, such as strategic skills, management skills, and resilience skills. The finding indicated that all three skills have significantly positive impacts on the development of the production sector, and resilience skills contributed the most out of the three skill categories. Hence, the study alludes to the idea that resilient talent is the key to success and survival. They further noted that the performance of marble manufacturing businesses may be enhanced by strengthening entrepreneurial skills, with more focus given to resilience and management abilities. Resiliency is a key trait of an entrepreneur. It is the product of the interaction between entrepreneurs and

their surroundings. In truth, it is a dynamic and developing process through which entrepreneurs obtain the information, talents, and skills to help them confront the unpredictable future with a positive attitude, creativity, and optimism, and by depending on their own resources.

In order to determine the most effective entrepreneurial skills in business education, risk-taking, critical thinking, problem-solving, and innovation that encourage students to work for themselves, Badawi (2019) investigated whether and to what extent entrepreneurial skills influence the entrepreneurial cognition of Bahraini and Egyptian business students in starting new businesses. The study corroborates the considerable influence of entrepreneurial skills in creating entrepreneurial mindsets. The results demonstrated that the crucial entrepreneurial skills recognised by business students to start their own firm are risk-taking, critical thinking, and problem-solving, respectively.

Almahry & Sarea (2018) studied how entrepreneurship education affects the level of numerous skills of entrepreneurs, which include technical skills, business management skills, and personal entrepreneurial skills. They noted that enhancing entrepreneurial education is vital to equipping entrepreneurs with the skills they need to manage the day-to-day operations of their businesses and overcome the difficulties and setbacks they are bound to encounter. Furthermore, the influences of entrepreneurial education in imparting entrepreneurial skills demonstrate that business management skills, technical skills, and personal entrepreneurial skills are all affected by the level of entrepreneurship education.

Abdullah et al. (2018) evaluate the three components of entrepreneur skills, such as resilience, management, and strategic skills. The results indicated that, after management and strategic skills, resilience skills have the greatest impact on the success of the marble manufacturing industry. Therefore, by strengthening entrepreneurial skills, more emphasis should be placed on resilience and managerial skills, which can improve the performance of the marble production business.

Leon (2017) conducted research to ascertain the extent to which the faculties of economics and business administration in the member states of the European

Union foster the growth of their students' entrepreneurial skills. The study outlines that students in European business schools are able to acquire most of the necessary entrepreneurial skills, including the ability to work together as a team and the know-how to communicate with others. Furthermore, the educational programmes enhanced cognitive, functional, and behavioural skills by mixing lectures with active learning strategies. These behaviors are impacted by cultural differences and affect a country's ability to be a top performer in terms of entrepreneurship growth. They also offer insightful information about the competencies that the next generation of entrepreneurs will possess, which will shape their behaviour in the workplace regardless of whether they decide to become enterprising employees or business owners.

Meng Chew et al. (2016) investigated the perceived entrepreneurship skills among undergraduate students in private institutions based on academic age groups and gender. The survey found that every undergraduate student regarded themselves as having at least moderate levels of all of the entrepreneurial abilities measured in this study. According to all three academic age groups, the area most lacking in skills was found to be technical skills, followed by problem-solving. The result emphasised that third-year students had greater rated entrepreneurship skills than their juniors. According to the report, students at private universities are relatively confident that they have been equipped with entrepreneurial abilities to handle problems after graduation and throughout their lives. Undergraduates regarded themselves as becoming more entrepreneurial as they progressed through their academic careers. This could be attributed to their developing understanding of the necessity of entrepreneurship as they approached graduation and entered the workforce.

According to Din, H.H., et al. (2016), students' entrepreneurial skills are greatly enhanced by the university's entrepreneurship course. The results further noted that the relationship between the degree of self-efficacy, risk thinking, and business plan components and the effectiveness of the entrepreneurship programme impacts entrepreneurial skills. Accordingly, the study suggested that entrepreneurship education and training at a public institution can encourage entrepreneurial activities and develop entrepreneurial skills.

Johnson, S. et al. (2015) noted that there is considerable proof that entrepreneurs learn less successfully from traditional pedagogic methodologies that are common in a majority of the educational sector, as well as some suggestion that a task-oriented approach focused on real-world business problems would be beneficial to this demographic. Practical learning and peer interaction seem to be useful for the cultivation of entrepreneurial skills, as does exposure to a variety of cultures, backgrounds, and experiences. Innovation, adaptability, and variety are considered to be important learning processes that are predicted to engage entrepreneurs and result in greater skills in entrepreneurship. There is also evidence that a lack of entrepreneurial skills may be limiting business growth in some circumstances. The study proposes five essential aspects that are expected to support the successful execution of entrepreneurial skills, such as the participation of both the individual and the enterprise. Learning through direct experience rather than through traditional teaching methods, delivered as a component of larger business support initiatives as opposed to standalone training sessions, urging participants to make a commitment, and collective learning, encompassing not only individual entrepreneurs.

Sousa & Almeida (2014) examined entrepreneurship skills development in order to develop a model of an entrepreneurial skills set. The investigation found two key skill sets required to launch a successful new venture: personal skills and business skills. Personal skills comprise cognitive, social, and relational abilities, as well as technical and management skills, whereas business skills encompass strategy, product or service, management framework, and organisational framework. The study further elaborated that the knowledge of the entrepreneur is based on cognitive skills, social and relational skills, technical skills, and management skills. The combination of these skills is crucial to creating a successful new business.

The Organisation for Economic Cooperation and Development (OECD-2012) of the European Union has recognised three primary categories of skill sets necessary to achieve success as an entrepreneur. The skill sets can be categorised into three categories, such as entrepreneurship skills, technical skills, and management skills. The education and training needed to acquire such skills heavily rely on the existing human capital of individuals prior to starting their entrepreneurial venture. It has

been stated that acquiring these skills generate individuals who are capable of taking initiative and realising their full potential, regardless of whether they become entrepreneurs or not.

According to Adeyemo (2009), skill is defined as an attribute of performance that is not solely dependent on a person's fundamental, inborn nature but may be improved via education, experience, and practical training. Although the skill is primarily acquired through education, it also incorporates efficiency and the concept of economy into performance. Entrepreneurial skills are the fundamental skills required to create a successful venture. Thus, entrepreneurial skills are the core skills that help a person start, grow, and achieve in business.

2.3 Entrepreneurial Education

Wang et al. (2023) examined the potential direct or indirect effects of entrepreneurship education on entrepreneurial inclinations through entrepreneurial self-efficacy. The results further indicate that there are notable disparities in the entrepreneurial aspirations of college students based on gender and whether or not their families have owned a firm. Entrepreneurial Education (EE) helps students build their entrepreneurial attitudes and skills, as well as their capacity to search out new entrepreneurial possibilities, hence boosting their motivation to start a firm. Thereby, it has a major beneficial influence on students' entrepreneurial aspirations.

According to Almeida, F. (2023), students who have worked in the business world also exhibit stronger emotional intelligence (EI) and a greater understanding of the value of entrepreneurial education in the start-up process. An important factor in determining the significance of entrepreneurial education in relation to entrepreneurial purposes is the professional experience of the students. This study came to the conclusion that people who have worked in their field for a while feel more comfortable starting new companies that are somewhat related to it. Almeida also highlighted that the skills learned in the field of entrepreneurship not only provide these students with the chance to launch their own businesses but also have a practical application in helping them advance to managerial roles within their organisation.

Shittu & Yinusa (2023) evaluated the formal and informal entrepreneurship education offered in Nigerian universities in order to assist students in instilling entrepreneurial mindsets and discovered that both formal and informal support for entrepreneurship education is a useful tool for students' development of entrepreneurship skills. Students' capacity to acquire entrepreneurial abilities has been greatly aided by the formal and informal modes of support that are available to them. The growth of students' entrepreneurial skills and their level of encouragement from their peers were significantly correlated. The study also found that a positive attitude towards starting a business is linked to the perception of ease of accessing support from government institutions, and that universities that formally support entrepreneurship through established policies and by promoting engagement with industries and external stakeholders create a positive climate for students and lecturers. Regarding informal education, Shittu & Yinusa also noted that, among other things, workspaces, workshops, enterprise awareness events, business plan competitions, visiting entrepreneurs, and informal support in the form of facilities are genuine instruments that encourage students to cultivate their entrepreneurship skills. Students are inspired to explore entrepreneurship when they understand that the institution supports their desire to become entrepreneurs by offering pertinent facilities and tools. This finding suggests a clear correlation between university students' development of entrepreneurial abilities and student assistance.

Zaini et al. (2023) explored whether university programmes might engage students' entrepreneurial intentions by successfully developing their capacity and knowledge to prepare them for job readiness in the relevant sector. They concluded that the entrepreneurship education supplied by the university might hamper the student's entrepreneurial ambition if the courses offered cannot adjust to changes in the business and economic environment. It can be noted from their study that the skills possessed by the student, ability, and knowledge before entering formal education in universities is higher than while students are attending their university education.

Ouragini & Lakha (2023) examined the influence of an integrated programme of entrepreneurship education on the intention of the students towards entrepreneurship. They came to the conclusion that most students expressed a desire to start their own firm someday and thought they were prepared to be entrepreneurs since they had an extroverted attitude. They added that students' entrepreneurial intention elements, that is, their desire to become entrepreneurs, and the anticipated personality traits have been significantly and favourably impacted by the aspects of entrepreneurship education that focus on cooperation, content integration, and integration. The result further highlighted that although the programme was classified as interdisciplinary, students expressed a strong desire to be entrepreneurs, viewing themselves as qualified to be entrepreneurs and possessing the traits that are required. The primary disadvantage they have indicated is that they want to have more business expertise.

Astiana (2023) revealed that the entrepreneurship education course positively and significantly impacts the entrepreneurial inclinations of university management students. He also noted that students majoring in business are greatly influenced by entrepreneurial education courses. The findings demonstrated that entrepreneurship education significantly improves students' entrepreneurial intentions. Students who learn about entrepreneurship view business as a rewarding career option. The greater comprehension of entrepreneurial nature is the indication with the highest score on the entrepreneurship education variable. This suggests that students' comprehension of the qualities required of an entrepreneur has grown as a result of taking entrepreneurship classes. As a result, individuals become more interested in starting their own business because they think their personalities are suitable for it.

Suryadi & Anggraeni (2023) employed the Theory of Planned Behaviour (TPB) linked with entrepreneurship education and individual personality. The results demonstrated that education about entrepreneurship and personality affect subjective norms and attitudes. Furthermore, entrepreneurship education has been demonstrated to form attitudes that can later impact students' aspirations to establish ventures. The study also noted that when students acquire a good attitude towards entrepreneurship owing to schooling, it boosts their ambition to establish a firm. The study also found

that entrepreneurial education has a major influence on influencing attitudes and subjective standards. Higher education institutions attempt to strengthen students' social, environmental, and economic capacities by providing them with training in business formation and entrepreneurial development. Thus, entrepreneurship education programmes should contain management courses to increase business competency and build favourable feelings about entrepreneurship.

Bayar et al. (2022) studied the influence of entrepreneurial education at elementary and secondary school levels, higher education levels, and general education levels on early-stage entrepreneurial ventures in selected high-income nations. The study found entrepreneurial education and general education had a considerable influence on early-stage entrepreneurial activity (TEA) in short-term periods. The co-integration study indicated that both entrepreneurial educations at the elementary and secondary levels, respectively, and the general education level favourably influenced early-stage entrepreneurial activities in the long run. Entrepreneurial education offers students the requisite information, an expanded capacity for critical thinking, and the skills and instruments necessary for business creation and management. Education also assists by offering them the possibility of correctly regulating and harmonising their emotions and views relating to their entrepreneurial ambitions.

Xevinkeng & Layman (2022) evaluated the effect of university entrepreneurship assistance on entrepreneurial intents and found that university entrepreneurship support positively influenced entrepreneurial ambitions and attitudes towards entrepreneurship, subjective norms, and self-efficacy. The study also found a significant mediation effect of attitudes and self-efficacy on the positive link between university entrepreneurship assistance and entrepreneurial desires. The study also emphasised that the function of education in universities continues to play an important role in the development of students' identities, which promotes the growth of entrepreneurship among undergraduate graduates. As a result, the design of programmes, a mix of hands-on training, and an entrepreneurial environment at the higher education level must be priorities for the growth of entrepreneurship in undeveloped nations.

Romero-Galisteo et al. (2022) also revealed that entrepreneurial self-efficacy, attitude, and personality are successfully encouraged by entrepreneurship education. It follows that a thorough entrepreneurial education at the university is crucial, especially for students studying health sciences. As a result, they suggest that university entrepreneurship education should concentrate on the opinions of the students, which needs to be considered while developing and implementing university entrepreneurial programmes to promote favourable entrepreneurship for the students.

According to Duong et al. (2022), entrepreneurial education has influences on entrepreneurial behaviour through two mediators, such as enthusiastic attitudes and intention, in addition to having direct impacts on entrepreneurial attitudes and behaviors. Based on these data, researchers came to the overall conclusion that master's students were more likely to participate in entrepreneurial activities and had a more positive attitude towards entrepreneurship after receiving entrepreneurial education. On the other hand, it was not discovered that entrepreneurial education significantly affected start-up intentions.

Setiawan et al. (2022) investigated and observed that perceived educator proficiency and social support are critical elements in the development of self-efficacy in teenagers. Students are more confident when their lecturers possess entrepreneurial skills. The findings of this study support the importance of entrepreneurial self-efficacy in entrepreneurship education. Because their lecturers serve as role models, students have more confidence in their ability to engage in entrepreneurial activities when perceived to be entrepreneurially competent. Similarly, social support from family, friends, significant others, and entrepreneurship teachers will increase students' confidence in their entrepreneurial responsibilities. As a result, individuals have higher levels of entrepreneurial self-efficacy, which leads to the development of an entrepreneurial attitude. When students believe that their professors have entrepreneurial abilities, they will see entrepreneurship more positively and have a better attitude towards it.

According to Zhou et al. (2021), entrepreneurship education is positively impacted by undergraduate, master, and postgraduate students. It also demonstrates that entrepreneurship education encourages graduates to pursue an entrepreneurial career by providing them with the necessary information and abilities. People who have attended colleges and universities are therefore equipped with knowledge and skills that significantly improve their ability to engage in entrepreneurship. Zhou et al. further highlighted that the school significantly gives some opportunity for people to discover new ways of doing business or start new companies owing to learning some fundamental skills in entrepreneurship during their education.

According to Akpoviroro et al. (2020), taking part in entrepreneurial education has a major impact on career development. The report also stresses how entrepreneurship education is capable of being a transformative learning experience for students. As a result, entrepreneurship education may have an impact on students' conduct and future career choices. Entrepreneurial education considerably helps students' ambitions to pursue entrepreneurship by offering a platform for career reflection in which students can find out more about entrepreneurship, their work environment, and future entrepreneurial opportunities.

Prabhu (2020) analysis of entrepreneurship education and skills among students of the science and arts stream in colleges noted that entrepreneurs are not in-born nature; they are created through education by imparting knowledge and skills for a new venture. Thus, those who wish to start their own business should at least enroll in entrepreneurship courses to gain the fundamental knowledge and basic skills needed to launch and grow a successful business.

Olutuase et al. (2020) performed a study, and the results revealed that in every given socio-economic setting, entrepreneurship education is considered an effective instrument to cultivate the entrepreneurial abilities an economy needs to grow and flourish. It was also found out that institutional context is not significantly connected to teaching techniques, just as both of them did not considerably affect the entrepreneurial abilities of students. This conclusion implies that, given the considerable influence of one component of entrepreneurship education on

entrepreneurial abilities, it does not inevitably imply other components will have the same outcome. The results suggest that the content of the entrepreneurship programme substantially affects the entrepreneurial skills of students. The institutional environment and training techniques are not substantial in their influence on entrepreneurial abilities.

Abioye (2020) studied the influence of the entrepreneurship education curriculum on imparting knowledge and intention towards entrepreneurship among graduate entrepreneurs. In contrast to other research, this study discovered that although the course gave information and informed purpose, the knowledge in most cases was simply a theoretical component, which was not beneficial in the actual world. The students thought that the abilities they received from entrepreneurial education programmes were not very useful in the real area. However, she concluded that the entrepreneurial education programmes, to a considerable extent, encourage students to have favourable intentions towards starting new ventures in the future.

Wach & Głodowska (2019) outline that entrepreneurship education, in particular, and education in general both have a critical role in helping learners develop entrepreneurial attitudes, skills, competences, and cultures. In order to promote entrepreneurship as a specific course taught at all educational levels, from the primary level to the tertiary level (undergraduate and postgraduate students), many countries have launched entrepreneurial efforts in recent years, with an emphasis on research and doctoral studies in entrepreneurship. In connection with this, Wach and Bilan contend that defining the subject matter of entrepreneurship education is crucial in order to guarantee the execution of the established priorities. It is important to emphasise that entrepreneurship is not limited to the capacity to launch and manage one's own company or to small and medium-sized businesses, as is frequently the case. Notably, education in entrepreneurship needs to guarantee that students gain the information and abilities necessary to launch and manage a firm, as well as develop innovative, creative, and enterprising mindsets.

Winarno (2019) evaluated the vocational entrepreneurship education offered at the high school and college levels and noted that students are unable to convert

their theoretical knowledge-based learning into actual business creation. One of the main sources of the issue is the current educational system; it has to be drastically changed to adopt a more practical approach to teaching. By doing this, we can uphold quality and teach our children (learners) to be more effective in the real world. Another major issue of this study is the promotion of high-quality education, which aims to bring out the best in educated youth's abilities, knowledge, and creativity. As a consequence, they will discover their skills and capabilities, which will improve the quality of the learners.

Li & Wu (2019) explored how entrepreneurial education improves the desire of the student to start-up entrepreneurship among learners by analysing the moderating effects of team collaboration on the effect of entrepreneurial education on entrepreneurial self-efficacy and entrepreneurial enthusiasm. The results showed that entrepreneurship education enhanced people's entrepreneurial self-efficacy and enthusiasm. Li and Wu found that the connection between entrepreneurial education and passion and the association between entrepreneurial education and self-efficacy were both strongly mediated by team cooperation. Students are especially more likely to enhance the impact of entrepreneurial education on entrepreneurial self-efficacy and entrepreneurial enthusiasm when they perceive a high degree of teamwork.

Liu et al. (2019) studied the effects of entrepreneurship education and self-efficacy on entrepreneurial intention among college students. The results showed that entrepreneurial education has a large and positive impact on college students' entrepreneurial intentions but not on entrepreneurial attitudes. However, it was discovered that entrepreneurial self-efficacy significantly and favourably influences both entrepreneurial attitude and intention. Additionally, entrepreneurial attitude partially mediates the relationships between entrepreneurial self-efficacy and intention. College students' entrepreneurial ambition is greatly influenced by both entrepreneurial education and entrepreneurial self-efficacy.

Barbara & Atienza (2018) investigated the impact of entrepreneurial education on engineering students, and they found that entrepreneurship education

positively influences students' aspirations to pursue entrepreneurship. A university that has the resources and expertise to provide higher education must play a significant role in society. Thus, the study's findings reveal the entrepreneurial nature of engineering students and validate the beneficial influence that entrepreneurship education has on their desire to launch a company. The findings also indicated that the entrepreneurial training programmes had no noticeable impact on the students' inclination to pursue entrepreneurship. Formal learning from entrepreneurship-related courses exhibited the most positive association with intentions, mediated by entrepreneurial self-efficacy.

Sancheza & Atienza (2018) performed a study among engineering students to examine the impact of entrepreneurship education. Thus, the study supports the positive impact of entrepreneurship education on individuals' intentions to launch new businesses. Therefore, the institution of higher learning must take the initiative in providing the technical know-how and infrastructure required. The results, however, demonstrate that formal education associated with entrepreneurship has a significant positive association with the intention to pursue entrepreneurship and the effectiveness of entrepreneurial training to launch successful new ventures.

Kalyoncuoglu et al. (2017) noted that students who received entrepreneurship instruction showed a statistically significant rise in their entrepreneurial goals. This result demonstrates the favourable impact of business departments in Turkey on students' entrepreneurial intentions and supports the idea that education and training may boost entrepreneurial intentions. The study also revealed that the higher inclinations towards entrepreneurship among those who had entrepreneurship education are particularly noteworthy in relation to the aspects of tenacity and resolve, initiating, and managing their own firm.

According to Barucic & Umihanic (2016), there are two types of entrepreneurial education which include formal and informal. Formal entrepreneurship education involves students learning through active engagement and hands-on experimentation through theory lectures, business plan seminars, training, or simulations. Whereas informal entrepreneurship education is associated

with autonomous types of learning about entrepreneurship, such as learning from books and manuals, internet training, and social networks like peers, family, and relatives, as well as assistance from existing entrepreneurs or other individuals.

Enu-Kwesi & Asitik (2012) While assessing education and training, youth employment situations, and infrastructure, they determined that the current educational system provides graduates with the necessary information and abilities to establish their own businesses. However, many students believe that solely skill-based topics, such as vocational and technical skills, may serve as the foundation for a company start-up. They argue that the current educational framework emphasises academic content above technical and practical courses. As a result, there is a disparity, especially between the secondary school product and the requirements for business. The availability of start-up money and the possession of skills foster an atmosphere that is conducive to business success. An enabling environment in this case consists of the essential utilities, such as power, communication services, and a decent road system.

Blenker, P. et al. (2008) examine how changes in the university setting have affected the fields of entrepreneurship education. The study noted that the university education system and the content now in place are unable to foster students' enthusiasm, creativity, and entrepreneurial spirit. Rather, entrepreneurship education necessitates pedagogical procedures, learning frameworks, and teaching approaches that colleges now lack. Nonetheless, these adjustments include concurrent adjustments to didactics, pedagogy, and the academic setting. Knowledge has been dispersed by traditional universities using a teaching methodology. In order to instill an entrepreneurial mindset in the students, this study recommends a pedagogical method that takes into account courses as well as other university study activities and the surrounding environment.

2.4 Barriers to Entrepreneurship

According to Tumati & Kumar (2023), one of the biggest obstacles faced by participants is obtaining the seed capital to launch a business. The main obstacles faced by students stem from the lack of recognition of young individuals' entrepreneurial mindsets within social and cultural norms. Their entrepreneurial pursuits are hindered by a dearth of government support and facilitation. They lack the technical and practical skills to launch their firm, and their fear of failure would make it very difficult for them to do so. Moreover, fear of failing was identified as the main barriers that university students faced when deciding to pursue an entrepreneurial career.

Khiangte, R.; Lalremruati, N.; & Lalengzama (2023) studied major barriers encountered by the youth to venturing business in Lawngtlai district in the state of Mizoram. The results indicated that the main constraint faced by the respondents in Lawngtlai District is the transportation problem, followed by the high cost of materials in the area. The presence of nepotism in entrepreneurship-related schemes and programmes was also identified as a significant impediment by the respondents. The outcome also indicates that difficulties in accessing government schemes and a lack of training are significant impediments, with equal mean scores. Surprisingly, unlike other studies, the study considered a lack of start-up funds as well as the unavailability of a committed mentor or eligible guidance as the least significant limitations.

Kumar & Kumra (2023) examined the obstacles faced by trainees in rural self-employment training institutes in the state of Punjab. They identified eleven major barriers, including unfavourable attitudes from family and society, a lack of funding, a lack of an entrepreneurial culture, a lack of infrastructure, a lack of skills and experience, a lack of raw materials, a lack of decision-making experience, marketing issues, intense competition, intricate government rules and regulations, and an assessment of new technology. The result highlighted that the biggest obstacle to trainees' success as entrepreneurs is the unfavourable attitudes of their families and society, which are followed by financial limitations. Additionally, Kumar & Kumra

pointed out that the learners at this rural training centre deal with the same issues as other business owners do. The four main areas of concern are marketing, finance, human resources, and management. The report also suggested several solutions to these issues, including the establishment of unique financial cells to lend money to aspiring business owners at discounted rates, a sufficient supply of raw materials, the formation of marketing cooperatives, and the provision of additional training facilities. It is actually necessary for these kinds of organisations to provide more effective training and handholding support to aspiring entrepreneurs in order to solve all of their issues and help them become successful business owners.

Alnassai (2023) conducted a study and focused on small company owners while examining elements that function as market impediments to entrepreneurship. These include lack of social networking, fear of failing, risk aversion, lack of resources, political unpredictability, and economic volatility. The findings indicate that it is challenging for company owners in the United Arab Emirates to start entirely new operations due to a lack of resources, risk aversion, and fear of failure. The study has been made more robust by considering a variety of psychological and institutional impediments. Fear of failure, aversion to risk, and a lack of resources are all major factors influencing the growth of entrepreneurship among small company owners in developing nations. The study further noted that encouragement of the nation's economic development and expansion is necessary to motivate entrepreneurs to start new ventures. A government that plays a role in promoting bank lending to entrepreneurs and shielding their ventures from external business environment obstacles like political upheaval, civil unrest, or conflicts creates a favourable business climate for entrepreneurs. Collaboration across various government agencies and organisations to eradicate impediments to entrepreneurship might potentially expedite the establishment of new businesses.

Thy et al. (2022) examined entrepreneurial intention among students based on four barriers such as mental barriers, market barriers, educational environment barriers, and knowledge barriers. The four identified obstacles were found to have significant influences on entrepreneurial ambition and played a crucial role in their decision-making among management and economics students. The findings also

revealed that mental hurdles are the most potent impediments influencing students' entrepreneurial intentions. Market constraints were also identified by the participants as a stumbling block to venturing into new business.

Rasool et al. (2022) investigated postgraduate university students' entrepreneurial expectations and aspirations, as well as perceived barriers to entrepreneurship. The results outline that stress avoidance expectations, business knowledge, lack of financial knowledge, fear of failure, risk evasion, and stress avoidance were considered as key hurdles. Cognitive obstacles are one of the most significant challenges that prevent university students from pursuing entrepreneurial endeavours. These impediments can be removed by performing different corrective actions. Universities will play a critical role in supporting entrepreneurship via their teaching and training. Universities must be on the cutting edge of not just providing expertise but also getting involved in entrepreneurial activities.

Ahmed & Ahmed (2021) highlighted the probable limitations that restrict young people from launching a business. The results indicated that negative government policy is the major challenge. Limited access to capital was the second biggest key barrier to young entrepreneurship in Ethiopia. In addition, youth entrepreneurs who are working in the different sectors of micro and small firms face multiple-dimensional issues of varying degrees of complexity. The study suggested that policies and targeted expenditures by the government are needed to generate jobs, especially for young people between the ages of 15 and 29.

Lalthanmawia (2021) has emphasised that the unavailability of start-up capital is the main challenge encountered by rural women-owned enterprises. The result further noted that rural women in this area never get any financial support from government agencies; most of the women totally rely on the support of their families to run their businesses. Thus, women require the encouragement and support of their families, communities, and society at large, particularly financial institutions. He further observed that rural women possess the required skills, basic knowledge, and ability to manage small-scale businesses.

Pahurkar et al. (2020) investigated perceived hurdles for entrepreneurship development among 500 respondents from various management institutes under the University of Pune pursuing their first year. They found that the biggest obstacle that management students perceive to be in the way of starting a firm is the need for finance, with the lack of it being a major deterrent. Having trouble in accessing government programmes and assistance is ranked as the second biggest impediment that prevents students from pursuing their entrepreneurial dreams. In addition, the participants identified environmental circumstances as an obstacle that needed to be overcome in order to establish and operate a business. These conditions, together with the availability of raw materials, were ranked as the fourth and fifth perceived barriers. The survey also revealed that management students saw the lack of raw materials as a significant hurdle that might prevent them from operating a successful firm.

Baliyan, S.P. et al. (2020) investigated barriers to entrepreneurship as perceived by male and female students. Lack of business premises, inadequate infrastructure, and insufficient start-up funds were found to be the top three significant predictors among the fifteen constraints in entrepreneurship under investigation. There was no evidence of a gender difference in the barriers to entrepreneurship, suggesting that both male and female graduates encounter the same obstacles. Baliyan, S.P., et al. also noted that lack of start-up funding, inadequate infrastructure, and a shortage of business premises were the top three obstacles preventing male students from pursuing entrepreneurship. The survey revealed that among female graduate students, the biggest obstacle they perceive is a lack of business premises, followed by a lack of start-up funds.

Cho et al. (2019) revealed that the obstacles include prejudice, fear, and a lack of expertise about financial management. Fear of failure is found to be the most potent barrier to creating new venture, that fear was explored from a variety of angles, and participants shared concerns that, as a result of prejudice in their area, their ethnicity would actually provide obstacles rather than possibilities. Many of the participants also expressed their concern about discrimination on the basis of their gender and ethnicity.

Ali et al. (2019) evaluated the influence of social and psychological obstacles on the negative intention of female students to be entrepreneurs and analysed the mediating function of psychological barriers between social barriers and negative entrepreneurial intention. The study indicated that social obstacles do not directly contribute to diminishing entrepreneurial intention, but psychological barriers considerably reduce the intention of the female students towards entrepreneurship. The study also found that societal constraints such as demanding regulations and processes for starting a start-up firm, less prestigious occupations for females, and less acceptability of females as business leaders had considerable negative influence on the unfavourable intention towards entrepreneurship. On the other hand, the study reveals that psychological hurdles and uncertainty of success in business are in the top rank according to the mean score. The second-highest-ranking psychological barrier is fear of failure, followed by a risky career.

Lalhunthara & Lalthakima (2019) observed that, as far as industrial development is concerned, even after six decades of economic planning, Mizoram is still lagging far behind other states of India. The success rate is dismal owing to the absence of fundamental infrastructure like energy, communication, and transportation, coupled with a lack of vision and willingness. Lalrokhawma (2021) also noted the key hurdles that rural entrepreneurs in the state of Mizoram experience: insufficient financial and technical know-how, issues of connectivity, and marketing.

Muthu Kani & Helan (2019) noted that most of the Indian rural entrepreneurs encountered social problems; however, financial difficulties are given priority by the urban entrepreneurs. Additionally, rural entrepreneurs indicated they had higher technological problems than their counterparts in urban areas. Infrastructural support and technical insufficiency have proven to be key hurdles during the pandemic for both rural and urban enterprises.

Ali & Himel (2019) explored the impact of social and psychological barriers on female students' negative intentions to become entrepreneurs, as well as the function of psychological barriers in mediating the connection among social

constraints and negative entrepreneurial intentions. According to the study, social barriers do not considerably lower the intention to start a business, but they do have a strong negative correlation with the intention to do so. In addition to having a strong beneficial impact on negative intention towards entrepreneurship, psychological barriers as a mediating variable have a considerable and positive link with social barriers. The relationship between social barriers and the inclination to become an entrepreneur is partially mediated by psychological barriers. As a result, psychological and social barriers have a substantial impact on the intention to start a business and lessen the propensity of female students to pursue entrepreneurship. The results also showed that some female students said that a student's entrepreneurial purpose was thwarted by their family's unwillingness to support them in starting a new business as well as their own lack of entrepreneurial expertise.

Sharma (2018) looked into the barriers to entrepreneurship that young people in two different parts of Uttarakhand. He observed that the most common barriers, such as a lack of start-up capital, market competition and uncertainty, improper guidelines, a lack of business experience, government bureaucracy, and the nation's social and political environment. The study examined the differences between male and female perceptions of impediments to entrepreneurship. The findings support the notion that perceived impediments to entrepreneurship and entrepreneurial intentions, particularly among younger generations, are influenced by gender and regional culture. The research specifically stated that male participants from the Garhwal area had a considerably greater percentage of lack of professional experience than their female counterparts, on a regional basis. The survey also noted that, on the other perceived barriers, both genders from this location exhibited comparable tendencies. In the case of the Kumao region, the study found no gender disparities in the perceived barriers to entrepreneurship.

Amanamah et al. (2018) have offered a significant understanding of the obstacles that hinder entrepreneurial intention among university students. Hence, for educational programmes to be effective in Ghana, educational institutions must adapt their programmes to address the perceived obstacles to students' entrepreneurial aspirations. The government and colleges must comprehend the methods to cultivate

and foster aspiring entrepreneurs, even during their time as students. Activities to increase education, infrastructure, legal circumstances, and financial support for potential business founders should be significantly expanded. A robust support system, entrepreneurial education and the development of managerial abilities, and new government laws may go a long way in increasing entrepreneurial intent among graduates in Ghana.

Khiangte, R. (2018) conducted a survey among educated unemployed young people in Mizoram. He noticed that difficulty in accessing the government's scheme is number one barrier for urban youth entrepreneurs, while transportation problem was the biggest obstacle for rural youth. He further noted that lack of start-up capital and nepotism are also among the major barriers faced by the youth in this area when creating new ventures.

Meyer & Mostert (2016) examined female entrepreneurs participating in a South African University adult entrepreneurship curriculum. Similar to previous research, this survey also found that participants viewed a lack of start-up funds as the biggest obstacle. This is because women are typically seen as being less risk-tolerant, which makes banking institutions and other financing agencies unwilling to provide the necessary funds. The second most significant obstacle to the success of a firm is the inability to clearly define business objectives. This may be attributed to the lack of self-assurance among many women, leading them to perceive themselves as incapable of articulating organisational objectives. The results also revealed that participants ranked a lack of market research and experience as two of the biggest barriers to starting their own business.

Gomathi & Neela (2016) investigated the issues encountered by educated unemployed youth in India and discovered a number of challenges that prevent the youth from becoming employed or venturing entrepreneurship. They noted that there is a large gap between skill demand and supply. They further noted that education system is one of the key underlying reasons for the problem; our educational system requires a radical change and a switch to a more practical manner of teaching. The

study also highlighted that a lack of industrial and technical training is the key impediment contributing to mass unemployment among Indian youth.

Daizova (2016), in his study on small enterprises in Mizoram, assessed the different entrepreneurship initiatives in the state and noticed that a lack of appropriate starting funding is considered as the most major limitation. Lack of sufficient training is also determined to be the second most prevalent limitation, followed by a lack of means of transportation, low mineral resources, and inadequate accessibility.

Uddin & Khan (2015) examined the obstacles faced by Indian manufacturing sector entrepreneurs. The findings indicated that the biggest and least significant obstacles identified by these entrepreneurs were a lack of role models and entrepreneurship education and training. The results also showed that lack of expertise, lack of access to financing, and lack of entrepreneurial education and training are the three most highly regarded barriers. The absence of role models, administrative obstacles, and low self-motivation are the three restrictions that receive the lowest ratings. Regarding gender-wise differences, the study found gender differences in lack of personal drive, lack of examples to follow, and lack of experience. Region-wise disparities were discovered in lack of personal drive and lack of access to finance. Other restrictions are recognised equally across all ages of respondents. Education-wise, discrepancies were detected due to a lack of business contacts, a lack of expertise, and bureaucratic barriers. Age-wise differences were seen in all the restrictions except the lack of a role model.

Thakur (2014), in his study, noted that Mizoram is classified as a "non-industrial state" for a variety of reasons: its industrial base is relatively small, and its citizens are content with their government jobs and have little interest in pursuing entrepreneurial endeavours. The results highlight several barriers that prevented the youth from achieving their goals, including inadequate skill development that leads to a lack of necessary skills, a lack of vision and strategic thinking, a lack of risk appetite and inventiveness because typical Mizo entrepreneurs don't take risks and

instead choose to follow traditional paths, and an excessive amount of involvement in community and religious activities.

Sharma & Madan (2013) assess the effect of perceived barriers to entrepreneurship on students' career choice intentions, with a focus on taking up entrepreneurship as a career option among youths in their final year of various professional courses and about to graduate in the state of Uttarakhand. The result noted that students, in general, face numerous perceived obstacles to entrepreneurship, which significantly affects their inclination to initiate their own business ventures. The study found that most students were classified as having a high level of perceived obstacles, and these impediments had a positive influence on them. The personality type of an individual greatly affects the extent to which they see barriers to entrepreneurship. Consequently, it has been found that young individuals with different personality types have different levels of perceived obstacles when it comes to entering the field of entrepreneurship. The study revealed a positive correlation between the perceived intensity of obstacles and the choice to pursue entrepreneurship as a career.

Siddiqui (2012) studied the difficulties and obstacles encountered by women entrepreneurs in India. The primary concerns noted by Siddiqui include women's family commitments, gender inequality, the problem of financing, a low-level risk-taking mentality, and male-female competitiveness. He also outlines that India is a male-dominated traditional country where women are not expected to be equal to men. They are viewed as inferior to spouses and men, physically weak, and less confident to carry out the responsibilities of entrepreneurs. Accordingly, due to the lack of support from banks, creditors, and other financial institutions, women entrepreneurs face unique difficulties when starting their own businesses. As a result, they struggle greatly to raise capital and meet the demands of their companies. At the family level, women in India are accepting greater responsibility for bringing up children and keeping a better house with love and care.

Strobl (2012) states that the majority of the respondents perceived hurdles are significant when deciding whether or not to become entrepreneurs in the future. Although only about two-thirds of male students feel the same way, the majority of female students see inadequate contacts and a lack of entrepreneurial experience as their biggest obstacles to pursuing entrepreneurship. This suggests that male participants in their endeavour to become entrepreneurs are not deterred by these factors. Strobl also suggests that female participants view the obstacles more seriously than male participants. In this regard, the study indicates that women's ambitions towards entrepreneurship are stronger when they encounter with barriers.

Das (2012) examined the challenges that rural entrepreneurs in Northeast India face and found that the biggest obstacles faced by the participants are a lack of funding and the issue of marketing, followed by issues with management and human resources. Rural area in the northeastern region face difficulties in starting their own businesses due to geographical limitations since they are located in a corner and isolated area. One of the main issues this region faces is poor infrastructure, which is compounded by a lack of willingness to take on risk and deters would-be entrepreneurs from pursuing their dreams. The report comes up with several suggestions that there should be more attention paid to integrated rural development projects.

Sandhu et al. (2011) noted that postgraduate students confront many challenges, such as a lack of cash, a fear of failure, and a lack of social networking, all of which might stifle their entrepreneurial propensity. When compared to experienced businesses, the constraints faced by postgraduate students may have various characteristics. The findings further highlighted that the most significant obstacle to entrepreneurship is a lack of social networking, followed by a lack of money and an aversion to risk. Postgraduate students are much older and more experienced, and they may have family and financial obligations that make them risk-apprehensive. According to the report, male postgraduate students are more likely to pursue entrepreneurship than female students. Married students are also more likely to pursue entrepreneurial endeavours after graduation.

CHAPTER III

METHODOLOGY

In this chapter, a 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 depends on the methods and techniques adopted in the present study to a great extent. The previous chapter presented a critical review of the literature and the major research gaps therein. The present chapter describes the setting of the study and methodology, the study process, and the techniques used. The chapter also 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. The Setting: Profile of the Study Area

This study was conducted in the state of Mizoram in two of its districts of Aizawl and Lunglei. Aizawl district is located in the northern side with most populous district in the state, while Lunglei is the second most populous district situated in the southern part of the state, about 170 kilometers away from Aizawl.

3.1.1 The State of Mizoram

Mizoram, literally translated *'Land of the Highlander'* is located in the extreme cornel of India to the North eastern region, with neighbouring state with Assam, Manipur and Tripura. The state shares the international border with Myanmar (404 km) to the east and Bangladesh (318 km) to the west. The state is blessed with rich natural resources and has huge untapped young potential. The state covers an area of 21,081 sq. km and around 80 per cent of the area is hilly mountain. According to historians (Liangkhaia, 1938; K. Zawla, 1986; Sangkima, 1992), Mizo is one of the stocks of the Mongoloid race, believed to have originated from Chhinlung (cave seal with rock) located on the banks of Yalung in China and moved to Kabaw velley to Khampat before arriving at their current settlement in the middle of the 16th century.

Mizoram state is located in the north-south direction that boasts a harsh and striking mountainous landscape. The terrain is rugged and primarily composed of sandstone and shale that have been deposited in deltas and riverbanks. While the region doesn't have any significant mineral reserves, it is abundant in natural resources. The rivers in the state generally flow from north to south, with the Tlawng river, which is the longest river in Mizoram, meandering through the region. The area receives abundant rainfall from monsoon winds, with an average annual rainfall of over 254 cm, which nourishes the rivers. The mountain ranges in Mizoram are awe-inspiring and have an average height of 900 metres, dominating the skyline with their majesty.

Mizoram is considered one of the world's major biodiversity hotspots and is home to vast biodiversity. The natural vegetation in Mizoram is diverse, with tropical evergreen forests covering the lower altitudes and semi-evergreen forests dominating the upper slopes. Mizoram is particularly proud of its lush forests, with nearly 90.68 percent of its total geographical area covered in woods, offering a perfect habitat for a wide range of flora and fauna. The forest is fairly dense, covering an area of 130 square kilometres, and is a source of pride for the people of Mizoram. Besides its rich biodiversity, Mizoram is also abundant in bamboo resources, which cover about 31 percent of its geographical territory. The natural resources in the region are a testament to its resilience and the powerful forces that have shaped its landscape over time.

Mizoram was once called the Assamese district of Lushai Hills. The Mizo Hills District was the new designation for the Lushai Hills in 1954. The Mizo Hills District was given its current name, Mizoram, when it was constituted a Union territory in 1972. On February 20, 1987, Mizoram was officially inducted to India union as the 23rdstate. The state has a population of just over 10 lakhs, of which 555,339 are male and 541,867 are female. The sex ratio of the state is better than that of other states in the country, i.e., 975 females per 1000 males. The literacy rate of the state is 91.33 percent, the third highest in the country, with male and female literacy rates of 93.35% and 86.72%, respectively (*Statistical Handbook Mizoram-2020*).

In 2014, the Start-up India project was launched, which led to the implementation of the start-up ecosystem. This initiative has significantly contributed to making the state one of the fastest-growing economies in the country. The Gross State Domestic Product has been growing at an annual rate of 12.18%. As per the GoM, the state's economy is predominantly driven by the service or tertiary sector, which accounts for 50% (48.06% in 2021-22) of the total gross state value added. Even though the service sector dominates, the state is still considered industrially undeveloped, with no major industry. Therefore, around 60% of the population is engaged in agriculture and other related activities (Mizoram Economic Survey, 2021-22).

Figure 3.1: Location MAP of study area (State of Mizoram)

Source: https://www.google.com/search?q=map+of+mizoram+latest&tbm (1st Dec, 2023)

3.1.2 Aizawl District

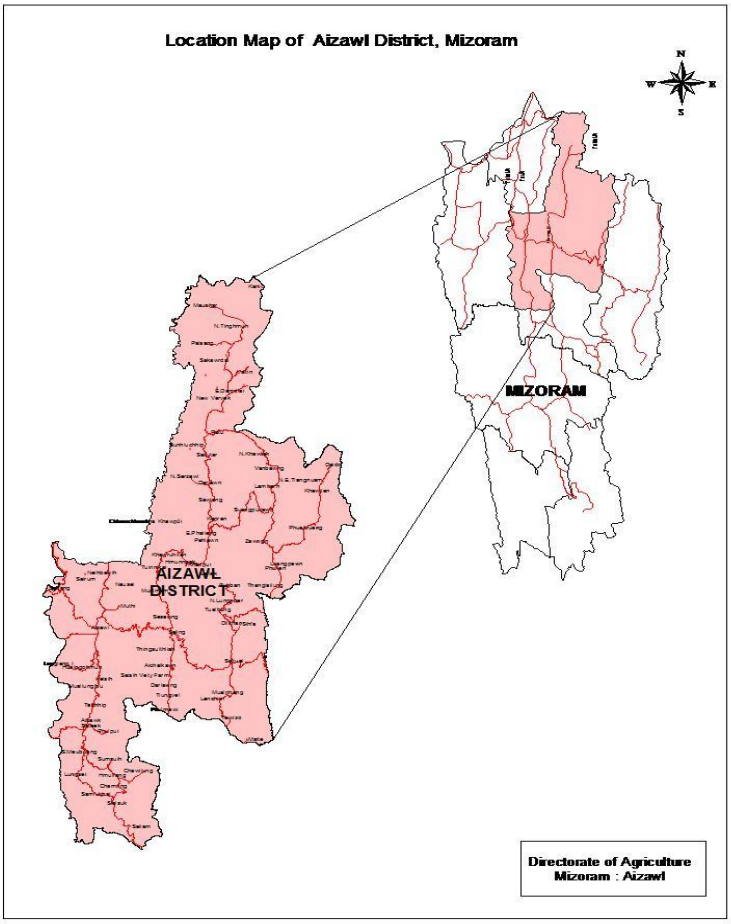
Aizawl is one of the districts and the capital city of the state of Mizoram. The district has a total size of 3576 sq. km with 122 people per sq. km. There are 400,309 people living in the district, of which, 201,039 are women and 199,270 are men. Aizawl district has a total of 82524 households with a population of 400309, of whom 199270 are male and 201039 are female. The Aizawl district has the average sex ratio of 1,009, and the district consists of five blocks, 96 villages, and seven towns. As per the census conducted in 2011, it was found that 78.6% of the total population of the region resides in urban areas, whereas 21.4% of the population lives in rural areas. The percentages of male and female literacy were 95.90 and 96.89 percent, respectively. A total of 69,775 individuals were literate; 35,914 of them were men and 33,861 were women. Since Aizawl being the state capital, 36.48% of Mizoram's total population resides in this district. The urban areas have an impressive literacy rate of 98.3%, while the rural areas have a literacy rate of 96.4%, indicating a high level of education in the region. Additionally, the sex ratio of the urban areas in the Aizawl district is 1,024, while that of the rural areas is 954. This information provides valuable insights into the demographics of the region and can help in planning and policy-making for the future development of the area (Census report-2011).

The city is situated in the northern region of Mizoram, situated on a ridge that towers 1132 metres (3715 ft) above sea level, just north of the Tropic of Cancer. During the summer months, the city experiences a warm and hospitable climate, with temperatures that range from 20 to 30 degrees Celsius, whereas in the winter, the climate is mild and comfortable, with temperatures that range from 11 to 21 degrees Celsius. The city's elevated location provides an awe-inspiring view of the surrounding area, making it a preferred destination for nature enthusiasts and thrill-seekers alike.

Out of the total population, 174,636 people were engaged in labour activities in Aizawl district. More than 86.7% of workers report that their job is their main activity or employment for more than six months, while 13.3% work in marginal

activities that provide a livelihood below six months. The majority of the 174,636 workers who worked on Main Work were growers or co owners: 36,249 farmers and 8,176 farm labourers. When it comes to the location of entrepreneurship, the government report shows that Aizawl district is home to nearly 75% of all registered enterprises (2,027 out of 2,718) in the entire state of Mizoram. The majority of these entrepreneurs are involved in manufacturing, printing and publishing, food items, handlooms, and tailoring, among other activities.

Figure 3.2: Location MAP of Aizawl District, Mizoram



Gps Location & coordinates: 23° 43' 37.5816" N, 92° 43' 3.4896" E.

source:https://www.google.com/search=showing+map+of+Aizawl+district (3rd Dec, 2023)

3.1.3 Lunglei District

Lunglei District is the second-largest district in Mizoram and is situated in the southern region of the state. It shares borders with Serchhip District to the north-east, Mamit District to the north-west, Hnahthial District to the east, Siaha District to the south-east, and Lawngtlai District to the south-west. The district also shares an international border with Bangladesh on the west. Lunglei District is located at the heart of Mizoram and is connected to the state capital, Aizawl, via the National Highway that passes through Seling and Serchhip. It is also accessible via the World Bank road that originates in Aizawl and passes through Thenzawl town. The total area of Lunglei town, which extends from Thaizawl in the south to Kawmzawl in the north and Hauruang in the west, including Vanhne in the north-west, to Zobawk in the east, is 55.08 sq. km.

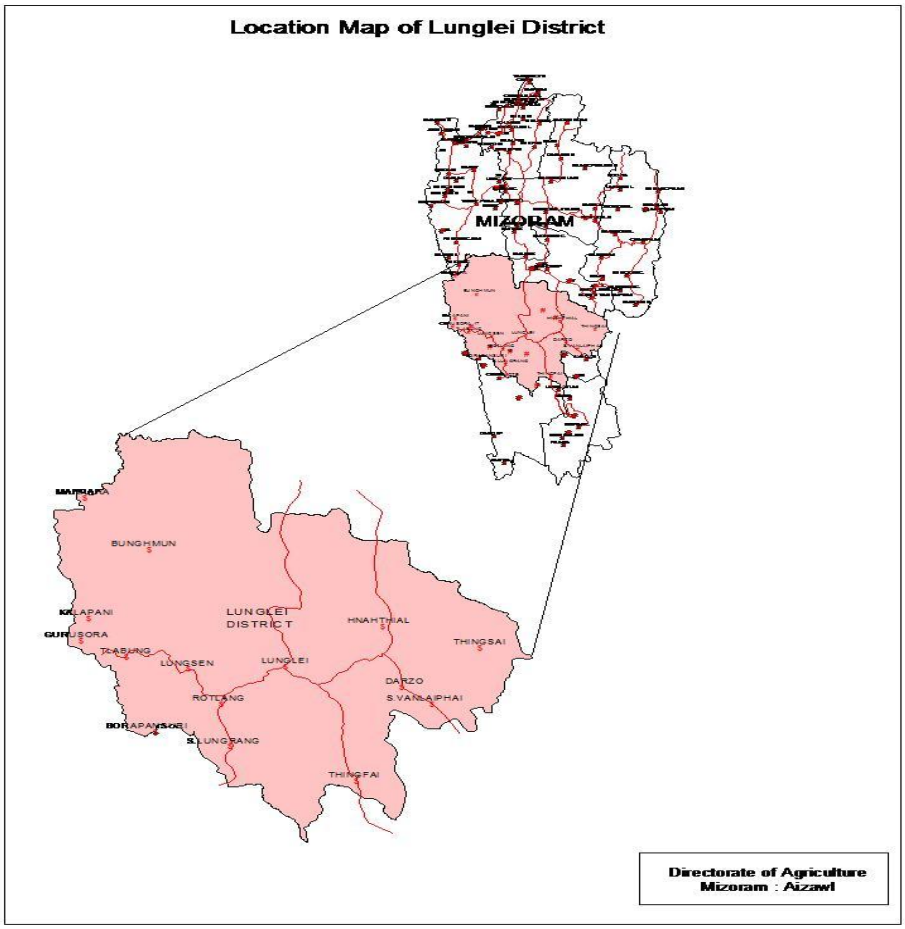
The district of Lunglei is overseen by the Deputy Commissioner and is divided into three R.D. blocks: Lunglei RD, Lungsen RD, and Bunghmun RD Block. The climate of Lunglei is temperate throughout the year, providing a suitable environment for agriculture. The district's economy relies primarily on agriculture, and its residents earn their livelihoods from cultivating crops, including cash crops such as rubber and coffee. Jhum cultivation is the primary farming method used in the region, with rice as the primary crop. Forests cover approximately 9.97% of the district's total land area. Cottage industries also contribute significantly to the region's economic growth, producing agricultural equipment, handloomed cloth, woven textiles, furniture, and cane and bamboo products.

The Census-2011 provides significant insights into the demographic composition of Lunglei district. The data reveal that 42.6 percent of the total population of the district resides in urban areas, while the remaining 57.4 percent lives in rural regions. The literacy rate in urban areas is notably high, averaging at 97.8 percent, as compared to the rural regions, where it stands at 81.8%. The sex ratio of the district is quite similar in both urban and rural areas, with 947 and 948 females per 1000 males, respectively. The district spans over an area of 4,536 square kilometres, with a population density of 36 people per square kilometer. The Census

data further reveals that the urban area of Lunglei district covers around 66 square kilometres, while the rural area spans over 4,470 square kilometres. The total urban population of Lunglei district was 68,752, out of which 35,314 were males and 33,438 were females. In contrast, the rural areas had a male population of 47,577 and a female population of 45,099. These statistics provide a comprehensive understanding of the demographic and geographic distribution of the population in Lunglei district (Census Report-2011).

A total of 78,292 individuals in Lunglei district were engaged in work activities, with 79.2 percent of workers describing their work as main work (employment or earning more than 6 months) and 20.8 percent engaged in marginal activity, providing a livelihood for less than 6 months. Of the individuals engaged in Main Work, 34,762 were cultivators (owners or co-owners), while 6,625 were agricultural laborers. The district's total livestock population, as per the 2007 Census, was 2,25,827, with poultry being the most significant at 77.6 percent, followed by pigs at 16.5%. Other animals reared in the region include cattle, buffaloes, goats, dogs, and horses (source: KVK, Lunglei, GoM, 2020).

Figure 3.3: Location MAP of Lunglei District



Gps Location & Coordinate: 22030' N – 23018' N latitude
92015' E – 93010' E longitude
Altitude 1222 metres.

Source:https://agriculturemizoram.nic.in/images/remote/Location%20Map/Lunglei/location.jpg (3rd Dec, 2023)

3.2 Methodology

In this methodology section, the methodological components used in this study are presented in terms of objective, hypotheses, and research design, sampling procedure, tools and material used for data collection, data processing and analysis, and ethical consideration.

3.2.1 Objectives

The following are the objectives of the present study:

1. To study the pattern of Entrepreneurial Education among youth in Mizoram.
2. To assess the Attitude of Mizo youth towards entrepreneurship
3. To assess Entrepreneurial Skills among Mizo youth.
4. To study the relationship between Entrepreneurial Education, Attitude and Skill.
5. To study perceived barriers to entrepreneurship
6. To suggest measures for policy implication.

3.2.2 Hypotheses

To focus on the current investigation, the following hypotheses are put forth:

H_1. There is a difference in Entrepreneurial Attitude between rural and urban youth.
H_2. There is a difference in Entrepreneurial Skills between rural and urban youth.
H_3. There is a relationship between Entrepreneurial Skills and Attitude.

The first hypothesis is drawn out of the inspiration from the finding of the study of David Brooksbank el al, (2008). The second hypothesis is proposed intuitively, the third hypothesis is drawn from the studies of Reyad el al, (2019) and Celina & Katarzyan, (2018).

3.2.3 Research Design

The present study is descriptive in design and cross sectional in its nature. Mixed methods research is applied which involves philosophical assumption and an approach to inquiry that contains qualitative and quantitative data. Both quantitative and qualitative data is collected. The quantitative primary data were collected through field survey using a structured interview schedule; Key informant interview was conducted to supplement the quantitative information.

The population of the study includes all the youth in Mizoram as per National Youth Policy - 2014 defines youth as age between 15-29 years. The unit of the study constituted individual student studying final year (5^{th} semester) and second year (3^{rd} semester) from the sample colleges.

3.2.4 Sampling

Multi stage sampling method was adopted for this study to select districts, colleges, and the participants.

In the first stage, of the total eleven (11) districts in the state, two most populated districts of Aizawl and Lunglei in Mizoram based on 2011 census report were purposefully selected. Secondly, colleges with established Entrepreneurship Knowledge Cell (EKC) and good proportion of students hailing from rural-urban area were identified. On ground of these criteria, Pachhunga University College (PUC) and Govt. Hrangbana College (GHC) from Aizawl district, Higher and technical Institute, Mizoram (HATIM) and Lunglei Govt. College (LGC) from Lunglei district were then purposively selected to represent all the colleges in Mizoram for the present study.

In the third stage, students studying second and final year were purposefully selected on ground of students possessed knowledge about academic resources, campus facilities and environment. Lastly, after getting the consent of the students to be participant in the study, students were then classified into two strata based on their residential area of rural and urban, the total 80 respondents comprising of forty (40) each from rural and urban area were selected using disproportionate stratified random sampling from the selected four colleges. The total 320 sample size was drawn for the present study.

Table 3.1 Sample College

District	Colleges	Total No. of Student	Strata		No. of sample drawn
			Urban	**Rural**	
Lunglei	Lunglei Govt. college (LGC)	1150	40	40	80
	HATIM College, Lunglei	500	40	40	80
Aizawl	Pachhunga University College (PUC)	2900	40	40	80
	Govt. Hrangbana College (GHC)	2200	40	40	80
	Total of Sample Size				320

Source: Field survey

3.2.5 Tools of Data Collection

To collect qualitative data from the respondents, structured interview schedule was used while key informant interviews were conducted to collect quantitative information. The tools and materials used are briefly described in below:

i). Attitude Towards Enterprise (ATE) Scale: The study employed the standardized scale of Attitude Towards Enterprise (ATE) proposed by Athayde (2009). The scale was specifically designed to measure entrepreneurial attitudes of young people under the age of 25 who are not yet entrepreneur and it has four indicators namely Leadership, Achievement, Personal Control and Creativity. Each indicator except creativity has five statements and participants had to rate on the statements by 4-points Likert scale ranging from 1=Strongly Disagree to 4=Strongly Agree.

The validity of ATE Test was conducted and Cronbach's Alpha reliability statistics test for four sub-scales (Leadership, Achievement, Personal Control and, Creativity) and overall for 18 items obtained score reliability level. The score for overall attitudes is $\alpha = 0.848$, which is considered valid as per rule of thumb.

Table 3.2 Alpha Reliability Statistics

Sub-scale	Cronbach's Alpha	No. Items
Leadership	0.709	5
Achievement	0.661	5
Personal Control	0.702	5
Creativity	0.683	3
Overall ATE	**0.848**	18

ii). Organization for Economic Co-operation and Development (OECD)-2014 Skill sets: The present study adopted required skill set proposed by Organization for Economic Co-operation and Development (OECD)-2014, validated by Souza & Almeida (2014). The model has three indicators such as Technical Skills (TS), Business Management Skills (BMS) and Personal Entrepreneurial Skills (PES). BMS and PES have eight items and TS has six items, there are total 22 statements in this model. Alpha reliability test was conducted for 22 different skills set and achieve .863.

iii). Patterns of Entrepreneurial Education: The pattern of Entrepreneurial Education in the present study is studied and analyzed based on the classification of entrepreneurial educational settings ie., formal and informal, proposed by Barucic & Umihanic (2016). Formal entrepreneurial education in the present study emphasized school or institution based learning and experience from high school to college level. Therefore, the present study assesses formal mode of entrepreneurial education by analyzing perception of the respondents on EK Cell and its related activities. Informal mode of entrepreneurial education in the present study analysed learning from books, manuals, online training, experience and social network like peer, family and relatives, guidance from other persons.

iv). Barriers to Entrepreneurship: The present study constructed interview schedule based on common barriers as perceived by the entrepreneur aspirants in the context of tribal area and non-industrial zone like Mizoram have been adopted from previous studies *(Khiangte, R, 2018; Daizova, 2018.* There are 12 statements and the participants had to rate them on a four-point Likert scale ranging from 1=Strongly Disagree to 4=Strongly agree. Cronbach's alpha reliability statistics test for these items was carried out, and the reliability level is $\alpha = .808$

vi). Key Informant Interview (KIIs): For the qualitative part, open ended interview guide was prepared to conduct Key Informant Interviews (KIIs). Key Informant interview with skill trainer (National Skill Development Corporation), MSMEs Manager (State Bank of India), Principal and teacher in-charge of Entrepreneurship Knowledge Cell (EKC), and Secretary Entrepreneur's Forum, Lunglei was conducted.

3.2.6 Data Processing and Analysis

The quantitative primary data collected through the interview Scheduled was coded and processed with the help of Microsoft Excel and analyzed with the IBM Statistical Package for Social Science (SPSS). The study used descriptive statistics such as percentages, proportion, mean compare, averages and standard deviations. The results of the analysis were presented in tabular form and figures.

In order to test the formulated hypotheses of the current study, since the data violated the assumption of normal distribution, the researchers followed non-parametric statistical procedure such as Mann-Whitney-U test, Kruskal-Wallis test, and Spearman's correlation coefficient. The qualitative data collected through key informant interview was arranged as per theme of the questions and summarize the results in the form of themes.

3.3 Ethical Consideration

This study will consider the right of the participants in accordance with the research ethics:

- Informed consent was obtained from the individual respondents.
- Prior permission had been acquired from the college authorities to collect data.
- Confidentiality was also strictly maintained.
- The present study got approval from the participant that only those allowed name, organization is revealed.
- Prior to data collection, the researcher explained detail about the nature and purpose of the study to the participants
- The participation in this research is voluntary.

3.4 Concepts and Definitions

Youth: National Youth Policy - 2014 defines youth as age between 15-29 years and comprised 27.2% of the total population of India for year 2021. In the present study, youth referred to college going youth between the age group of 15-29 years.

Attitude: 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.

Skills: 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 active and passive learning (Kewisi & Asitik, 2012). The present study assesses Entrepreneurial Skills (ES), Personal Entrepreneurial Skills (PES), Business Management Skills (BMS), and Technical Skills (TS).

3.5 Limitation of the study

Firstly, the study focused only college going youth, particularly, the final year students with the sample size of only 320. This paper confined in only two districts out of eleven districts in Mizoram. Moreover, selection process of sample college was limited which was done on the basis of collages with Entrepreneurship Knowledge Cell (EKC) established by Mizoram State Entrepreneurship Development Monitoring Committee (MEDMOC), government of Mizoram. Thus, the results of this paper may not be represented the whole of Mizoram.

Secondly, data collection was done during 10th July to 10th August 2021, which was immediately after the lockdown due to outbreak of the COVID-19 pandemics, this has led to a lack of access and awareness about the schemes and programmes of entrepreneurship. Therefore, participant youth in this study were not fully aware the programmes and schemes offered by the college through EK Cell as well as other schemes offered in informal settings.

CHAPTER IV

STRUCTURAL BASES OF THE RESPONDENTS

Examining structural bases information of the respondents is crucial as this information itself serves as the background information of the subject being investigated. The structural bases information of the respondents is studied by analyzing demographic profile, educational background of the respondents, educational qualification of respondent parents, economic background of respondents, and economic background.

4.1 Demographic Structural Bases of the Respondents

Demographic structural bases of respondents in the present study is studied by analyzing personal information such as age, gender, religion, community, physical ability, residential area and family particular viz., type of family, size of family, form of family, ownership of house, and political affiliation (See table 4.1).

4.1.1 Age of the respondent

The first demographic variable taken for discuss is age of the respondents. Age and maturity are closely related to each other. As a person grows in age he/she also grows in knowledge, experience and this leads a person to maturity. The present study focused on college going youth as per classified by national youth policy-2014. The age of the respondents in the present study is categorized into three age groups viz., 15 to 18 years, 19 to 22 years, and 23 to 26 years. The result shows that almost all the respondents belong to 19 to 22 years (92%) and few of them with less than one tenth belong to 23 to 26 years (7%) and 15 to 18 years (2%). The mean age of the respondents is 20.59.

4.1.2 Gender

The second variable, gender of the respondents is the significant variable in the present study to enhance the quality and social relevance. Analysing the perspective of both gender play an important part in this study as literatures indicated that gender has a positive impact on entrepreneurial attitude and skills. Respondents were taken from two districts, i.e. Aizawl and Lunglei districts. The result shows that more than half of the respondents are male (55%) and more than two fifth constitute

female respondents (45%). The result further indicates that there is no much variation in distribution pattern of female and male respondents.

4.1.3 Religion

Religious belief and institution helps and determines a person's opinion, attitude, moral order, intention and action. Thus, this variable is crucial to discuss in the present study. The religion of the respondents in the present study is classified into Christian and Hindu. The table signifies almost all the respondents are Christian (99%) whereas Hindu constituted only one percentage. The data shows that Christianity occupy majority with the fact that Mizoram is known as a Christian state.

4.1.4 Community

Community plays a significant role as it is closely linked with cultural aspects, offering insight into the cultural factors that come into play. Therefore, it is crucial to consider the community of the respondents, which is responsible for shaping government programs and initiatives designed specifically for each community. Community of the respondents in the present study is categorized into Schedule tribe and Schedule Caste. Since the present study was conducted in the tribal area, almost all the respondents belonging to Schedule Tribe (98%) whereas the rest, only 2 percent are schedule caste.

4.1.5 Physical Disability

Inclusion of the status of physically disability of respondents in the present study is important to determine diverse teams generate better ideas and make more informed decisions. It is important to create a safe and secure atmosphere that allows a broader range of students to openly express themselves and behave with their unique identities. The present study classified into differently able and without disability. The result indicates that almost all the respondents are without any disability (97%) whereas few of them are with differently able person (3%).

4.1.6 Residential Area

Since this study is cross sectional in it nature, one of the inclusion criteria of the respondent was respondent's residential area i.e. rural and urban area. By gathering data from both groups, the study aimed to provide a comprehensive understanding of the topic under investigation. It is learnt from the table 4.1 that the

sample size consisted of an equal number of respondents from both urban and rural areas, making up 50% each.

4.1.7 Type of Family

Family is the first and foremost important social institution; parents have a great influence over their children. The prevalent type of family among Mizo society is nuclear type of family that after marriage, a couple believed to be-set up their own household. The present study discussed types of family into three categories such as nuclear, extended and single parent. The results indicated that little less than two third of the respondents are belonging to nuclear family (65%) followed by one fourth of the respondents belonging to extended family (25%), whereas the rest more than one tenth are belonging to single parent (12%).

4.1.8 Size of Family

Examining number of family members in the household is another important element in this study as it determines the strength of the working force. The previous studies noted that size of the family has negative impact on entrepreneurial attitude and intention. In larger families, it is harder to find time to pursue entrepreneurial ventures since the adults in the household must consider the needs of the other individuals living with them when making decisions about venturing new business. Size of the respondent's family in this study is classified into small (1 to 3 members), medium (4 to 6) and large size (Above 7 members). Two third of the respondents are belonging to medium size family (66%), followed by large size family with more than one fourth (29%) and less than one tenth are small size family (6%) having 1 to 3 family members in the household.

4.1.9 Form of Family

In this study, family structure holds significant importance, as it serves as a fundamental social unit that provides both economic and emotional support. Therefore, the family of entrepreneurs plays a vital role in facilitating their success in the industry by providing constant support and acting as a key lifeline. Form of family of the respondents has been divided into three categories such as stable, broken and reconstituted. Table 4.1 depicts that almost all the youth in the present study are belonging to stable family (95%), followed by broken family (4%) and reconstituted family (1%).

4.1.10 Ownership of house

Housing is not just for living in, but it is also a popular investment. Previous studies have shown that households who fully own their homes are more likely to become business entrepreneurs. Potential entrepreneurs who own homes can use the equity in their property to invest in their business, and there is a positive relationship between housing wealth and entrepreneurship. Table 4.1 shows that great majority of the respondents with more than three fourth live at their owned house (82%)and few respondents which is less than two tenth live at rented house (18%).

4.1.11 Political Affiliation

Political Affiliation in this study depicts membership or identifying with a particular political party. The present study assesses whether respondents affiliated to existing various Political parties in Mizoram viz., Zoram People Movement (ZPM), Mizo National Front (MNF), Indian National Congress (INC), Bharti Janata Party (BJP) including no political party affiliation. Table 4.1 depicts that almost three fourth of the respondents declared that they have no Political Party affiliation (74%) and the same proportion of one tenth respondents is observed among MNF (10%) and ZPM party (10%) and few of them were affiliated to INC (4%) and BJP (2%).

Table 4.1 Demographic Structural Bases of the Respondents

Demographic Structural Bases		**Residential Area**		**Total** (N=320)
		Urban (n=160)	**Rural** (n=160)	
Age	15yrs - 18yrs	1 (.6)	4 (2.5)	5 (1.6)
	19yrs - 22yrs	148 (46.3)	146 (45.6)	294 (91.9)
	23yrs - 26yrs	11 (6.9)	10 (6.3)	21 (6.6)
	Mean Age	**20.59**		
Gender	Male	87 (54.4)	90 (56.3)	177 (55.3)
	Female	73 (45.6)	70 (43.8)	143 (44.7)
Religion	Christian	158 (98.8)	159 (99.4)	317 (99.1)
	Hindu	2 (1.3)	1 (.6)	3 (.9)
Community	ST	158 (98.8)	157 (98.1)	315 (98.4)
	SC	2 (1.3)	3 (1.9)	5 (1.6)
Physically handicapped	Yes	6 (3.8)	5 (3.1)	11 (3.4)
	No	154 (96.3)	155 (96.9)	309 (96.6)
Type of family	Nuclear	96 (60)	104 (65)	200 (62.5)
	Extended	42 (26.3)	39 (24.4)	81 (25.3)
	Single Parent	22 (13.8)	17 (10.6)	39 (12.2)
Size of family	Small (1-3 members)	10 (6.3)	8 (5)	18 (5.6)

	Medium (4-6 members)	108 (67.5)	102 (63.8)	210 (65.6)
	Large (7 & Above)	42 (26.3)	50 (31.3)	92 (28.8)
Form of family	Stable	149 (93.1)	154 (96.3)	303 (94.7)
	Broken	9 (5.6)	5 (3.1)	14 (4.4)
	Reconstituted	2 (1.3)	1 (.6)	3 (.9)
Ownership of house	Owned	121 (75.6)	141 (88.1)	262 (81.9)
	Rented	39 (24.4)	19 (11.9)	58 (18.1)
Political Affiliation	No Affiliation	129 (80.6)	108 (67.5)	237 (74.1)
	INC	4 (2.5)	9 (5.6)	13 (4.1)
	MNF	12 (7.5)	19 (11.9)	31 (9.7)
	ZPM	13 (8.1)	20 (12.5)	33 (10.3)
	BJP	2 (1.3)	4 (2.5)	6 (1.9)

Source: Field survey Figures in parentheses are percentages

4.2 Economic Structural Bases of Respondents

The financial stability of an individual is a determining factor in shaping their entrepreneurial aspirations. Economic security provides a sense of confidence and a willingness to take risks, which are key components of entrepreneurship. Previous studies found that the financial situation of the family can greatly influence the decision to venture into a new business. A lack of capital and resources can create significant obstacles for those seeking to enter the entrepreneurial arena. Therefore, it is imperative to consider the role of financial stability, both at the individual and familial level, in fostering a culture of entrepreneurship.

Economic structural bases information of the respondents includes family socio-economic status, No. of Family member having regular income, family primary occupation, family secondary occupation, monthly household income (Primary), indebtedness, saving scheme, owned personal bank account, employment status and financial support for education (see Table 4.2).

4.2.1 Socio-Economic Status

Due to the unequal distribution of income and wealth in society, some individuals have limited access to resources and opportunities. People from lower socio-economic backgrounds face additional obstacles when it comes to advancing their careers. They often find themselves in situations of resource scarcity, which further hinders their progress. Family socio-economic status of the respondents in

this study is classified as per government of India classification such as Below Poverty Line (BPL), Above Poverty Line (APL) and Antyodaya Anna Yojana (AAY).

Table 4.2 depicts that almost half of the respondents with more than one third belong to a family of Above poverty line (APL) category (47%), followed by one third of the family under the category of Below Poverty Line (BPL), which constitute 32% and there are also little more than two tenth respondents belonging to a family under the category of AAY (21%).

4.2.2 No. of Family member having Regular Income

Having regular income is not only an important factor in a family's *survival*, but also number of family member having regular income in the household is an important factor responsible to determine entrepreneurial mindset among the family member. Thus, in this study No, of family member with regular income is grouped into no regular income, 1 member, 2 members, 3 and above.

Table 4.2 shows that maximum number with little more than two fifth of the respondents (41%) have only member having regular income in the household, followed by little less than one third of the respondents (30%) two family members with regular income in the household. There are also little less than two tenth of the respondents (17%) without regular income in the family, and with the least percentage, which constitute little less than one tenth (12%) is observed under the category of three and above family members having regular income.

4.2.3 Family Primary Occupation

The occupational background of an individual's family plays a crucial role in shaping their entrepreneurial management skills and overall inclination towards entrepreneurship. Family occupation is a prominent factor that influences an individual's attitude towards entrepreneurship and can greatly impact their ability to succeed as an entrepreneur. Thus, this study analyzed primary family occupation of the respondents on the basis on government servant, Business, daily labour, Agriculture and other. Little more than half of the respondents (56%) reported Government servant as family primary occupation, followed by less than two tenth respondents whose family primary occupation is Business (16%). For more than one

tenth respondents which constitute (14%) agriculture is their family primary occupation. Whereas one tenth reported that daily labour is their family primary occupation (10%) and any other (5%).

The present study further examines secondary occupations of the households of the respondents and is found that more than half with little less than two third (62%) of the respondents reported that they do not have a secondary occupation. Whereas, a little over one tenth of respondents, which constitute (11%) each indicating that their family's secondary occupation was either business or daily labour.

4.2.4 Monthly Household Income (Primary)

Family income is one of the key measures of the economic state of the family. Income is a key variable which may impact family interaction and the entire family environment. Family primary monthly income in this study is categorized into certain groups based on different income levels. Thus, the result indicated that out of the total, little more than one fourth of the respondents which constitute (29%) falls under the income range of Rs. 35,000 to Rs. 50,000 and nearly the same number of respondents have earned between Rs. 55,000 to Rs. 70,000 (28%), followed by one fourth respondents (25%) come under income raging from Rs. 15,000 to Rs.30000. One tenth of respondents (10%) reported having family income of Rs. 75,000 and above, and there are few respondents who have reported having monthly income below Rs.10000.

4.2.5 Indebtedness

Financial limitations can have a significant impact on an individual's ability to invest, innovate, and run their business, which can ultimately harm their entrepreneurial ventures. However, some individuals may view debt as a driving force to fulfill their financial obligations and grow their business, leading to a more robust entrepreneurial journey. The condition of owing money in this study is analyzed based on indebtedness from various sources like financial institutions, money lander, other sources and no debt at all. The results indicated that majority with less than two third of respondents (63%) reported that they have no debt at all

from any sources, followed by little less than one third respondents (34%) who have landed money from financial institutions, there are also respondents reported having debts from other sources (2%) and respondents owing money from money lander constitute (1%).

4.2.6 Saving Scheme

The Government of India encouraged number of saving schemes for the citizens, with special provision to underprivileged group of people. This study also discusses personal saving scheme of the respondents under four categories viz, no saving scheme, saving with bank, saving with insurance policy, saving with post-office and, self-saving. Table 4.2 depicts that maximum numbers with less than two third of respondents (62%) engage with saving scheme offers by the Bank, followed by little less than one fourth of respondents (22%) who do self-savings. Significant number of the respondent with little less than one tenth reported that they have no savings at all (12%) and few of them joint insurance company (4%) and Post office (1%).

4.2.7 Owned Personal Bank account

Having personal bank account has now become indispensable, especially for those entrepreneurial aspirants. This study analyzed the respondents owned personal bank account or not and types of account. The results indicated that vast majority with more than two third of the respondents (86%) reported that they have saving account in the Banks or other financial institution, little less than one tenth of respondents (6%)were observed with no personal bank account, followed by fixed deposit account (5%) and Joint account (3%).

4.2.8 Financial support for education

Source of financial support during education in this study is categorized into self-support, family and scholarship. Almost all the respondents solely relied on the family during studies (92%) while fifteen of them reported that they managed from the scholarship (5%) and there are also some respondents who have self-support (3%).

Table 4.2 Economic Structural Bases of Respondents

Economic Structural Bases		Residential Area		Total (N=320)
		Urban (n-160)	**Rural** (n-160)	
Family Economic Status	BPL	46 (28.8)	57 (35.6)	103 (32.2)
	AAY	38 (23.8)	28 (17.5)	66 (20.6)
	APL	76 (47.5)	75 (46.9)	151 (47.2)
No. of Family Member having regular Income	No. Reg. Earner	27 (16.9)	27 (16.9)	54 (16.9)
	1 member	59 (36.9)	73 (45.6)	132 (41.3)
	2 members	53 (33.1)	42 (26.3)	95 (29.7)
	Three and Above	21 (13.1)	18 (11.3)	39 (12.2)
Family Primary Occupation	Govt. Servant	92 (57.5)	87 (54.4)	179 (55.9)
	Business	34 (21.3)	16 (10)	50 (15.6)
	Daily Labour	16 (10)	15 (9.4)	31 (9.7)
	Agriculture	11 (6.9)	34 (21.3)	45 (14.1)
	Any other	7 (4.4)	8 (5)	15 (4.7)
Family Secondary Occupation	No Response	98 (61.3)	100 (62.5)	198 (61.9)
	Govt. Servant	12 (7.5)	10 (6.3)	22 (6.9)
	Business	21 (13.1)	13 (8.1)	34 (10.6)
	Daily Labour	17 (10.6)	18 (11.3)	35 (10.9)
	Agriculture	11 (6.9)	17 (10.6)	28 (8.8)
	Any other	1 (.6)	2 (1.3)	3 (.9)
Monthly Household Income (Primary)	Below Rs.10000	4 (2.5)	22 (13.8)	26 (8.1)
	Rs.15000 to 30000	27 (16.9)	53 (33.1)	80 (25)
	Rs.35000 to 50000	47 (29.4)	47 (29.4)	94 (29.4)
	Rs.55000 to 70000	55 (34.4)	33 (20.6)	88 (27.5)
	Rs.75000 & Above	27 (16.9)	5 (3.1)	32 (10)
Indebtedness	No Debt	94 (58.8)	108 (67.5)	202 (63.1)
	Bank	62 (38.8)	46 (28.8)	108 (33.8)
	Money-Lander	3 (1.9)	1 (.6)	4 (1.3)
	Other	1 (.6)	5 (3.1)	6 (1.9)
Saving Scheme	No Saving	16 (10)	22 (13.8)	38 (11.9)
	Self-Saving	35 (21.9)	35 (21.9)	70 (21.9)
	Bank	101 (63.1)	96 (60)	197 (61.6)
	Insurance	7 (4.4)	6 (3.8)	13 (4.1)
	Post Office	1 (.6)	1 (.6)	2 (.6)
Owned Personal Bank Account	No Bank Account	11 (6.9)	9 (5.6)	20 (6.3)
	Saving Account	140 (87.5)	135 (84.4)	275 (85.9)
	Fixed Dept.	8 (5)	8 (5)	16 (5)
	Joint Account	1 (.6)	8 (5)	9 (2.8)
Financial Support for Education	Self-Support	6 (3.8)	4 (2.5)	10 (3.1)
	Family	145 (90.6)	150 (93.8)	295 (92.2)
	Scholarship	9 (5.6)	6 (3.8)	15 (4.7)

Source: Computed Figures in parentheses are percentage

4.3 Educational Structural Bases of Respondents

Education plays a crucial role in determining an individual's motivation to pursue entrepreneurship. Studies indicate that individuals with higher education levels are more likely to be driven by opportunity and challenge and tend to utilize their education to take advantage of business opportunities and develop their skills. This implies that education can be a significant factor in fostering an entrepreneurial mindset and contributing to the success of startups and small businesses. Thus, the educational structural bases of respondents in the present study are studied by analysing their educational qualifications, the backgrounds of respondents, and the educational qualifications of their parents (see table 4.3 & 4.4).

4.3.1 Educational Structural Bases

The educational background of the respondents, from high school standard to undergraduate, is studied based on four domains viz, stream of the subject study, place of the study, type of institution, and medium of learning. The stream of subjects includes arts, science, commerce, and others. The place of the study depicts Mizoram and is outside of Mizoram. Types of institutions in this study include government and private institutions, whereas mediums of learning are categorised into Mizo and English medium (see table 4.3).

Stream of the subject: The present study identified a stream of subjects as arts, science, commerce, and others. As indicated by table 4.3, first variable that is the option for stream of the subject is not available in high school standard under the Indian educational system. However, HSSLC and UG courses have different streams available viz., Arts, science, Commerce and Other. Table 4.3 shows that more than half of the respondents (54%) studied arts stream in HSSLC, followed by commerce subject with little more than one fourth of respondents (28%) and Science (18%). Whereas among respondents studying UG course almost half reported that they studying Arts stream (48%) followed by Commerce (30%), Science (15%) and others (7%) belonging to professional course like BSW and BCA. It may be concluded that Arts stream is the most common choice by the youth both in higher secondary and tertiary level.

Place of the study: Regarding the place of the study of the respondents, the present study classified within and outside of the state of Mizoram. The results indicate that almost all the respondents studied HSLC in Mizoram (96%), and the rest, a few of them, studied HSLC outside of Mizoram. It is further observed that almost all of the respondents who did HSLC continued HSSLC within Mizoram, which constitutes 94%, whereas less than one-tenth of respondents (6%) did their higher secondary studies outside Mizoram. Since this study focused on college-going youth in Mizoram, all of the respondents studied UG courses in Mizoram. It can be concluded that, regarding the place of study, most of the participants in this study did not explore outside of Mizoram and did their education within the state.

Type of Institution: The present study identified two types of educational institution i.e., private institution and government run institution. As shown in table 4.3, more than half with little less than two third of respondents (63%) did their HSLC from private owned institution and the rest little more than one third (37%) studied HSLC from government institutions. Regarding type of institution of higher secondary school, more than half of the respondents (56%) passed their HSSLC from private owned institutions whereas a significant number of the respondents, which is more than two fifth (44%) studied HSSLC in Government run institutions.

In the UG level, most of the colleges in Mizoram are owned by the state government, so data also revealed that majority of the respondents, constituting three fourth (75%) studying UG course in Government institutions whereas few of them, constituting one fourth of the respondents (25%) studying in private institution. It may be concluded that despite of more expensive, private run institution is a more prevalent option to study high school and higher secondary levels in Mizoram, this may be because of private schools may offer better facilities.

Medium of learning: The medium of learning in this study is Mizo and English. The results in Table 4.3 indicate that more than two-thirds of the respondents reported that they studied HSLC in English medium (75%) and for a few of them, with one-fourth of the respondents (25%), Mizo is their medium of learning in high school standard. In HSSLC level, English is the most prevalent medium of learning as

indicated by the majority with three fourth respondents (75%) while the rest, one fourth respondents (25%) medium of learning at HSLC is found to be Mizo. Considering UG level, majority with little less than three fourth respondents (73%) are found opted English as their medium of learning, whereas little more than one fourth (27%) said that Mizo is their medium of learning. Regarding medium of learning, it is observed that English is the most common choice of medium of learning by the respondents at all levels of educational background.

4.3.2 Educational Qualification of Respondent's Parents

The educational qualification of the parents of the respondents in the present study is studied by analyzing the educational background of the father and mother. Examining the level of parents' education is crucial in this study as the level of parental educational participation is another significant factor affecting entrepreneurial choice, especially, when an individual is of school age or young adult. The present study categorized level of parental educational attainment into four levels, namely, Post-Graduate (PG), Under-graduate (UG), Higher Secondary (HSSLC) and, Matriculation (HSLC) and below (see Table 4.4).

The results as presented in table 4.4, the highest percentage, more than one third (39%) is seen with the respondents whose fathers completed up to Undergraduate level of education, followed by a considerable number of respondents, which is also more than one third (36%) studied up to Matriculation (HSLC), little less than two tenth (15%) attained Higher Sec. level (HSSLC) and little less than one tenth (9%) completed Post-Graduate level (PG) education.

Regarding mother's level of educational attainment, 168 respondents which is more than half of the respondents did not response, and only 47 per cent of the respondent response this question. As indicated, out of the total respondents, the highest percent is seen with two tenth respondents (20%) whose mother attained level of Matriculation & below, followed by little less than two tenth (19%) undergraduate (UG), few of them is seen with HSSLC (9%) and Post-graduate (PG) constitutes (2%). It may be inferred from data that as a whole, maximum numbers (231) of the parents come under Matriculation (HSLC) & below level of education,

which was then followed by 187 parents under the UG level of education (see Table 4.4).

Table 4.3 Educational Background of the Respondents

Edu. Level			**Frequency**	**Percent**
HSLC	Place	Mizoram	307	96
		Outside Mizoram	13	4
	Type	Private	200	63
		Govt.	120	37
	Medium	Mizo	80	25
		English	240	75
HSSLC	Stream	Arts	173	54
		Science	57	18
		Commerce	89	28
		Any Other	1	0
	Place	Mizoram	302	94
		Outside Mizoram	18	6
	Type	Private	179	56
		Govt.	142	44
	Medium	Mizo	80	25
		English	240	75
UG	Stream	Arts	154	48
		Science	47	15
		Commerce	96	30
		Any Other	23	7
	Place	Mizoram	320	100
		Outside Mizoram	0	0
	Type	Private	80	25
		Govt.	240	75
	Medium	Mizo	87	27
		English	233	73

Source: Computed

Table 4.4 Educational Qualification of Parents

Parents Edu. Level	Level of Education	Frequency	Percentage
Father's Edu. Qualification	PG	30	9
	UG	126	39
	HSSLC	48	15
	HSLC & Below	116	36
Mother's Edu. Qualification	No response	168	53
	PG	5	2
	UG	61	19
	HSSLC	21	9
	HSLC & Below	65	20

Source: Computed

CHAPTER V

PATTERN OF ENTREPRENEURIAL EDUCATION

Entrepreneurial education plays a crucial role in shaping aspiring entrepreneurs for the future. As per classified by Barucic & Umihanic (2016), the education that helps individuals develop entrepreneurial skills can be delivered through two settings, namely formal and informal. In the formal setting, students learn through active participation and practical experimentation, which typically involves attending business plan seminars, training sessions, and simulations. On the other hand, the informal setting involves independent forms of learning, which can be acquired through reading books, manuals, online training, and social networking with peers, family members, relatives, or guidance from other individuals.

Studies conducted by Linan (2004), Prabhu (2020), Kgagara (2011), Pulka et al. (2015), and the GEM-India Report (2019-20) suggest that entrepreneurial skills and mindsets can be gained through education and experiences. The present study aims to examine the pattern of entrepreneurial education among the respondents by analysing both formal and informal settings. This section highlights and provides a more comprehensive understanding of how individuals acquire the skills and knowledge required to become successful entrepreneurs. The current chapter provides an understanding of the pattern of entrepreneurial education of the participant youth in the study, and is divided into two sections; the first section deals with entrepreneurial education in formal setting, and the second section focuses on entrepreneurial education in In-formal setting.

5. 1. Pattern of Entrepreneurial Education in Formal setting

Entrepreneurial education in formal setting implies where student acquires knowledge through active participation, theory lecture and practical session. The pattern of entrepreneurial education in formal setting in the present study emphasized school or institution based learning and experience at the college level. In order to encourage the young learners in the educational institutions as well as to foster an environment that is conducive for aspiring entrepreneur and to the growth of young

learners in formal setting provide them with the necessary skills to succeed in the field of entrepreneurship, the state government, under the flagship programme of Mizoram State Entrepreneurship Development Monitoring Committee (MEDMOC) initiates Entrepreneurship Knowledge Cell (EKC) since 4th September, 2017 at different educational institutions throughout the state.

The aim of Entrepreneurship Knowledge Cells is to create a group of capable business owners and provide them with support through various means such as entrepreneurship courses, workshops, mentorship, consultation sessions and other events. These cells are responsible for hosting and delivering awareness campaigns, skill development courses across several subjects, mentorship and assistance, as well as practical exercises and activities to promote entrepreneurship. The government provides study materials, equipment, practical requirements, and staff at each Entrepreneurship Knowledge Cell. Developing entrepreneurial skills through education is crucial to help individuals become successful business owners. Thus, this study evaluates the formal mode of entrepreneurial education by analysing the perceptions of respondents on the EK Cell and its related activities in accordance with cell guidelines.

5.1.1 Entrepreneurship Knowledge Cell

The state of Mizoram has taken a noteworthy step towards promoting entrepreneurship among the youth population. Under the Entrepreneurship Development Scheme, the government has set up Entrepreneurship Knowledge Cells (EKC) in thirteen carefully selected schools and colleges across all districts of the state. These cells are aimed at creating an institutional mechanism that encourages and nurtures a culture of entrepreneurship and techno-entrepreneurship among the younger generation. The ultimate goal is to generate wealth and employment opportunities for the youth of Mizoram. To assess the effectiveness of these cells, the present study made the five core statements as per guideline where respondents were asked to rate their level of agreement with five statements on a four-point Likert scale ranging from strongly disagree to strongly agree (see Table 5.1).

The results indicated that out of the total, almost half of the respondents (49.1%) strongly disagree and one fourth of the respondents (25.3%) disagree on 'I have benefited the existence of EK Cell in my college' while little less than one fourth respondents (22.2%) agreed and very few of them (3.4%) strongly agreed the statements. Regarding the second statement 'we have well-equipped designated EKC training/Class room', maximum number of the respondents, with less than two-fifths (44.7%) strongly disagree and one fourth of the respondents (25.6%) disagree whereas the remaining little more than one fourth respondents (27.2%) and only few respondents (2.5%) strongly agree. Almost half of the respondents (46%) strongly disagree and one fourth (25%) disagree with the statement 'EK Cell has sufficient infrastructure for nascent entrepreneur', conversely, one fourth of the respondents (25.9%) agree and only few respondents (2.2%) strongly disagree with it. On a statement of 'We have efficient designated master trainer', more than two fifth of respondents (45.9%) strongly disagree and little more than two-tenths respondents (20.6%) disagree, whereas one fourth of the respondents (29.4%) agree and only 4.1 % strongly agree the statement. Finally, considering the statement of 'We have dedicated deputed officer in-charge of EK Cell', it is also observed that maximum numbers of the respondents disagree to the statement that almost half (45.6%) and little more than one fifth respondents (22.8%) indicated strongly disagree and disagree respectively, on the other hand, there is little more than one fourth, which constituted (27.5%) and only few respondents (4.1%) who strongly disagree on the statement (see Table 5.1).

Table 5.1 Entrepreneurship Knowledge Cell

About EK Cell		**Residential Area**		**Total (N-320)**
		Urban (160)	**Rural (n-160)**	
I have benefited the existence of EK Cell in my college	Strongly Disagree	81	76	157
		(50.6)	(47.5)	(49.1)
	Disagree	36	45	81
		(22.5)	(28.1)	(25.3)
	Agree	36	35	71
		(22.5)	(21.9)	(22.2)
	Strongly Agree	7	4	11

		(4.4)	(2.5)	(3.4)
We have well-equipped designated EKC training/Class room	Strongly Disagree	83	60	143
		(51.9)	(37.5)	(44.7)
	Disagree	29	53	82
		(18.1)	(33.1)	(25.6)
	Agree	43	44	87
		(26.9)	(27.5)	(27.2)
	Strongly Agree	5	3	8
		(3.1)	(1.9)	(2.5)
EK Cell has sufficient infrastructure for nascent entrepreneur	Strongly Disagree	80	70	150
		(50)	(43.8)	(46.9)
	Disagree	34	46	80
		(21.3)	(28.8)	(25)
	Agree	41	42	83
		(25.6)	(26.3)	(25.9)
	Strongly Agree	5	2	7
		(3.1)	(1.3)	(2.2)
We have efficient designated master trainer	Strongly Disagree	75	72	147
		(46.9)	(45)	(45.9)
	Disagree	28	38	66
		(17.5)	(23.8)	(20.6)
	Agree	50	44	94
		(31.3)	(27.5)	(29.4)
	Strongly Agree	7	6	13
		(4.4)	(3.8)	(4.1)
We have dedicated deputed officer in-charge of EK Cell	Strongly Disagree	74	72	146
		(46.3)	(45)	(45.6)
	Disagree	33	40	73
		(20.6)	(25)	(22.8)
	Agree	45	43	88
		(28.1)	(26.9)	(27.5)
	Strongly Agree	8	5	13
		(5)	(3.1)	(4.1)

Source: Computed Figures in parentheses are percentages

Based on the findings presented in Table 5.1, it can be inferred that the young participants of the study, hailing from both rural and urban areas, held a negative perception towards the Entrepreneurial Knowledge Cell (EKC) in their respective colleges. The results indicate that the respondents rated that the EK Cell inadequately implemented.

5.1.2 Entrepreneurial Environment in the College

Entrepreneurship ecosystem within college campus is a crucial component in preparing students to cultivate entrepreneurial mindset, and also serves as a catalyst in fostering innovative thinking among the students to venturing entrepreneurship. In the present study, participants were asked to rate their level of agreement on 10 statements using a 4-point Likert scale from (1) Strongly Disagree to (4) Strongly Agree (see Table 5.2).

The results show that approximately half of the respondents (51%) disagreed, and one-fourth respondents (25%) strongly disagreed with the first statement "The current education system prepares and encourages students to pursue entrepreneurial activity,". On the other hand, one-fifth of the respondents (20%) agreed, and a few respondents (4%) strongly agreed with it. The second statement, "Teachers seldom mentioned entrepreneurship as a career option," received a higher level of agreement that more than two-thirds of the respondents (60%) agreed, and few respondents (8%) strongly agreed. However, the remaining respondents showing disagreement, with a little two-tenths (21%) disagreeing and a little over one-tenth (12%) strongly disagreeing with the statement. On a statement of "Entrepreneur-related examples are included in classroom teaching", the results revealed that majority of respondents are in disagreement, with more than two-thirds (45%) and little less than one-sixth of the respondents (16%) disagreed and strongly disagreed respectively, conversely, one-third of the respondents (33%) agreed, and few respondents (6%) strongly agreed it. There is a mixed response on a statement of "Students are encouraged to pursue entrepreneurship in the future," which indicated that almost half of respondents (45%) disagreed, which was followed by more than one third (36%) who agreed on a statement, whereas, there are little more than one tenth (12%) who strongly disagreed, and very few (7%) who strongly agreed on the statement.

Regarding to the statement of "There is a favorable climate for becoming an entrepreneur at my college", the result shows that half of the respondents (50%) disagreed with it, while one-third of respondents (31%) agreed it. The remaining

respondents with little more than one tenth respondents (13%) strongly disagree and less than one tenth (6%) strongly agreeing with the statement.

In regard to the statement of ‘Teachers did a good job of making the course relevant to the real world’, almost half of the respondents agree (49%) while very few respondents strongly agree (9%), whereas, one third of respondents (33%) disagreement and strongly disagreement (9%) on the statement. More than half of the respondents (55%) are disagreeing and little less than one sixth strongly disagree (15%) upon ‘My education course gave me a know-how to run a business’ whereas less than one third (25%) and few of the respondents (5%) agree and strongly agree respectively on the statement. Almost half of the respondents agree (49%) and strongly agree (8%) upon the statement on ‘At my college, i found entrepreneurial-minded classmates who inspires me’, while little less than one third (30%) disagree and only 3 per cent strongly disagree. In contrast to previous statement, majority of the respondents are observed with negative feeling which fall under disagreement indicating that little more than half (53%)and little more than two tenth (23%)respondents disagree and strongly disagreed respectively, on the other hand, the rest little less than one fourth (22%) and a few (3%) respondents indicated agreement and strongly agreement on a statement of ‘Practical exercise for the development of entrepreneurship is conducted very often’. Lastly, it interesting fact to report that almost all the respondents (93%), which constituted (47%) strongly agree and (46%) agree, are supporting the statement of ‘Entrepreneurship courses should be made compulsory from H/S onwards’, however the remaining few of them (6%) and (1%) are still in disagreement and strongly disagree.

Table 5.2 Entrepreneurship Environment

S/N	Entrepreneurial Environment	SD	DA	A	SA	($\bar{x}$)
1	Current education system prepared and encouraged students to pursue entrepreneurial activity	81 (25)	162 (51)	65 (20)	12 (4)	2.02
2	Teachers seldom mentioned entrepreneurship as a carrier option	39 (12)	66 (21)	191 (60)	24 (8)	2.62
3	Entrepreneur related example are included in the classroom teaching	50 (16)	145 (45)	107 (33)	18 (6)	2.29
4	Students are encouraged to pursue entrepreneurship in future	38 (12)	145 (45)	115 (36)	22 (7)	2.37
5	There is a favorable climate for becoming an entrepreneur at my college	43 (13)	159 (50)	99 (31)	19 (6)	2.29
6	Teachers did a good job of making the course relevant to the real world	28 (9)	105 (33)	157 (49)	30 (9)	2.59
7	My education course gave me a know-how to run a business	49 (15)	176 (55)	80 (25)	15 (5)	2.19
8	At my college, i found entrepreneurial-minded classmates who inspires me	42 (13)	95 (30)	157 (49)	26 (8)	2.52
9	Practical exercise for the development of entrepreneurship is conducted very often	72 (23)	168 (53)	69 (22)	11 (3)	2.05
10	Entrepreneurship courses should be made compulsory from H/S onwards	2 (1)	22 (6)	147 (46)	149 (47)	3.38

Source: Computed Figures in parentheses are percentages

Weighted mean 2.43

It can be inferred from the mean score presented in table 5.2, the weighted mean score (2.43) shows that the overall entrepreneurial atmosphere in college campuses is rated low, indicating the environment is not very conducive for aspiring entrepreneurs, especially in terms of the current state of support provided by the education system. However, there are three statements with high level of agreement i.e., 'Teachers seldom mentioned entrepreneurship as a carrier option' (2.62), 'Teachers did a good job of making the course relevant to the real world' (2.59), 'At my college, I found entrepreneurial-minded classmates who inspires me' (2.52). It is also observed that 'Entrepreneurship courses should be made compulsory from High school onwards' with a very high level of agreement (3.38).

On the other hand, the following statements with less mean score indicating disagreement i.e., current education system prepared and encouraged students to pursue entrepreneurial activity (2.02), practical exercise for the development of entrepreneurship is conducted very often (2.05), my education course gave me a know-how to run a business (2.19), entrepreneur related example are included in the classroom teaching (2.29), there is a favorable climate for becoming an entrepreneur at my college (2.29), students are encouraged to pursue entrepreneurship in future (2.37).Thus, it is apparent that there is a need for improvement in this domain.

5.1.3 Exposure to Entrepreneurship Course in Formal Education

The prior exposure to entrepreneurship education is an essential factor in pursuing a successful career as an entrepreneur. The present study discusses the inclusion of entrepreneurship course in syllabus, co-curricular, and extra-curricular activities from high school to tertiary level. The participants had to rate the frequency of inclusion of entrepreneurship in their educational background using a 3-point Likert scale (see Table 5.3).

Inclusion of Entrepreneurship in Syllabus: Regarding inclusion of entrepreneurship in the syllabus at all levels of education (i.e., HSLC, HSSLC, UG), at the High School level (HSLC), majority of the respondents (73%) reported that entrepreneurship was not included in their syllabus while few respondents declare that it is sometimes (20.6%) and often (5.9%) included in their syllabus. At the Higher Secondary level (HSSLC), more than half of the respondents declare that entrepreneurship was never included in the syllabus (55.3%) followed by sometime included (33.8%) and often included (10.9%). At the College level (UG) half of respondents (50.6%) reported that entrepreneurship is never included in their syllabus, while the rest of the respondents declare that it is sometimes (36.6%) and often (12.8%) included in the syllabus.

Inclusion of Entrepreneurship in Co-curricular: In term of inclusion of entrepreneurship course in co-curricular activity at all levels of education (i.e., HSLC, HSSLC, UG), at the High School level (HSLC), majority of the respondents declare that entrepreneurship was never (67.8%) included in the syllabus while few of the respondents declare that it is sometimes (25%) and often (7.2%) included in

the syllabus. At the Higher Secondary level (HSSLC), it is observed that about half of the respondents (49.4%) reported that entrepreneurship was never included in their co-curricular activity, while a very substantial amount of respondents reported that co-curricular sometimes (40.6%) and often (10%) includes entrepreneurship. At the College level (UG), more than half of the respondents declare that entrepreneurship is sometimes (45.6%) and always (12.5%) included in their co-curricular activities, while less than half of respondents declare that it was never (41.9%) included in their co-curricular activities.

Inclusion of Entrepreneurship in Extra-Curricular Activity: Considering inclusion of extra-curricular activity at all levels of education (i.e., HSLC, HSSLC, UG), at the High School level (HSLC), entrepreneurship was never (71.6%) included as declared by majority of the respondents, while few of the respondents declare it as sometimes (23.4%) and always (5%) included in the extra-curricular activity. At the Higher Secondary level (HSSLC), more than half of the respondents reported that it was never (54.7%) included in extra-curricular activity, while the rest of respondents declare that it is sometimes (36.9%) and always included (8.4%) in extra-curricular activity. At the College level (UG), almost half of the respondents declare that it was sometimes (47.5%) included in their extra-curricular activity. whereas more than half of the respondents declare that they never (42.2%) had entrepreneurship as extra-curricular activity. However very few of the respondents declare that entrepreneurship is often (10.3%) included in their extra-curricular activity.

Table 5.3 Exposure to Entrepreneurship in Formal education

High School		**Residential Area**		**Total (N=320)**
		Urban (n-160)	**Rural (n-160)**	
Syllabus	Never included	116	119	235
		(72.5)	(74.4)	(73.4)
	Sometimes	33	33	66
		(20.6)	(20.6)	(20.6)
	Always	11	8	19

		(6.9)	(5.0)	(5.9)
Co-curricular	Never included	116	101	217
		(72.5)	(63.1)	(67.8)
	Sometimes	35	45	80
		(21.9)	(28.1)	(25.0)
	Always	9	14	23
		(5.6)	(8.8)	(7.2)
Extra-curricular	Never included	124	105	229
		(77.5)	(65.6)	(71.6)
	Sometimes	28	47	75
		(17.5)	(29.4)	(23.4)
	Always	8	8	16
		(5.0)	(5.0)	(5.0)
Higher Secondary		**Residential Area**		**Total**
		Urban	**Rural**	
Syllabus	Never included	89	88	177
		(55.6)	(55.0)	(55.3)
	Sometimes	54	54	108
		(33.8)	(33.8)	(33.8)
	Always	17	18	35
		(10.6)	(11.3)	(10.9)
Co-curricular	Never included	85	73	158
		(53.1)	(45.6)	(49.4)
	Sometimes	62	68	130
		(38.8)	(42.5)	(40.6)
	Always	13	19	32
		(8.1)	(11.9)	(10.0)
Extra-curricular	Never included	97	78	175
		(60.6)	(48.8)	(54.7)
	Sometimes	51	67	118
		(31.9)	(41.9)	(36.9)
	Always	12	15	27
		(7.5)	(9.4)	(8.4)

College Level		Residential Area		Total
		Urban	Rural	
Syllabus	Never included	76	86	162
		(47.5)	(53.8)	(50.6)
	Sometimes	63	54	117
		(39.4)	(33.8)	(36.6)
	Always	21	20	41
		(13.1)	(12.5)	(12.8)
Co-curricular	Never included	64	70	134
		(40.0)	(43.8)	(41.9)
	Sometimes	73	73	146
		(45.6)	(45.6)	(45.6)
	Always	23	17	40
		(14.4)	(10.6)	(12.5)
Extra-curricular	Never included	70	65	135
		(43.8)	(40.6)	(42.2)
	Sometimes	73	79	152
		(45.6)	(49.4)	(47.5)
	Always	17	16	33
		(10.6)	(10.0)	(10.3)

Source: Computed Figures in parentheses are percentages

The overall frequency rate of prior exposure to entrepreneurship and related activities in a formal educational background from High school to college level is inadequate to instill entrepreneurial attitudes and skills as reported by young people across rural and urban background. It is further noted that the vast majority of the participants did not study entrepreneurship in high school or at the higher secondary school level. Consequently, this may have hindered their ability to develop entrepreneurial attitude and acquisition of essential entrepreneurial skills. Hence, this study highlights the need for inclusion of entrepreneurship in syllabus from high school onwards.

5.1.4 Activities of Entrepreneurship Knowledge Cell

The present study evaluated the frequency of the activities of Entrepreneurship Knowledge Cell (EKC) using twelve (12) statements in accordance with the guidelines of EK Cell. The respondents had to rate the frequency of the activities on a 3-point Likert scale ranging from (0) Never, (1) Sometimes, and (2) often (see table 5.4).

Almost half of the respondents reported that 'Awareness programme' is never (44.7%) organized by EK Cell while the rest of respondents reported that is sometimes (41.3%) and often (14.1%) organized by EK Cell.

'Mentoring and guidance' to the students given by EK Cell is reported sometimes (40.9%) by less than half of the respondents while about one-third of the respondents reported that mentoring and guidance is never (36.6%) given and the rest of respondents reported that they often (22.5%) receive mentoring and guidance from EK Cell.

In terms of the frequency of the functioning of entrepreneurship start-up club, more than half of the respondents reported that start-up club never (52.2%) function in the colleges, and the rest of respondents reported that start-up club sometimes (29.1%) and often (18.8%) function in the college.

The availability of the student's startup funds under EK Cell for student entrepreneurial aspirants is declared by more than half of the respondents as never (56.2%), while the rest of the respondents declare that it is sometimes (23.8%) and often (20%) available for those entrepreneur aspirants.

Expert talks for student entrepreneur aspirants organized by EK Cell was reported by more than half of the respondents as sometimes (37.8%) and often (23.1%) while the rest reported that it was never (39.1%) organized.

Seminars and webinars organized by EK Cell was reported by majority of the respondents as sometimes (37.5%) and often (27.2%) while the rest reported that EK Cell never (35.3%) organized Seminars and webinars.

Skill development training organized by EK Cell was reported by majority of the respondents as sometimes (35.9%) and often (24.7%) while the rest of the respondents reported that Skill development training was never (39.4%) organized by EK Cell.

Availability of the teachers in the campus was reported by majority of the respondents as sometimes (37.2%) and often (33.4%) while the rest of the respondents reported Availability of the teachers in the campus to discuss entrepreneurship as never (29.4%).

Limitation of EK Cell and its activities only to commerce students was declared by half of the respondents as sometimes (32.5%) and often (25%) while the rest declare that EK Cell and its activities was never (42.5%) limited to commerce students.

Free of cost entrepreneurship related study materials for trainee and students was reported by more than half of the respondents as sometimes (35.3%) and often (20.9%) while the rest of respondents reported that Free of cost entrepreneurship related study materials for trainee and students was never (43.8%) provided.

Availability of entrepreneurship manuals/booklets in college library was reported by more than half of the respondents as sometimes (41.9%) and often (26.3%) while the rest of respondents reported that entrepreneurship manuals/booklets was never (31.9%) available in college library.

Encouragement of students to avail the benefits under EK Cell is reported by more than half of the respondents as sometimes (34%) and often (24%) while the rest of respondents reported that they were never (42.2%) encouraged to avail the benefits under EK Cell.

Table 5.4 Activities of EK Cell

Activities of EK Cell		Residential Area		Total	Mean
		Urban	Rural		
Awareness Program has been organized by EK Cell	Never	74 (46.3)	69 (43.1)	143 (44.7)	0.70
	Sometimes	66 (41.3)	66 (41.3)	132 (41.3)	
	Often	20 (12.5)	25 (15.6)	45 (14.1)	
Mentoring and Guidance towards entrepreneurship is given to students	Never	59 (36.9)	58 (36.3)	117 (36.6)	0.75
	Sometimes	61 (38.1)	70 (43.8)	131 (40.9)	
	Often	40 (25)	32 (20)	72 (22.5)	
Entrepreneurship start-up club is function efficiently in my college	Never	82 (51.3)	85 (53.1)	167 (52.2)	0.77
	Sometimes	49 (30.6)	44 (27.5)	93 (29.1)	
	Often	29 (18.1)	31 (19.4)	60 (18.8)	
Student start-up funds under EKC is available for nascent entrepreneurs	Never	88 (55)	92 (57.5)	180 (56.2)	0.79
	Sometimes	38 (23.8)	38 (23.8)	76 (23.8)	
	Often	34 (21.3)	30 (18.8)	64 (20)	
EK Cell organized expert talks for student nascent entrepreneurs	Never	63 (39.4)	62 (38.8)	125 (39.1)	0.77
	Sometimes	58 (36.3)	63 (39.4)	121 (37.8)	
	Often	39 (24.4)	35 (21.9)	74 (23.1)	
EK Cell organized Seminar/Webinar with trainers	Never	61 (38.1)	52 (32.5)	113 (35.3)	0.78
	Sometimes	61 (38.1)	59 (36.9)	120 (37.5)	
	Often	38 (23.8)	49 (30.6)	87 (27.2)	
Skill Development training programme is regularly organized as per guidelines	Never	68 (42.5)	58 (36.3)	126 (39.4)	0.78
	Sometimes	50 (31.3)	65 (40.6)	115 (35.9)	
	Often	42 (26.3)	37 (23.1)	79 (24.7)	
Teachers are available in the campus to discuss about entrepreneurship	Never	50 (31.3)	44 (27.5)	94 (29.4)	0.79
	Sometimes	57 (35.6)	62 (38.8)	119 (37.2)	
	Often	53 (33.1)	54 (33.8)	107 (33.4)	
EK Cell and its activities are limited only to commerce students	Never	72 (45)	64 (40)	136 (42.5)	0.80
	Sometimes	51 (31.9)	53 (33.1)	104 (32.5)	
	Often	37 (23.1)	43 (26.9)	80 (25)	
Free of cost entrepreneurship related reading materials is provided to the trainee and students	Never	70 (43.8)	70 (43.8)	140 (43.8)	0.77
	Sometimes	58 (36.3)	55 (34.4)	113 (35.3)	
	Often	32 (20)	35 (21.9)	67 (20.9)	
Entrepreneurship manual/booklet are available in the college library	Never	50 (31.3)	52 (32.5)	102 (31.9)	0.76
	Sometimes	73 (45.6)	61 (38.1)	134 (41.9)	
	Often	37 (23.1)	47 (29.4)	84 (26.3)	
Students are well-informed and encouraged to avail EK Cell	Never	68 (42.5)	67 (41.9)	135 (42.2)	0.79
	Sometimes	52 (32.5)	56 (35)	108 (33.8)	
	Often	40 (25)	37 (23.1)	77 (24.1)	

Source: Computed Figures in parentheses are percentages

The interpretation and weighted mean score (.77) highlighted that the current state of frequency of the entrepreneurial activities under Entrepreneurship Knowledge Cell (EKC) in formal settings is at moderate level, indicating that the overall performance is not as effective as it supposed to be. It is further noted from

the mean score of all the listed twelve activities, the level of frequency falls under the moderate level, which is under the category of ‘Sometimes’. Therefore, it is imperative for the concern authorities to take appropriate measures to address the concerns raised by the respondents to improve the frequency of the activities of EK Cell in enhancing the entrepreneurial knowledge of the students.

5.2. Pattern of Entrepreneurial Education in In-formal Setting

The informal mode of entrepreneurial learning is related to independent forms of learning (Barucic & Humanic, 2016; Linan, 2004). In the entrepreneurial education context, informal learning can entail various methods such as reading books and manuals, short course training, gaining experience, and relying on social networks such as peers, family, relatives, and guidance from other individuals. This study aims to evaluate entrepreneurial education in informal settings by analyzing the source of knowledge about entrepreneurship, participation, Awareness about entrepreneurship schemes and programs, motivation and support, and business experience.

5.2.1 Sources of Entrepreneurship Knowledge

This sub-section examines the various channels by which young individuals acquire knowledge on entrepreneurship. The study analyses to furnish insights into the major effective methods of imparting knowledge and information on entrepreneurship to young people and facilitating their future success as entrepreneurs. The study scrutinized diverse sources, comprising peer and familial networks, television shows and YouTube videos, websites, government publications, entrepreneurial manuals, newspapers, seminars, and social media platforms. The participants had to evaluate the frequency of their use of each source, utilizing a 3-point Likert scale that encompassed the choices of "never-0," "sometimes-1," and ‘often-2’ (see table 5.5)

Peer and Family Members: Regarding the level of frequency of Peer and Family members as source of knowledge about entrepreneurship, majority of the respondents declared peer and family members as a source of information about entrepreneurship

as sometimes (64%) and often (19%), while the rest of the respondents never (18%) declared peer and family members as a source of information about entrepreneurship.

Television and YouTube: Television and YouTube as source of knowledge about entrepreneurship is declared by almost all the respondents as sometimes (53%) and often (33%) while only a few of the respondents declared that they never (14%) use Television and YouTube as source of knowledge about entrepreneurship.

Websites of related Organisation: Websites of related organizations as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (56%) and often (20%) while the rest declared that they never (24%) use Websites of related organizations as source of knowledge about entrepreneurship.

Government Publications: Government publications as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (60%) and often (14%) while the rest declared that they never (26%) use Government publications as source of knowledge about entrepreneurship.

Entrepreneurship Manuals and Related Books (Mizo version): Entrepreneurship Manuals and Related Books published in Mizo version as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (48%) and often (13%) while the rest declared that they never (39%) use Entrepreneurship Manuals and Related Books published in Mizo version as source of knowledge about entrepreneurship.

Entrepreneurship Manuals and Related Books (English version): Entrepreneurship Manuals and Related Books published in English version as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (47%) and often (17%) while the rest declared that they never (36%) use Entrepreneurship Manuals and Related Books published in English version as source of knowledge about entrepreneurship.

News Papers: Newspapers as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (53%) and often (17%) while the rest declared that they never (30%) use Newspapers as source of knowledge about entrepreneurship.

Seminar Papers and Journals: Seminar papers and journal publications as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (51%) and often (18%) while the rest declared that they never (32%) use Seminar papers and journal publications as source of knowledge about entrepreneurship.

Social Media (Facebook, Instagram etc.): Social media (Facebook, Instagram etc.) as source of knowledge about entrepreneurship is declared by majority of the respondents as sometimes (59%) and often (26%) while the rest declared that they never (15%) use Social media (Facebook, Instagram etc.) as source of knowledge about entrepreneurship.

Table 5.5 Source of Knowledge

S/N	Sources of Entrepreneurship Knowledge	Never	Sometimes	Often	Mean
1	Peer and Family members	56 (18)	204 (64)	60 (19)	1.01
2	Television and YouTube	46 (14)	170 (53)	104 (33)	1.18
3	Websites of Particular organizations	76 (24)	179 (56)	65 (20)	0.96
4	Government publications	82 (26)	193 (60)	45 (14)	0.88
5	Entrepreneurship Manuals/related books (Mizo)	117 (37)	157 (49)	46 (14)	0.77
6	Entrepreneurship Manuals/related books (English)	115 (36)	150 (47)	55 (17)	0.81
7	Entrepreneurship related on news papers	97 (30)	168 (53)	55 (17)	0.86
8	Entrepreneurship seminar paper/Journals	101 (32)	163 (51)	56 (18)	0.85
9	Entrepreneurial related post on Social Media.	48 (15)	188 (59)	84 (26)	1.11

Source: Computed Figures in parentheses indicate percentage

**Weighted mean= 8.43/9=0.93 (Moderate level)*

The above analysis further highlighted that among the sources of knowledge about entrepreneurship, Television and YouTube with an average score of 1.18 found to be the most important source of entrepreneurship knowledge, indicating that respondents often turn to these platforms to gather information on entrepreneurship. As usual, social media plays a crucial role among the sources with an average score of (1.11). Peers and family members were also found to be of high importance with an average score of (1.01), this further indicates that people often seek advice and insights from their close ones who have prior experience in entrepreneurship.

5.2.2 Participation in Entrepreneurship Event

To encourage the youngsters and provide a platform for entrepreneurial aspirants, the state government initiated various platforms where entrepreneur aspirants and young students could participate at different levels. The level of participation in entrepreneurship and its related activities of the respondents in the present study was analysed at different entrepreneurial events such as Mizoram Kailawn (business plan contest), Mizoram Rahbi (micro-startup capital competition), skill development training, expert talks, awareness programmes, seminars, webinars, and symposiums or group discussions (see table 5.6).

Mizoram Kailawn (Business Plan Contest): The state government facilitated a state-wise business plan competition to hunt the potential entrepreneurs. However, majority of the respondents never (83%) participated at Mizoram Kailawn (Business Plan contest), only few participated sometimes (15%) and often (2%) in the contest.

Mizoram Rahbi (Mizoram Micro start-up Capital Competition): This initiative is to identify aspiring entrepreneurs and to provide seed capital for startup venture. Majority of the respondents reported that they have never (81%) participated in this competition while only a few of the respondents reported that they sometimes (13%) and often (6%) participated in the Mizoram Rahbi competition.

Skills Development Training: Majority of the respondents reported that they never (66%) attended while only a few of the respondents reported that they sometimes (23%) and often (11%) participated in Skills development training.

Expert Talks: Expert talk is an important event where business opportunities have been exploring to young entrepreneur aspirants. However, majority of the respondents declare that they never (63%) attended Expert talk while only a few of the respondents reported that they sometimes (28%) and often (10%) attended the Expert talk.

Awareness Programme: Awareness programme is declared as never (50%) attended by half of the respondents while the rest reported that they sometimes (34%) and often (16%) attended Awareness programme.

Seminars or Webinar: Participating in the seminars or webinars in the present study is considered one of the important components in informal entrepreneurial education. Seminars or webinars is reported as never (43%) attended by almost half of the respondents while the rest sometimes (40%) and often (18%) attended Seminars or webinars.

Group Discussion: Group discussion is reported by the respondents as never (59%) attended by majority while the rest sometimes (35%) and often (16%) attended Group discussion.

Table 5.6 Participation in Entrepreneurship Events

S/N	Entrepreneurial Events	Never	Sometimes	Often	Mean
1	Mizoram Kailawn (Business Plan Contest)	265 (83)	48 (15)	7 (2)	0.19
2	Mizoram Rahbi (Micro Startup Capital Competition)	261 (81)	40 (13)	19 (6)	0.24
3	Entrepreneurial Skills Development Training	212 (66)	74 (23)	34 (11)	0.44
4	Expert Talk	200 (63)	88 (28)	32 (10)	0.47
5	Entrepreneurship Awareness Programs	160 (50)	108 (34)	52 (16)	0.66
6	Seminar/Webinar	136 (43)	128 (40)	56 (18)	0.75
7	Group Discussion	157 (49)	112 (35)	51 (16)	0.66

Source: Computed Figures in parentheses are percentages

Weighted Average= 3.41/7= 0.48

Over all it can be inferred from the above interpretation and the weighted mean score (.48) shows the rate of participation in entrepreneurship events is very low. Mean score of each event further indicates that a notable disinterest in participating in events related to entrepreneurship. This lack of engagement may have adverse effects on the growth and development of entrepreneurship. However, the participation rate is found to be low significant in group discussions (0.66), seminars/webinars (0.75), and entrepreneurship awareness programme (0.66). Thus, these findings highlight the need for increasing awareness about the importance of participating in entrepreneurship and it related events among the potential youth.

5.2.3 Awareness on Entrepreneurship Schemes and Programmes

Awareness on entrepreneurship schemes and programs available in Mizoram which include 12 items and the participants had to rate on 3points Likert scale viz., No knowledge, Limited Knowledge and very well knowledge. The mean score of each items and overall mean is also calculated to decide level of awareness (see table- 5.7).

Above analysis shows majority of the respondents have no knowledge about EDS (59%) followed by respondents who have limited knowledge (32%) and adequate knowledge (10%). Greater numbers of the respondents have limited knowledge on PMRY Loan (47%), no knowledge (42%) and adequate knowledge (12%). Almost half of the participants have no knowledge about MUDRA scheme (49%), limited knowledge (38%) whereas 42 respondents (13%) are very well aware of MUDRA scheme. Regarding MEDMOC, majority of the respondents reported that they do not know about MEDMOC (53%) followed by limited knowledge (36%) and respondent who know well (12%). Majority of the respondents and significant number have reported that they have no knowledge (60%) and limited knowledge (30%) about the existence of Startup hub & Incubation Centre in Mizoram university whereas only few of them know very well about it (9%).

Regarding Zoram Infrastructure and Industrial Development Corporation (ZIDCO), half of the participants have limited knowledge about ZIDCO (50%) whereas there are respondents who have no knowledge (39%) and well knowledge (11%). Majority of the participants do not know about Handholding support system (60%)whereas 32% and 8%reported that they have limited knowledge and adequate Knowledge respectively. In regards to KVI, majority of the respondents (53%) have no knowledge, about 35 percent of them have limited knowledge and only few respondents with adequate knowledge about KVI (12%). A close percentage of the respondents 45 per cent and 44 per cent is seen with no knowledge and limited knowledge about Mizoram Rahbi respectively. Almost half of the respondents have limited knowledge about Mizoram Kailawn (48%) followed by a close percentage (40%) with no knowledge about it whereas 12 of them claim that they have adequate

about Business Plan Contest (12%). A close percentage of the respondents is observed with no knowledge (42%) and limited knowledge (41%) about the existence of Mizoram Industrial training Centre (ITC) with significant number of respondents having adequate knowledge (17%). Regarding awareness on subsidies offers by both State and central government, majority did not know about subsidies offered from the government (53%) whereas 38 per cent of them know to some extent and the rest few of the respondents were fully aware about the subsidies (9%).

Awareness on Entrepreneurship Development Scheme (EDS), MUDRA Scheme, ZIDCO, Mizoram Rahbi, Mizoram Kailawn and Mizoram Industrial Training Centre (ITC) are rated as high as indicated by the calculated mean score. However, the rest of the schemes and prorammes viz., EDS, MEDMOC, Start-up Hub, Handholding system, KVI and subsidies from the government are rated low level of awareness by the respondents.

Table: 5.7Awareness on Entrepreneurship Schemes and Programmes

S/N	Entrepreneurship schemes & Programs	Never	Sometimes	Often	Mean
1	Entrepreneurship Development Scheme	188 (59)	101 (32)	31 (10)	0.5
2	PMRY Loan	133 (42)	149 (47)	38 (12)	0.7
3	MUDRA Scheme	157 (49)	121 (38)	42 (13)	0.64
4	MEDMOC	169 (53)	114 (36)	37 (12)	0.58
5	Start-up Hub & Incubation Centre, MZU	193 (60)	97 (30)	30 (9)	0.49
6	Zoram Industrial Development Corporation	126 (39)	161 (50)	33 (10)	0.7
7	Handholding Support System	193 (60)	102 (32)	25 (8)	0.47
8	Khadi & Village Industry (KVI)	171 (53)	110 (35)	39 (12)	0.58
9	Mizoram Rahbi (Startup Capital Competition)	145 (45)	140 (44)	35 (11)	0.65
10	Mizoram Kailawn (Business Plan Contest)	128 (40)	153 (48)	39 (12)	0.72
11	Mizoram Industrial Training Centre (ITC)	135 (42)	132 (41)	53 (17)	0.74
12	Subsides from Sate Govt.	168 (53)	122 (38)	30 (9)	0.56

Source: Computed Figures in parentheses are percentage

**Weighted Average= 7.33/12= 0.61*

The weighted mean score (0.61) highlights the awareness level on entrepreneurship schemes and programmes initiated by both central and state government is still very low in Mizoram. Out of twelve (12) major schemes and

programmes analysed in this study, eight (8) schemes such as Entrepreneurship Development Scheme (.50), MUDRA Scheme (.64), MEDMOC (.58), Start-up Hub & Incubation Centre (.49), Handholding Support System (.47), Khadi & Village Industry (.58), Mizoram Rahbi (.65), and Subsides from state government (.56) is found to be insignificant, indicating that awareness level on these schemes is very low.

On the other hand, the mean score of four schemes and programmes such as PMRY Loan (.70), Zoram Industrial Development Corporation (.70), Mizoram Kailawn (.72), Mizoram Industrial Training Centre (.74) indicates awareness level on these schemes is found moderately significant.

5.2.4 Motivation and Support

Motivation and support are crucial for the success of any business venture. Motivation serves as a potent driver in achieving goals while support provides a favorable environment that enhances the perception of entrepreneurial fit and the desire to become an entrepreneur. This study analyzed the various sources of inspiration and support that motivated respondents to become entrepreneurs. These sources included family, close friends, established entrepreneurs, government, and financial institutions. The participants rated these sources based on a 3-point Likert scale (0-Never, 1-Sometimes, 2-Often) and the mean score of each source was calculated (see Table 5.8).

Family and Relatives: Family and relatives as a source of motivation and support to venturing entrepreneurship is declared by majority of the respondents as often (51%) and sometimes (37%) while a few of the respondents declared that they never (12%) receive support and motivation from their family and relatives on venturing entrepreneurship.

Close Friends: Close friends as a source of motivation and support to venturing entrepreneurship is declared by majority of the respondents as sometimes (56%) and often (31%) while a few of the respondents declared that they never (13%) receive support and motivation from their Close friends on venturing entrepreneurship.

Established Entrepreneurs: Established entrepreneur as a source of motivation and income is declared by more than half of the respondents as sometimes (44%) and often (15%), while almost half of the respondents declared that they never (41%) receive support and motivation from Established entrepreneur on venturing entrepreneurship.

Government Support: Government support as a source of motivation and support is declared by more than half of the respondents as sometimes (40%) and often (12%), while almost half of the respondents declared that they never (48%) receive support and motivation from Government support on venturing entrepreneurship.

Financial institutions: Financial institution as a source of motivation and support is declared by more than half of the respondents as sometimes (40%) and often (15%), while almost half of the respondents declared that they never (45%) receive support and motivation from financial institution on venturing entrepreneurship.

Table 5.8 Motivation and Supports

S/N	Motivation & Support	Never	Sometimes	Often	Mean
1	Family and Relatives	39 (12)	118 (37)	163 (51)	1.38
2	Close friends	43 (13)	178 (56)	99 (31)	1.17
3	Established Entrepreneurs	132 (41)	140 (44)	48 (15)	0.73
4	Government	154 (48)	129 (40)	37 (12)	0.63
5	Financial Institutions	144 (45)	128 (40)	48 (15)	0.73

Source: Computed Figures in parentheses are percentages

The calculated weighted mean score (0.93) depicts that entrepreneurial motivation and support system in Mizoram is as low as moderate level as rated by the participants of this study. However, family and relatives is found to be the main source of motivation (1.38), which is followed by close friends (1.17) at a moderate level of frequency, established entrepreneurs (.73) and financial institution (.73). Surprisingly, government is found to be insignificant source of motivation and support (.63).

CHAPTER VI

ENTREPRENEURIAL ATTITUDE AND SKILLS

Entrepreneurship involves conceiving and acting on a business idea. However, it is essential to develop certain entrepreneurial skills and competencies before pursuing an idea. A positive attitude towards entrepreneurship is crucial in creating an entrepreneurial environment among the population. This attitude plays a significant role in influencing a person's behavior towards entrepreneurship, and thus, their chances of becoming a successful start-up entrepreneur (Strobl et al., 2012). It is important to note that entrepreneurial skills are not entirely innate traits; they can also be learned and developed through prior experience (Beranek, 2014). Success in entrepreneurship requires both a sound strategy and skill sets that can be acquired from entrepreneurship education and related programs. The attitudes and skills of an individual, which are developed through education, form the foundation for future entrepreneurial success. Though Mizoram is known to be an industrially backward state, the state has a significant demographic advantage, with more than 64% of its population being of working age. The state government is working towards developing its startup ecosystem to encourage its young population to become job creators instead of job seekers. Despite of high literacy rate, people have been relying heavily on government jobs and are not very interested in pursuing other employment opportunities. The state's topographical and geographical conditions, coupled with underdeveloped infrastructure, poor roads, and transport bottlenecks, have led to a weak manufacturing sector. The current chapter tries to bring out how the entrepreneurial ecosystem in Mizoram has impacted attitudes toward entrepreneurship and skills.

In the previous chapter, the various patterns of entrepreneurial education that the respondents had engaged in, both in formal and informal settings were discussed. The current chapter is divided into three sections, the first section deals with entrepreneurial attitudes of the respondent, the latter section discusses entrepreneurial skills of the respondents, and the last section presents Spearman’s correlation and Mann Whitney U-test in order to determine the results.

Table 6.1 Scale range (3-Point scale)

Scale Range	Interpretation	Level
0.66 and Below	Never	Low
0.7 – 1.2	Sometimes	Moderate
1.3 and above	Often/Always	High

Table 6.2 Scale of Range (4-Point scale)

Scale Range	Interpretation	Level
1.00 – 1.75	Strongly Disagree	Very Low
1.76 – 2.50	Disagree	Moderate-Low
2.51 – 3.35	Agree	Moderate-High
3.36 – 4.00	Strongly Agree	Very High

Source: Alico & Guimba (2015)

In order to interpret the mean score results, the current study opted to utilize the scale range and their corresponding descriptions developed by Alico and Guimba (2015). This approach was chosen in order to provide a clear and standardized framework for interpreting the data obtained.

6.1 Entrepreneurial Attitude

An entrepreneurial attitude is a mindset that sees opportunities to start a new business. Some studies conducted in the context of Mizoram observed that young people in the region have a strong inclination towards entrepreneurship and starting new ventures. However, despite their aspirations, they often face constraints and perceived barriers that prevent them from turning their desires into actions (Khiangte, 2018; Daizauva, 2018; Lalhunthara, 2019; S.S. Thakur, 2014).

This first section of the chapter presents the correlation matrix of attitude toward enterprise scale indicators, the range of the scale, Attitudes towards entrepreneurship: mean and mode descriptive statistical analysis, and the overall ATE score.

6.1.1 Attitude towards Entrepreneurship

This sub-section explores the attitudes of young people towards entrepreneurship using a standardized test called Attitude Towards Enterprise (ATE). The test was developed by Athayde (2009) and is designed to measure the attitudes of young people under the age of 25 who are not yet entrepreneurs. The ATE test consists of four indicators that measure different aspects of entrepreneurial attitudes: Leadership, Achievement, Personal Control, and Creativity. There are 18 items in total with five statements in each indicator, except for Creativity. Participants rate their level of agreement with each statement on a 4-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree) (see Table 6.3).

Regarding **Leadership** (LEAD) orientation, the results presented in Table 6.3 indicate that nearly half of the respondents (57%) agreed with the statement in LEAD1 that reads "I am proficient in getting people to work well." Conversely, little more than two tenths respondents (22.8%) disagreed with the statement, while one tenth respondents (10.9%) strongly disagreed, and nearly one tenth (9.1%) strongly agreed with it. In regards to LEAD2, nearly half of the respondents (46.6%) concurred with the statement "I assume responsibility for organizing people in group work," while little more than one third of respondents (34.4%) disagreed with it. Additionally, one tenth respondents (10.3%) strongly disagreed, and few respondents (8.8%) strongly agreed with the statement. Concerning LEAD-3, almost half of the respondents (47.8%) agreed with the statement, "I am skilled at motivating my classmates." In contrast, nearly two fifth of respondents (37.5%) disagreed with the statement, and nearly one tenth (7.8%) strongly agreed with it, while the remaining respondents (6.9%) strongly disagreed. More than half of the participants (52.5%) expressed their agreement with the LEAD-4 statement *'I believe I can persuade my classmates to agree on a plan.'* Meanwhile, less than one third of the respondents (31.3%) disagreed, followed by nearly one tenth respondents (9.4%) strongly disagreed, and few respondents (6.9%) strongly agreed with the statement. With regards to the LEAD-5 statement, a significant majority of the participants agreed and strongly agreed (53.1% and 14.4%, respectively) with the statement *'I trust my own instinct to solve problems in class.'* However, a notable proportion of the

respondents showed their disagreement and strong disagreement with the LEAD-5 statement (24.7% and 7.8%, respectively).

Regarding **Achievement** orientation, the present study explored achievement orientation among the participants. The results showed that almost half of the respondents (45%) agreed that putting significant effort into a project was worth it (ACH-2 statement), with nearly two fifth (37.5%) of them strongly agreeing with the statement. Conversely, one tenth of respondents (10.9%) disagreed, and few respondents (6.6%) strongly disagreed with the ACH-1 statement. Additionally, almost half of the respondents (49.1%) agreed that it feels satisfying when a school project turns out well. Among these respondents, a significant number of them strongly agreed with the statement, while a few of them (8.4%) disagreed, and 5% strongly disagreed with the ACH-2 statement. More than half of the respondents (54.4%) agreed with the statement ACH-3, "It feels good when a school project works out well," while one fourth of the respondents (25%) strongly disagreed with it. Furthermore, little less than one sixth (14.4%) disagreed with the statement, and 6.3% strongly disagreed with it. In contrast, greater number of the respondents, with more than one third (37.8%) disagreed with the ACH-4 statement, "It doesn't matter if my project work is no good," and nearly one fifth respondents (18.4%) strongly disagreed with it. However, nearly one third of respondents (31.9%) agreed with the statement, and the remaining one third respondents (11.9%) strongly agreed with it.

Regarding the ACH-5 statement, ‘I enjoy lessons when the teacher tries out different ways of teaching,’ significant number of the respondents (44.4%) agreed or strongly agreed with it, while the remaining one third (12.2%) and less than one tenth (6.3%) disagreed and strongly disagreed with it, respectively. The present study suggest that the majority of the respondents value the importance of hard work in achieving their goals and feel satisfied when their efforts pay off. Additionally, a significant number of participants appreciate innovative teaching methods, which could be useful in promoting learning.

Concerning **Personal Control** orientation, the descriptive statistics presented in table (6.3) offer insights into the personal control orientation of the respondents. The data reveals that half of the respondents (50.6%) strongly disagreed, and little more than one third of respondents (34.4%) agreed with the statement *'I think my future career success is largely up to me,'* coded as PCNT-1. Only one fifth of the respondents (12.5%) disagreed, and very few respondents (2.5%) strongly disagreed with the statement. The statement "I have as much chance as anyone else of getting a good job in the future," coded as PCNT-2, received agreement from little more than two fifths of the respondents (42.8%), while one fourth (25.6%) strongly agreed with it. Conversely, one-fourth of respondents (25.9%) disagreed, and very few (5.6%) strongly disagreed with the same statement. Regarding the statement, PCNT-3, *'It is important to plan my future career,'* more than half of the respondents (51.9%) strongly agreed with it, and nearly two fifths of respondents (38.4%) agreed. A small percentage of respondents (7.5% and 2.2%) disagreed and strongly disagreed, respectively, with this statement. Turning to PCNT-4, "I have a lot of faith in my own ability to succeed in my future career," nearly half of the respondents (49.1%) agreed with the statement, while more than one fourth (29.1%) strongly agreed. The majority of the respondents (55.9%) agreed, and 28.8% strongly agreed with the statement, while 11.9% disagreed and 3.4% strongly disagreed with it. It can be concluded from these findings that the respondents' personal control orientation is a crucial factor in their perceptions of future career success. The data provides insights into the respondents' beliefs about their ability to succeed in their future careers and the importance of planning for their future. Thus, the study highlights the importance of personal control orientation in shaping individuals' career aspirations, and it can be beneficial for policymakers, educators, and career counselors to consider this dimension in career development interventions.

Finally, regarding **Creativity orientation**, table (6.3) shows that half of the respondents (51.3%) agree on the statement of CREAT-1, 'I believe a good imagination helps you do well at school' and nearly one third of the respondents (27.50%) showed that they strongly agree on the statement. Exactly half of the respondents (50%) agree on the statement of CREAT-2, *'I think I show a lot of*

imagination in my schoolwork' whereas more than one third of the respondents (35.6%) disagree on the same statement, which was then followed by a few respondents (8.8%) strongly agree and 18 respondents (5.6%) strongly disagree on the statement. Looking at the statement of CREAT-3, *'I like lessons that really stretch my imagination', a* significant number of the respondents (48.8%) agree on the statement, and nearly one-third of the respondents (31.3%) strongly agree on it. 55 respondents (17.2%) expressed disagreement on the same statement, and only 9 respondents (2.8%) strongly disagreed on the statement on CREAT-3.

Table 6.3 Attitude towards Entrepreneurship

I	**Leadership (LEAD)**	**SD**	**DA**	**A**	**SA**
LEAD1	I'm Good at getting people to work well	35 (10.9)	73 (22.8)	183 (57.2)	29 (9.1)
LEAD2	I take responsibility for organizing people in group work	33 (10.3)	110 (34.4)	149 (46.6)	28 (8.8)
LEAD3	I'm good at motivating my classmates	22 (6.9)	120 (37.5)	153 (47.8)	25 (7.8)
LEAD4	I believe I can persuade my classmates to agree on a plan	30 (9.4)	100 (31.3)	168 (52.5)	22 (6.9)
LEAD5	I trust my own instinct to solve problem in class	25 (7.8)	79 (24.7)	170 (53.1)	46 (14.4)
II	**Achievement (ACHV)**	**SD**	**DA**	**A**	**SA**
ACH1	Working hard on project is well worth the effort	21 (6.6)	35 (10.9)	144 (45)	120 (37.5)
ACH2	It feels good when a school project works out well	16 (5)	27 (8.4)	157 (49.1)	120 (37.5)
ACH3	It feels good when a school project works out well	20 (6.3)	46 (14.4)	174 (54.4)	80 (25)
ACH4	It doesn't matter if my project work is no good	59 (18.4)	121 (37.8)	102 (31.9)	38 (11.9)
ACH5	I enjoy lessons when teacher tries out different ways of teaching	20 (6.3)	39 (12.2)	142 (44.4)	119 (37.2)
III	**Personal Control (PCONT)**	**SD**	**DA**	**A**	**SA**
PCNT1	I think my future career success is largely up to me	8 (2.5)	40 (12.5)	110 (34.4)	162 (50.6)
PCNT2	I have as much chance as anyone else of getting a good job in future	18 (5.6)	83 (25.9)	137 (42.8)	82 (25.6)
PCNT3	It is important to plan my future career	7 (2.2)	24 (7.5)	123 (38.4)	166 (51.9)
PCNT4	I have a lot of faith in my own ability to succeed in my future career	11 (3.4)	59 (18.4)	157 (49.1)	93 (29.1)
PCNT5	I work hard to make my project successful	11 (3.4)	38 (11.9)	179 (55.9)	92 (28.8)
IV	**Creativity (CREAT)**	**SD**	**DA**	**A**	**SA**

CREAT1	I believe a good imagination helps you do well at school	14 (4.4)	54 (16.9)	164 (51.3)	88 (27.5)
CREAT2	I think i show a lot of imagination in my schoolwork	18 (5.6)	114 (35.6)	160 (50)	28 (8.8)
CREAT3	I like lessons that really stretch my imagination	9 (2.8)	55 (17.2)	156 (48.8)	100 (31.3)

Source: Computed Figures in parentheses are percentages

In terms of **Leadership**, the weighted mean (2.61) indicates average respondents have possessed high level of leadership orientation, taking them singly five items in this sub-scale that only two items got above average mean score viz., I'm good at getting people to work well (2.64) and I trust my own instinct to solve problem in class (2.74), whereas the rest three items I take responsibility for organizing people in group work (2.53), I'm good at motivating my classmates (2.56) and I believe i can persuade my classmates to agree on a plan (2.56) got less than average mean score.

Regarding **Achievement orientation**, there are five items with a weighted mean score of 2.96 indicating that respondents have high achievement orientation. Among the five items, three items got high mean score such as 'Working hard on project is well worth the effort' (3.13), 'It feels good when a school project works out well' (3.19) and 'I enjoy when teacher tries out different ways of teaching' (3.12) tend towards strongly agree followed by I'm trying out different solutions to a problem rather than give up' with a positive mean score of 2.98, whereas a single item which is less than weighted mean 'It doesn't matter if my project work is no good' (2.37).

Considering **Personal control**, highest weighted mean score (3.154) among all the sub-scale is observed with over .8 Alpha on all the items. However, taking them singly, one of the items 'I have as much chance as anyone else of getting a good job' was rated only (2.88) while the remaining four items rated high by the respondents with mean scores of over 3 which can be somehow considered as strongly agree such as 'It is important to plan my future career' (3.40), 'I think my future career success is largely up to me' (3.33), 'I work hard to make my project successful' (3.10) and 'I have a lot of faith in my own ability to succeed in my future' (3.03).

The weighted mean score with creativity is observed at 2.90 which is in the range of high as per scale of range showing that youth of this study have ability to develop new idea. Taking the three items singly, data indicated that there are two items with higher mean score than weighted mean 'I like lessons that really stretch my imagination' (3.08) with standard deviation of .76 and 'I believe a good imagination help me do well at school' (3.01) with standards deviation of .787 whereas respondents expressed neutral perception on the item 'I think i show a lot of imagination in my schoolwork' with a mean score of (2.61) which is less than weighted mean.

Table 6.4 Attitude towards Entrepreneurship (Mean)

I	**LEADERSHIP (LEAD)**	**Mean**	**St. D**	**Total Mean**
LEAD-1	I'm Good at getting people to work well	2.64	0.794	
LEAD-2	I take responsibility for organizing people in group work	2.53	0.794	
LEAD-3	I'm good at motivating my classmates	2.56	0.735	**2.61**
LEAD-4	I believe i can persuade my classmates to agree on a plan	2.56	0.756	
LEAD-5	I trust my own instinct to solve problem in class	2.74	0.798	
II	**ACHIEVEMENT(ACH)**	**Mean**	**St. D**	
ACH-1	Working hard on project is well worth the effort	3.13	0.855	
ACH-2	It feels good when a school project works out well	3.19	0.790	
ACH-3	I'm trying different solutions to a problem rather than give up	2.98	0.803	**2.96**
ACH-4	It doesn't matter if my project work is no good	2.37	0.917	
ACH-5	I enjoy when teacher tries out different ways of teaching	3.12	0.854	
III	**PERSONAL CONTROL(PCNT)**	**Mean**	**St. D**	
PCNT1	I think my future career success is largely up to me	3.33	0.789	
PCNT2	I have as much chance as anyone else of getting a good job	2.88	0.854	
PCNT3	It is important to plan my future career	3.4	0.723	**3.15**
PCNT4	I have a lot of faith in my own ability to succeed in my future	3.03	0.782	
PCNT5	I work hard to make my project successful	3.1	0.731	
IV	**CREATIVITY(CREAT)**	**Mean**	**St. D**	
CREAT1	I believe a good imagination helps you do well at school	3.01	0.787	
CREAT2	I think i show a lot of imagination in my schoolwork	2.61	0.724	**2.90**
CREAT3	I like lessons that really stretch my imagination	3.08	0.769	

Source: Computed

6.1.2 Overall ATE Test Score:

Table (6.5) presents overall statistics test score for all four indictors and number of items included. On the basis of 4-point Likert scale, the minimum score (1= Strongly Disagree) and maximum score (4= Strongly Agree), the weighted mean scores and standard Deviation of all the constructs i.e,. Leadership, Creativity, Personal Control and Achievement orientation are also examined (see table 6.5).

Table 6.5 Overall ATE Test score

S/N	Sub-Scale	No. of Item	Min	Max	Mean	Std. D
1	**Leadership**	5	1	4	2.61	0.527
2	**Creativity**	3	1	4	2.90	0.596
3	**Personal Control**	5	1	4	3.15	0.525
4	**Achievement**	5	1	4	2.96	0.55

Source: Computed

Overall mean score= 52.33/18= 2.90

Overall mean score of all the sub-scale (2.90) tends towards agreement which further indicated that the youth of this study samples appear to have positive attitudes toward entrepreneurship. The highest mean score is observed in *Personal Control* (self-perception of personal control over their career) with standard deviation of .525 showing that respondents have high entrepreneurial attitude orientation in perceived personal control over career, which is followed by *achievement* orientation (strong need for achievement or desire towards achievement) with a mean score of (2.96) and *Creativity* with a mean score of (2.90). Leadership (self-perception of ability to lead others) has the least score among the indicators.

The calculated overall mean score of all the four sub-scales (2.90) of the attitude towards entrepreneurship indicates positive attitude towards entrepreneurship showing that respondents have achieved moderately-high level of attitude towards entrepreneurship.

6.1.3 Correlation Matrix of Attitudes Sub-scales

The relationship between the four indicators namely Leadership-Self perceptions of ability to lead other, Achievement- Achievement orientation on project work, Personal Control-Perceived personal control over career, Creativity-Self perceptions about creativity at college were examined linear relationship by calculating Spearman's correlation coefficient (s). A correlation coefficient is significant at the level of 0.01 (2-tailed) and the guidelines for interpreting Spearman's correlation coefficient for this study (see Table 6.2).

The results indicate that there were significant correlations ($p< 0.01$) between all the constructs combinations, ranging from moderate r =(.32) to strong r = (.53) correlation (s). The value reflects that there was a strong positive correlation between Creativity and Achievement orientation at r =.51, whereas the relationship between Personal control and Achievement also indicates a strong positive correlation at the level of r =.53, n = 320, and p =.001. The strength of the monotonic relationship between the four constructs Creativity and Personal control, r =.44; achievement and Leadership r=(.36) shows there were moderate correlation between the constructs. However, although the relationship is significant between Leadership and Creativity but the values r = (.32), n= (320), and p = (<.001) indicating that the association was towards weak correlation.

Table 6.6 Spearman's Correlation(s) of ATE Indicators

			LEAD	ACHV	P-Control	CREAT
Spearman's rho	Leadership	Co- Coefficient	1.000	.369**	.362**	.324**
	Achievement	Co- Coefficient	.369**	1.000	.534**	.519**
	Personal Control	Co- Coefficient	.362**	.534**	1.000	.448**
	Creativity	Co- Coefficient	.324**	.519**	.448**	1.000

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

6.1.4 Entrepreneurial Attitudes across Rural & Urban

To assess attitudes towards enterprise of the youth of this study based on their residential area, the data were cross tabulated, and conducted Mann Whitney U-test to test the differences between the two residential area of rural and urban on four subscales (see table 6.7).

The mean scores and standard deviation of the respondents from urban and rural areas based on Attitudes Towards Enterprise (ATE) Test is presented in table no. 6.5. Respondents from rural areas are little bit more positive in Leadership orientation towards enterprise than those from urban areas. Respondents from urban areas achieved a moderately higher mean score in all the other sub-scales, viz., Achievement, Personal control and Creativity than respondents hailing from rural areas. Overall means of all the constructs show that respondents from rural and urban areas achieved high mean on Personal control and Achievement orientation. The weighted mean of both urban (2.91) and rural (2.85) further indicates that respondents from urban communities seem to be a little bit more positive towards entrepreneurship than those from rural areas.

The differences in means score between rural and urban areas on the attitudes towards enterprise were further analyzed to check the significance level of residential areas on the attitudes towards enterprise. The Mann-Whitney U-test was administered (see Table 6.8).

Table 6.7 Attitude across Rural and Urban area

Residential Area		**Leadership**	**Achievement**	**P- Control**	**Creativity**	Weighted Mean
Urban	**Mean**	2.557	2.981	3.162	2.962	**2.91**
	N	160	160	160	160	
	SD	0.533	0.5597	0.5421	0.6004	
Rural	**Mean**	2.665	2.94	3.138	2.852	**2.85**
	N	160	160	160	160	
	SD	0.5186	0.542	0.5095	0.5884	
Total	**Mean**	2.611	2.960	3.150	2.907	
	SD	0.5279	0.5509	0.525	0.5961	

Table 6.8 Test Statistics- Attitude across Rural & Urban

	Leadership	Achievement	Personal Control	Creativity
Mann-Whitney U	11267	12389.5	12417.5	11590
Wilcoxon W	24147	25269.5	25297.5	24470
Z	-1.867	-0.501	-0.466	-1.487
Effect Size (r)	0.01	0.02	0.02	0.08
Asymp. Sig. (2-tailed)	0.062	0.616	0.641	0.137

a. Grouping Variable: Residential Area (Rural & Urban)

Table 6.8 (b)-Attitude across Rural & Urban (compute variables)

	Attitudes
Mann-Whitney U	12677.000
Wilcoxon W	25557.000
Z	-.149
Asymp. Sig. (2-tailed)	**.882**

a. Grouping Variable: Rural & Urban

Results of Mann-Whitney U test in table 6.8 indicate that the differences between rural and urban respondents were not statistically significant on all the attitude subscales since all the observed p-values Leadership (.06), Achievement (.61), Personal Control (.64), Creativity (.13) and (Computed variable of all sub-scale .88) are greater than the alpha level (P-values $\geq$.05).

From the result of compute variables presented in table 6.8 (b), it may be concluded that residential area has no significant impact on the attitude of the youth towards entrepreneurship (.882). Thus, the hypothesis '*There is a difference in the attitudes towards enterprise across rural and urban youth'* is rejected.

6.1.5 Entrepreneurial Attitudes across Gender (Male & Female)

The present study assesses variation of attitudes towards enterprise based on their gender identity, the data were cross tabulated (see table 6.9), and conducted Mann Whitney U-test to test the differences between the two gender on four indicators (see table 6.10).

Regarding leadership, both gender score the same value female (2.62) male (2.60). However, female respondents were found to have little bit more leadership orientation towards enterprise than male respondent. Male seem to have more achievement orientation towards enterprise as compare to female counterparts 2.97 male, 2.94 female. In terms of Personal control, both gender shows high mean score, however, to some extent female 3.16 are seen better than male 3.13 in personal control orientation to create new venture. In the case of Creativity male respondents are better 2.92 than those of female respondents 2.88.

Table 6.9 Entrepreneurial Attitude across Gender (Male & Female)

Gender		**Leadership**	**Achievement**	**P- Control**	**Creativity**	Mean Rank
Male	**Mean**	2.6	2.9763	3.1379	2.9228	**2.9**
	SD	0.55718	0.48395	0.54563	0.58899	
	N	177	177	177	177	
Female	**Mean**	2.6252	2.9413	3.1664	2.8881	**2.9**
	SD	0.49097	0.62521	0.5007	0.60636	
	N	143	143	143	143	
Total	**Mean**	2.6113	2.9606	3.1506	2.9073	
	SD	0.52796	0.55093	0.5254	0.59612	

Source: Computed

The results of Mann-Whitney U test presented in table 6.10 indicate that the differences between male and female respondents were not statistically significant on all the subscales since all the observed p-values for Leadership (.81), Achievement (.75), Personal Control (.85), Creativity (.50) are greater than the alpha level (P-values $\geq$ .05).

Table 6.10 Test Statistics-Attitude & Gender

	Leadership	Achievement	Personal Control	Creativity
Mann-Whitney U	12464.5	12402	12508.5	12113
Wilcoxon W	28217.5	22698	28261.5	22409
Z	-0.234	-0.311	-0.18	-0.67
Effect Size (r)	0.01	0.01	0.01	0.03
Asymp. Sig. (2-tailed)	0.815	0.756	0.857	0.503

a. Grouping Variable: Gender. Source: Calculation on SPSS

6.2 Entrepreneurial Skills

Skill is a performance attribute that individuals acquire through training, practice, and experience, and it is not exclusively based on innate abilities (Kewisi & Asitik, 2012). In India, the primary cause of unemployment among educated youth is the mismatch between their required and actual skill sets. In remote regions of Mizoram, this issue is compounded by inadequate educational resources, low investment, and a shortage of industry and raw materials for the region's labor force, as found in the National Skills Gap Study-North East Report (2012).

The second part of this section focuses on the entrepreneurs' skills among the youth participants, using the Organization for Economic Co-operation and Development's (OECD) required skill sets model. This section presents a descriptive analysis of the respondents' entrepreneurial skills, using mean, median, and cross-tabulation as analytical methods.

6.2.1 Entrepreneurial Skills of the Respondents

The present section tries to evaluate the entrepreneurial skills of young participants in accordance with the requisite skill sets put forth by the Organisation for Economic Co-operation and Development (OECD). The model comprises three distinct indicators, namely Technical Skills (TS), Business Management Skills (BMS), and Personal Entrepreneurial Skills (PES). Technical Skills entail communication, opportunity recognition, problem-solving, technology implementation and use, inter-personal and organizational skills. Business

Management Skills encompass goal-setting, decision-making, human resource management, marketing, finance and accounting, customer relations, quality control, compliance with regulations, and negotiation. Personal Entrepreneurial Skills include self-control, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking. The respondents were requested to rate their skills on a 4-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The data obtained was analyzed by computing frequency table and percentage, mean score, and standard deviation (see Table 6.11).

In regard to **Technical Skills** (TS), the results showed that more than half of the respondents (56.9%) agreed, and over one-tenth of the respondents (12.8%) strongly agreed with the statement, "I can cooperate well with others and listen to me when I speak." However, nearly one-fourth of the respondents (24.1%) disagreed, and a few of them (6.3%) strongly disagreed with the same statement. Regarding technical skills, a greater number of respondents (44.4%) were in disagreement, and over one-third of the respondents (36.9%) were in agreement with the statement, "I am able to recognize business opportunities." However, little more than one-tenth of the respondents (11.6%) strongly disagreed, and very few of them (7.2%) strongly agreed with the statement. Moreover, over half of the respondents (53.4%) agreed that they could cope up with problems and criticism and come up with new ideas, while nearly one-third of the participants (30.9%) disagreed. Few of the respondents (8.1%) and (7.5%) strongly disagreed and strongly agreed with the statement, respectively. The maximum number of respondents (47.2%) agreed with the statement, "I can start a conversation with a person whom I do not know." However, 94 respondents disagreed, 45 respondents (14.1%) were in strong agreement, and few of them (9.4%) strongly disagreed with the statement. Lastly, it was observed that nearly half of the respondents (49.1%) agreed that they thought they could set up a good team and resources to carry out different tasks, while over one-third of the respondents (34.4%) disagreed. One-tenth of the respondents (10%) strongly agreed, and very few of the respondents (6.6%) strongly disagreed with the statement.

Regarding **Business Management Skills (BMS)**, of the total respondents, almost half of the respondents (47.5%) agreed that they regularly set desired objectives and plan to accomplish tasks. Conversely, almost one-third of the participants (32.8%) disagreed with this statement. Notably, two-thirds of the respondents (10.9%) strongly agreed with the statement, while less than one-tenth (8.8%) strongly disagreed. Regarding the ability to make sound decisions in challenging situations, analysis of the data revealed that more than half of the respondents (56.6%) possess this skill. While more than one fourth respondents (27.8%) disagreed, some of whom (9.1%) strongly disagreed, others (6.1%) strongly agreed with the statement. The study also explored respondents' ability to coordinate different kinds of people for the same purpose. Approximately half of the respondents (50.6%) agreed with the statement, while little less than one third respondents (31.3%) disagreed. Moreover, nearly two fifth respondents (10.9%) strongly agreed, whereas few respondents (7.2%) strongly disagreed with the statement. On the statement of "My friends think of me as a good seller," greater number of respondents, with two fifth (42.2%) disagreed, while nearly one-third (31.6%) agreed with the statement. Some respondents (17.5%) strongly disagreed, and others (8.8%) strongly agreed with the statement. Regarding the habit of keeping records of personal expenditure and income, the data indicated that a significant number of respondents (45.9%) disagreed with the statement. In contrast, little more than two fifth respondents (21.9%) agreed, 50 (15.6%) strongly disagreed, and 30 (9.4%) strongly agreed with the statement.

The study explored the extent to which respondents can acknowledge the customer's point of view. Half of the respondents (50.9%) agreed that they could, while little less than one third respondents (31.3%) disagreed, with 36 (11.3%) strongly disagreeing, and only few (6.6%) strongly agreeing with the statement. Regarding on a statement on ‘Quality is what i always care for rather than quantity’ half of the respondents (51.9%) agree and one fourth respondents (24.7%) strongly agree whereas nearly two tenth respondents (17.8%) disagree on the statement and few of them (5.6%) strongly agree. While half of the respondents (52.8%) agree that to complete task, they can easily led people support them, one third of the

respondents (33.4%) did not agree whereas there are respondents, with little less than one tenth (7.8%) strongly disagree and very few respondents (5.9%) who strongly agree on the statement.

Considering **Personal Entrepreneurial Skills (PES)**, the results of Table 6.11 revealed that a significant number of respondents expressed their agreement or disagreement with the statements. In reference to the statement "I keep focused on task I need to do, even if I do not like," more than half of the respondents (52.8%) agreed, followed by little less than one fourth (24.7%) disagreed. Similarly, little less than one-sixth respondents (14.4%) reported strongly agreeing with the statement, while a few respondents (8.1%) strongly disagreed. The next statement "I'm a risk-taker later proved to be a success" obtained mixed reactions from the participants. While more than two fifth of respondents (45.6%) agreed, followed by one third (34.4%) disagreed, and one tenth respondents (11.9%) strongly agreed with the statement, 8.1% strongly disagreed. Coming to the statement "I always come up with new ideas", almost half of respondents (47.8%)agreed, while nearly two fifth (36.3%) disagreed. Furthermore, 10.3% of the participants strongly agreed with the statement, while only 5.3% strongly disagreed. The statement "I never stop when I'm tired, I stop when I'm done" received a generally positive response from the participants. More specifically, more than two-fifth of respondents (45%) agreed with the statement, while less than one third (29.7%) disagreed, one sixth (16.9%) strongly agreed with the statement, while less than one tenth (8.4%) strongly disagreed.

Regarding the statement ‘I am usually a driving force among my friends and lead a group," (43.3%) of the respondents agreed, while two fifth (40.6%) disagreed. However, one tenth of respondents (10.3%) strongly disagreed, while only few respondents (5.6%) strongly agreed. On a statement on "I can quickly make a change to adapt myself," half of the respondents (52.8%) agreed, followed by one fourth respondents (26.3%) disagreed. However, it is noteworthy that less than two tenth of (15%) respondents strongly agreed, while only 5.6% strongly disagreed. Concerning the statement "I love meeting people to find key partners in business," more than two-fifths of respondents (44.1%) agreed, while more than one third (35.9%)

disagreed, whereas one tenth of respondents (10.3%) strongly agreed, and little less than one tenth (9.4%) strongly disagreed. Finally, the statement "I can quickly identify unusual things and understand them," half of the respondents (51.9%) agreed, while one fourth respondents (25.9%) disagreed. However, little less than one sixth of respondents (14.7%) strongly agreed, while only 7.5% strongly disagreed on the statement.

Table 6.11 Entrepreneurial Skills

I	TECHNICAL SKILLS	SD	D	A	S A
1	I can cooperate well with others and listen me when i speak	20 (6)	77 (24)	182 (57)	41 (13)
2	I can deal with people who are difficult to dealt with	27 (8)	106 (33)	158 (50)	29 (9)
3	I'm good at listening to others opinions and recommendation	13 (4)	40 (12)	185 (58)	82 (25)
4	I'm able to recognize business opportunity	37 (12)	142 (44)	118 (37)	23 (7)
5	I'm aware of market imbalance and what happen around me	38 (12)	139 (43)	122 (38)	21 (7)
6	Entrepreneur implies more advantage than disadvantage to me	17 (5)	133 (42)	137 (43)	33 (10)
7	I usually apply alternate ways of doing things to find solution	22 (7)	89 (28)	172 (54)	37 (11)
8	I'm able to take advantage of unusual situation to overcome problems	16 (5)	111 (35)	155 (48)	38 (12)
9	I can cope up with problem and criticism and got new idea	26 (8)	99 (31)	171 (53)	24 (8)
10	I have enough technical know-how to create successful new venture	34 (11)	151 (47)	110 (34)	25 (8)
11	I know how to do market survey	57 (18)	141 (44)	102 (32)	20 (6)
12	I have required basic IT knowledge	37 (12)	139 (43)	117 (37)	27 (8)
13	I can make people fond of me in no time	42 (13)	149 (47)	113 (35)	16 (5)
14	I can start conversation with a person whom i do not know	30 (9)	94 (30)	151 (47)	45 (14)
15	People do not have difficulty understanding my idea	25 (8)	140 (44)	125 (39)	30 (9)
16	I do not find any difficulties in convincing people around me	33 (10)	140 (44)	123 (38)	24 (8)
17	I can co-ordinate people to achieve what i wish to achieve	24 (7)	117 (37)	154 (48)	25 (8)
18	I can set-up a good team and resources to carry out different tasks	21 (7)	110 (34)	157 (49)	32 (10)
II	**BUSINESS MANAGEMENT SKILLS**	**SD**	**D**	**A**	**SA**
1	I regularly set desire objectives and planning to accomplish task	28 (9)	105 (33)	152 (48)	35 (11)

2	I often set goals for my future action	22 (7)	66 (21)	171 (53)	61 (19)
3	I have capacity to set direction and objectives	27 (8)	91 (27)	172 (57)	30 (9)
4	I often make decision where to go for lunch and friends follow me	26 (8)	101 (32)	151 (47)	42 (13)
5	I'm able to make good decision in difficult situation	29 (9)	89 (27)	181 (57)	21 (7)
6	I made decision for my own carrier	22 (7)	65 (20)	166 (52)	67 (21)
7	I'm good at finding people whom i need to work with	27 (8)	95 (30)	159 (50)	39 (12)
8	I can co-ordinate different kinds of people for the same purpose	23 (7)	100 (31)	162 (51)	35 (11)
9	I have ability to deal with conflict, stress and worries	31 (10)	106 (33)	138 (43)	45 (14)
10	My friends think of me as a good seller	56 (17)	135 (42)	101 (32)	28 (9)
11	I love making profit by selling things	38 (12)	89 (28)	136 (42)	57 (18)
12	I'm aware of market treat	53 (17)	138 (43)	111 (35)	18 (5)
13	I can save money to invest in business	67 (21)	146 (46)	85 (26)	22 (7)
14	I always try to avoid unpleasant expenditure	30 (10)	84 (26)	161 (50)	45 (14)
15	I often keep records of my expenditure and income	50 (16)	147 (46)	93 (29)	30 (9)
16	I think i can acknowledge customer's point of view	36 (11)	100 (31)	163 (51)	21 (61)
17	I have presentation skill, which is important to convince customer	34 (11)	106 (33)	142 (44)	38 (12)
18	People with whom i have relation trust me	10 (3)	55 (17)	178 (56)	77 (24)
19	Quality is what i always care for rather than quantity	18 (6)	57 (18)	166 (52)	79 (27)
20	I have strong urge to excel to beat the existing standard	21 (7)	119 (37)	150 (47)	30 (9)
21	It is always good to seek legal advice for entrepreneur	19 (6)	90 (28)	152 (48)	59 (18)
22	To complete my task, i can easily led people support me	25 (8)	107 (33)	169 (53)	19 (6)
23	My friends and relatives said that 'i'm a good negotiator'	39 (12)	137 (43)	120 (38)	24 (8)
24	I always negotiate with the shopkeepers in the market	44 (14)	149 (47)	106 (33)	21 (6)
III	**PERSONAL ENTREPRENEURIAL SKILLS**	**SD**	**D**	**A**	**SA**
1	I often committed to work to get the task completed on time	21 (6)	76 (24)	163 (51)	60 (19)
2	I see the planning as a guide to control my action	22 (7)	72 (23)	186 (58)	40 (13)
3	I keep focused on task i need to do even if i do not like	26 (8)	79 (25)	169 (52)	46 (14)
4	I'm a risk taker later proved to be success	26 (8)	110 (34)	146 (46)	38 (12)

5	Higher risks are worth taking for higher rewards	22 (7)	81 (25)	155 (49)	62 (190
6	Risk-taking is one of the most important ingredients	17 (5)	58 (18)	166 (52)	79 (25)
7	I'm comfortable in tackling difficulties through my ingenuity	23 (7)	131 (41)	136 (43)	30 (9)
8	I always come-up with new ideas	18 (6)	116 (36)	153 (48)	33 (10)
9	I'm good at learning new ideas and technology to do thing better	18 (6)	80 (25)	174 (54)	48 (15)
10	Fear of failure never prevent me from taking initiatives	23 (7)	105 (33)	143 (45)	49 (15)
11	Hard work always wins, not by chance	16 (5)	63 (20)	135 (42)	105 (33)
12	I never stop when i'm tired, I stop when i'm done	27 (8)	95 (30)	144 (45)	54 (17)
13	I always work very hard to be among the best	29 (9)	98 (31)	152 (48)	41 (13)
14	I'm usually a driving force among my friends and lead a group	33 (10)	130 (41)	139 (43)	18 (6)
15	I can lead and motivate others to follow me and deliver my vision	27 (8)	116 (36)	153 (48)	24 (8)
16	I enjoy being the catalyst for change	18 (6)	115 (36)	160 (50)	27 (8)
17	I can admit my mistake and redefine	15 (5)	74 (23)	173 (54)	58 (81)
18	I can quickly make change to adapt myself	18 (6)	84 (26)	169 (53)	49 (15)
19	I belong to social networks that can promote my business	44 (14)	124 (39)	127 (39)	25 (8)
20	I have successful entrepreneur whom i can discussed with	46 (14)	155 (49)	96 (30)	23 (7)
21	I love meeting people to find key partners in business	30 (9)	115 (36)	141 (44)	34 (11)
22	I often considered problems as challenges	17 (5)	96 (30)	163 (51)	44 (14)
23	I can quickly identify unusual thing and understand	24 (7)	83 (26)	166 (52)	47 (15)
24	I'm capable of developing business strategy	65 (20)	146 (46)	98 (31)	11 (3)

Source: Computed Figures in parentheses are percentages

The analysis highlights the results of the study conducted on Technical Skills, Business Management Skills, and Personal Entrepreneurial Skills. The study reveals that communication skills are the most outstanding among the six indicators of Technical Skills. The respondents have an average score of 2.8, indicating that they have excellent communication skills. Problem-solving ability, organizational skills, and interpersonal skills follow closely behind with scores of 2.65, 2.53, and 2.49, respectively.

In Business Management Skills, the respondents had to rate their level of agreement on eight indicators, each containing three statements. The results indicate that Quality Control and Compliance with Regulations is the most significant indicator with a mean score of 2.77. Decision Making and Customer Relations follow closely behind with the same mean score of 2.70. Goal Setting, Human Resource Management, Negotiation, and Marketing are also essential indicators with mean scores of 2.69, 2.64, 2.45, and 2.42, respectively. Whereas, Finance and Accounting received the least mean score of 2.40.

Personal Entrepreneurial Skills also have eight indicators, each containing three statements. The respondents rated on these indicators, and the results show that Persistence is the most critical indicator with a mean score of 2.81. Risk Management and Self-Control and Discipline follow closely behind, with mean scores of 2.79 and 2.77, respectively. Moreover, Change Management is observed with a mean score of (2.74) and Innovation (2.65), Strategic thinking and, Leadership with the same mean score (2.54), with the least mean score in 'Network Building' (2.42).

Table 6.12 Analysis of Entrepreneurial Skills (Mean)

I	Technical Skills	Mean	SD
Communication (2.8)	I can cooperate well with others and listen me when i speak	2.76	0.751
	I can deal with people who are difficult to dealt with	2.59	0.770
	I'm good at listening to others opinions and recommendation	3.05	0.736
Opportunity Recognition (2.45)	I'm able to recognize business opportunity	2.39	0.78
	I'm aware of market imbalance and what happen around me	2.39	0.780
	Entrepreneur implies more advantage than disadvantage to me	2.58	0.746
Problem Solving (2.65)	I usually apply alternate ways of doing things to find solution	2.7	0.761
	I'm able to take advantage of unusual situation to overcome	2.67	0.748
	I can cope up with problem and criticism and got new idea	2.60	0.744
Technology implement & Use (2.35)	I have enough technical know-how to create successful new venture	2.39	0.780
	I know how to do market survey	2.26	0.823
	I have required basic IT knowledge	2.41	0.803
Inter-personal (2.49)	I can make people fond of me in no time	2.32	0.763
	I can start conversation with a person whom i do not know	2.65	0.834

	People do not have difficulty understanding my idea	2.5	0.771
Organizational Skills (2.53)	I don’t find difficulties in convincing people around me to follow me	2.43	0.776
	I can co-ordinate people to achieve what i wish to achieve	2.56	0.744
	I can set-up a good team and resources to carry out different tasks	2.62	0.753
II	**Business Management Skills**	**Mean**	**SD**
Goal setting (2.69)	I regularly set desire objectives and planning to accomplish task	2.60	0.796
	I often set goals for my future action	2.84	0.806
	I have capacity to set direction and objectives	2.64	0.767
Decision making (2.70)	I often make decision where to go for lunch and friends follow me	2.65	0.808
	I'm able to make good decision in difficult situation	2.60	0.743
	I made decision for my own carrier	2.86	0.82
Human Resource management (2.64)	I'm good at finding people whom i need to work with	2.65	0.800
	I can co-ordinate different kinds of people for the same purpose	2.65	0.768
	I have ability to deal with conflict, stress and worries	2.61	0.844
Marketing (2.42)	My friends think of me as a good seller	2.31	0.862
	I love making profit by selling things	2.66	0.905
	I'm aware of market treat	2.29	0.808
Finance & Accounting (2.40)	I can save money to invest in business	2.19	0.845
	I always try to avoid unpleasant expenditure	2.69	0.827
	I often keep records of my expenditure and income	2.32	0.848
Customer Relations (2.70)	I think i can acknowledge customer's point of view	2.52	0.779
	I have presentation skill, which is important to convince customer	2.57	0.834
	People with whom i have relation trust me	3.00	0.734
Quality Control & regulations (2.77)	Quality is what i always care for rather than quantity	2.95	0.806
	I have strong urge to excel to beat the existing standard	2.59	0.749
	It is good to seek legal advice from legal entities for entrepreneur	2.78	0.811
Negotiation (2.45)	To complete my task, i can easily led people support me	2.56	0.722
	My friends and relatives said that 'i'm a good negotiator'	2.40	0.797
	I always negotiate with the shopkeepers in the market	2.40	0.790
III	**Personal Entrepreneurial Skill**	**Mean**	**SD**
Self-control & Discipline (2.77)	I often committed to work to get the task completed on time	2.81	0.810
	I see the planning as a guide to control my action	2.76	0.755
	I kept focused on task i need to do even if i do not like	2.73	0.804
Risk Management (2.79)	I'm a risk taker later proved to be success	2.61	0.799
	Higher risks are worth taking for higher rewards	2.80	0.827
	Risk-taking is an important ingredients successful entrepreneurship	2.95	0.800

Innovation (2.65)	I'm comfortable in tackling difficulties through my ingenuity	2.54	0.762
	I always come-up with new ideas	2.62	0.744
	I'm good at learning new ideas and technology to do thing better	2.78	0.762
Persistence (2.81)	Fear of failure never prevent me from taking initiatives	2.68	0.818
	Hard work always wins, not by chance	3.05	0.915
	I never stop when i'm tired, I stop when i'm done	2.70	0.846
Leadership (2.54)	I always work hard to be among the best	2.64	0.818
	I'm usually a driving force among my friends and lead a group	2.44	0.753
	I can lead and motivate others to follow me and deliver my vision	2.54	0.754
Change Management (2.74)	I enjoy being the catalyst for change	2.61	0.721
	I can admit my mistake and redefine	2.85	0.762
	I can quickly make change to adapt myself	2.77	0.770
Network Building (2.42)	I belong to social networks that can promote my business	2.41	0.822
	I have successful entrepreneur whom i can discussed with	2.3	0.802
	I love meeting people to find key partners in business	2.55	0.805
Strategic thinking (2.54)	I often considered problems as challenges	2.73	0.761
	I can quickly identify unusual thing and understand	2.73	0.799
	I'm capable of developing business strategy	2.17	0.786

Source: Computed Figures in parentheses are weighted mean

Overall mean score of all the indicators (2.61) tends towards positive, which further indicated that, on a whole, youth of this study samples appear to have achieved basic required entrepreneurial skills as per scale of range interpretation proposed by Alico & Guimba. The highest score is observed with Personal Entrepreneurial Skills (PES) with 2.64, followed by Technical Skills (TS) with a mean score of 2.62 and Business Management Skills (BMS) with 2.56. From the overall mean score (2.61), it can be concluded that Mizo youth in this samples achieved moderately-high level entrepreneurial skills.

Table 6.13 Overall mean score: Skills Indicators

Skill Sets	N	Min	Max	Mean	SD
Technical Skills (TS)	320	1	4	2.621	0.4314
Business Management Skills (BMS)	320	1	4	2.569	0.4563
Personal Entrepreneurial Skills (PES)	320	1	4	2.649	0.4881

Source: Computed Overall mean score= 2.61

6.2.2 Entrepreneurial Skills between Rural and Urban

Residential area sometimes plays a significant role and has impact in acquiring entrepreneurial skills. The present study explored on the nexus of acquiring entrepreneurial skills across respondents hailing from rural and urban area. Entrepreneurial skills are a crucial component of the sustainable growth and success of Small and Medium Enterprises (SMEs). The place of residence of potential entrepreneurs is a critical determinant of their entrepreneurial orientation. Previous studies demonstrated that place of residence has impact on entrepreneurial skills. Specifically, respondents from urban backgrounds show significantly higher skills than those rural area counterparts. However, the present study observed residential area (rural-urban) there are no worth mentioning difference in terms of means score on all the indicators of skills set, respondents of rural and urban background showed the same mean score on Technical skills, Business management skills and Personal Entrepreneurial skills (see Table 6.14).

Table 6.14 Entrepreneurial Skills across Rural and Urban

Skill Sets (Indicator)	Residential Area				t
	Urban		Rural		
	Mean	SD	Mean	SD	
Technical Skills (TS)	2.612	0.4546	2.639	0.4081	-0.367
Business Management Skills (BMS)	2.601	0.4779	2.537	0.4327	1.257
Personal Entre Skills (PES)	2.652	0.4918	2.646	0.4859	0.100

Source: Computed

The rank table depicts the variation of urban and rural youth in entrepreneurial skills. It is shows that rural youth have little higher mean rank (157.40) than those of rural youth (163.60) in technical skills. Whereas urban youth score higher means rank than rural youth in Business Management Skill (167.48 & 153.53) and Personal Entrepreneurial Skills (161.49 & 159.51) respectively.

Table 6.15 Entrepreneurial Skills across Rural & Urban

Cross-Tab: Mean Ranks				
Entrepreneurial Skills	Residential Area	N	Mean Rank	Sum of Ranks
Technical Skill (TS)	Urban	160	157.4	25184.5
	Rural	160	163.6	26175.5
Business Management Skill (BMS)	Urban	160	167.48	26796
	Rural	160	153.53	24564
Personal Entrepreneurial Skill (PES)	Urban	160	161.49	25838.5
	Rural	160	159.51	25521.5

Source: Computed

Table 6.16 Test Statistics- Skills and Residential area

	TS	BMS	PES
Mann-Whitney U	12304.5	11684	12641.5
Wilcoxon W	25184.5	24564	25521.5
Z	-0.603	-1.355	-0.192
r (effect Size)	0.03	0.07	0.01
Asymp. Sig. (2-tailed)	0.546	0.175	0.848

a. Grouping Variable: Residential Area

Table 6.16 (b)- Skills and Residential area (compute variables)

	Skills
Mann-Whitney U	12437.500
Wilcoxon W	25317.500
Z	-.438
Asymp. Sig. (2-tailed)	**.661**

a. Grouping Variable: Rural & Urban

The results of Mann-Whitney U test presented in the above table (6.16) indicate that the differences of rural and urban respondents in all the three skill set are not statistically significant, since all the observed p-values for Technical skills (.546), Business Management Skill (.175) and Personal Entrepreneurial Skills (.848) are greater than the alpha level (P-values $\geq$ .05).

The result of compute variables presented in table 6.16 (b), it may be concluded that residential area has no significant impact on entrepreneurial skills (.661). Thus, the hypothesis 'there is significant difference in Entrepreneurial Skills across rural and urban youth' is rejected.

6.3 Correlation: Entrepreneurial Attitude, Skills and Education

This section deals with the analysis of the correlation among the variables, which are Entrepreneurial education, attitude, and skills. The main aim of this analysis is to examine the relationship among entrepreneurial education, attitude and skills. Initially, the present study conducted a normality test using the Kolmogorov-Smirnov (KS) test to check whether the data is normally distributed. However, the data violated the normal distribution assumption. Therefore, a non-parametric methodology (Spearman's correlation) was used to determine the level of the relationship between these variables.

6.3.1 Spearman's rank correlation- Entrepreneurial Attitude and Skills

The result of Spearman's correlation coefficient presented in table (6.17 & 6.18) illustrates the strength of monotonic association between the two variables of Attitude and skills of the sample youth in this study. Correlation between the variables is significant at 0.01 level (2-tailed), the results of Spearman (s) further indicates that there was a strong positive correlation between entrepreneurial attitudes and entrepreneurial skills at r= (.64), n= (320), p= (.001) indicating that when entrepreneurial attitude increases or decreases, the entrepreneurial skills also increases or decrease in the same direction.

Table 6.17 Correlations- Attitudes & Skills (Each Indicator)

		LEAD	ACHV	P- Cont.	CREAT	TS	BMS	PES
Spearman's rho	LEAD							
	ACHV	.369**						
	P-Cont.	.362**	.534**					
	CREAT	.324**	.519**	.448**				
	TS	.426**	.356**	.405**	.293**			
	BMS	.457**	.331**	.352**	.368**	.547**		
	PES	.488**	.425**	.424**	.383**	.553**	.638**	

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

Table 6.18: Attitude & Skills (Computed variables)

			Attitudes	Skills
Spearman's rho	Attitudes	Correlation Coefficient	1	.647**
		Sig. (2-tailed)		.000
	Skills	Correlation Coefficient	.647**	1
		Sig. (2-tailed)	.000	
		N	320	320

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

6.3.2 Spearman's rank Correlation- Entrepreneurial Education and Skills

The results in table 6.19 indicate that there is positive relationship between formal entrepreneurial education and Technical skills (.246), Business Management skill (.272) and Personal entrepreneurial skill (.343) at the level of 0.01significance, indicating that when the level of formal entrepreneurial education increased the level of entrepreneurial skills also increase in the same direction.

Regarding the relationship of in-formal entrepreneurial education and entrepreneurial skills, results indicate that there is positive relationship between informal entrepreneurial education and all the skill sets that Technical skills (.234), Business Management skills (.194) and personal entrepreneurial skills (.235) at 0.01level of significance. It indicates that when the level of informal entrepreneurial education is increases, the three skill sets also increases in the same direction.

From the result of compute variables (.328*) presented in table 2.20, it may be concluded that there was positive correlation between entrepreneurial education and skills.

Table 6.19: Correlations: Education & Skills (Each Indicator)

		T-Skills	B-Skills	P-Skills	F-Edu	In-Edu
Spearman's rho	T-Skills					
	B-Skills	.547**				
	P-Skills	.553**	.638**			
	F-Edu	.246**	.272**	.343**		
	In-Edu	.234**	.194**	.235**	.142*	

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

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

Table 6.20: Correlations: Education & Skills (Compute variables)

			Entre-Skills	Education
Spearman's rho	Skills	Correlation Coefficient	1.000	.328**
		Sig. (2-tailed)		.000
	Education	Correlation Coefficient	.328**	1.000
		Sig. (2-tailed)	.000	

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

6.3.3 Spearman's Correlation- Entrepreneurial Education and Attitude

The results in table (6.21 & 6. 22) indicate that there was a positive relationship of entrepreneurial formal-education between Leadership (.250), Personal control (.174), and Creativity (.169) at the level of 0.01significance whereas the association of formal education and Achievement (.130) is at 0.05 level of significant. The results indicate that entrepreneurial formal-education may contribute the strength of entrepreneurial attitudes.

In regard to relationship of In-formal entrepreneurial education and entrepreneurial attitudes, the results indicate that there were positive correlation of informal education and all the constructs of attitudes towards entrepreneurship that Leadership (.183), Achievement (.249), personal control (.221) and Creativity (.79) at 0.05 level of significance. This indicates that when the level of in-formal entrepreneurial education increased the level of entrepreneurial attitude is also increase. Data of computed variables of entrepreneurial education and attitude presented in table 6.22 (.276**) further indicates that there was positive correlation between entrepreneurial education and attitude.

Table 6.21 Correlations: Education & Attitudes (Sub-scale)

		Leadership	Achievement	P- Cont.	Creativity	For-Edu	In-Edu
Spearman's rho	Leadership	1.000					
	Achievement	.369**	1.000				
	P-Cont	.362**	.534**	1.000			
	Creativity	.324**	.519**	.448**	1.000		
	For-Edu	.250**	.130*	.174**	.169**	1.000	
	Infor-Edu	.183**	.249**	.221**	.179**	.142*	1.000
		320	320	320	320	320	320

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 6.22 Correlations: Education & Attitudes (Compute variables)

			Attitudes	Education
Spearman's rho	Attitudes	Correlation Coefficient	1.000	.276**
		Sig. (2-tailed)		.000
	Education	Correlation Coefficient	.276**	1.000
		Sig. (2-tailed)	.000	

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

CHAPTER VII

PERCIEVED BARRIERS TO ENTREPRENEURSHIP

Perceived barriers are obstacles or challenges that individuals believe exist and may affect their ability to pursue their desires or goals. When it comes to entrepreneurship, perceived barriers refer to the subjective challenges that individuals believe could hinder or complicate their efforts to start and operate a successful business. These barriers can be seen as factors that discourage or hinder a potential entrepreneur from pursuing their entrepreneurial venture. In this study, barriers to entrepreneurial intention are defined as obstacles that prevent or hinder a latent entrepreneur from carrying out their business idea.

Barriers to entrepreneurship may vary; it depends on the person. Barriers, as perceived by the youth entrepreneurial aspirants, may differ from barriers faced by entrepreneurs. Sandhu et al. (2011) also noted that barriers to entrepreneurship perceived by the youth in developed countries may be different from those in developing countries. The present study analysed barriers to entrepreneurship as perceived by the participant youths studying their final and second years of college in the state of Mizoram, where there has been no big entrepreneurship (see table. 7.1). This chapter presents perceived barriers across rural and urban (see Table 7.6) and male and female (see Table 7.3) by comparing their mean score and conducting the Mann-Whitney U test, and key informants Interview.

7.1 Perceived Barriers to Entrepreneurship

To study perceived barriers to entry into entrepreneurship, the present study analyzed twelve (12) statements related to common barriers perceived by start-up entrepreneurs and youth aspiring entrepreneurship in the context of tribal area and non-industrial zone like Mizoram have been adopted from previous studies (Khiangte, 2018; Daizova, 2018), and the participants had to rate them on a four-point Likert scale ranging from 1=Strongly Disagree to 4=Strongly agree (see Table 7.1).

Barriers to entrepreneurship may vary country to country, the present study analyzed barriers to entrepreneurship as perceived by the youth in non-industrial zone like Mizoram. Table 7.1 shows that more than half of the respondents (55.9%) agree and more than one fourth of respondents (30.9%) strongly agree on 'Lack of start-up capital' as barrier to entrepreneurship, in contrast, little less than one fourth respondents (7.8%) disagree and few of them (5.3%) strongly disagree the statement as a barrier. Regarding 'Corruption on entrepreneurial scheme and programmes,' more than half of the respondents (54.4%) agree and more than one fourth of the respondents (28.8%) strongly agreed, while one tenth of the respondents (10%) disagree and the rest, few respondents (7.5%) strongly disagree. Considering the third impediment 'Nepotism on scheme and programme', data reveals that half of the respondents (51.9%) agreed and little less than one third respondents (30.3%) strongly agreed on the presence of nepotism, whereas one tenth respondents (10.6%) disagree and the rest, few respondent (6.6%) strongly disagree on nepotism as significant barriers to venturing entrepreneurship.

A majority of respondents (59.7%) agreed that difficulties in accessing government schemes were one of the major barriers to entrepreneurship. Of these respondents, little less than one fourth respondents (24.1%) strongly agreed, while one tenth respondents (11.65%) and a few respondents, which constitute (4.75%), disagreed and strongly disagreed, respectively. Similarly, more than half (61.9%) of respondents agreed that the lack of a guarantor to avail of a loan was a major barrier to entrepreneurship, with one tenth respondents (13.4%) strongly agreeing. On the other hand, little less than one sixth (15.3%) disagreed, and only few (9.4%) strongly disagreed. When it comes to insufficient of loan amounts, more than half (59.1%) of respondents agreed that it was a probable stumbling block to starting a project, with two fifth respondents (21.9%) strongly agreeing. However, 13.4% disagreed, and 5.6% strongly disagreed.

More than half of respondents (57.8%) agreed that the long process of bank loans and other entrepreneurial schemes was a barrier, with nearly one-fourth (22.8%) strongly agreeing. However, 12.5% of respondents disagreed, and 6.9% strongly disagreed. Similarly, more than half of the respondents (59.7%) agree and

more than one fourth respondents (30.95%) strongly agree that 'Transportation problem in Mizoram' is a serious barrier for them and the remaining respondents (16.3% & 3.1%) disagree and strongly disagree on a statement. In term of 'lack of proper training to attend', greater number of the respondents (59.7%) agreed on a statement, in contrary, nearly two tenths respondents (19.1%) disagreed, whereas significant number of the respondents with one tenth respondents (13.4%) strongly agreed and the remaining few respondents (7.8%) strongly disagree. Lastly, more than half of the respondents (52.2%) showed their agreement while two tenths respondents (19.1%) disagreement on 'Lack of professional skills' whereas nearly two-tenths respondents (18.1%) strongly agree and the remaining one tenth respondents (10.6%) strongly disagree on 'Lack of professional skills'.

Table 7.1 Perceived Barriers to Entrepreneurship

S/N	Perceived Barriers	SD	D	A	SA
1	Lack of Start-up Capital (Funds)	17 (5.3)	25 (7.8)	179 (55.9)	99 (30.9)
2	Corruption on entrepreneurial scheme and programmes	24 (7.5)	32 (10)	174 (54.4)	90 (28.1)
3	Nepotism on scheme and programmes	21 (6.6)	34 (10.6)	166 (51.9)	99 (30.9)
4	Difficulties to access Govt. scheme	15 (4.7)	37 (11.6)	191 (59.7)	77 (24.1)
5	Difficulties in dealing with financial Institution	28 (8.8)	43 (13.4)	203 (63.4)	46 (14.4)
6	Lack of guarantor to avail loan	30 (9.4)	49 (15.3)	198 (61.9)	43 (13.4)
7	Insufficient amount of loan to start my project	18 (5.6)	43 (13.4)	189 (59.1)	70 (21.9)
8	Long process of Bank-loan and other entrepreneurial scheme	22 (6.9)	40 (12.5)	185 (57.8)	73 (22.8)
9	Unavailability and high cost of raw materials	27 (8.4)	66 (20.6)	159 (49.7)	68 (21.3)
10	Transportation problem in Mizoram is a big constraint for me	10 (3.1)	52 (16.3)	159 (49.7)	99 (30.9)
11	Lack of proper training to attend	25 (7.8)	61 (19.1)	191 (59.7)	43 (13.4)
12	Lack of professional skills	34 (10.6)	61 (19.1)	167 (52.2)	58 (18.1)

Source: Computed Figures in parentheses are percentages

Table 7.2 presents rank, mean score and standard deviation of each items of perceived barrier to entrepreneurship as rated by the respondents. Total mean score is 42.16 and calculated weighted mean is 2.81, accordingly the mean score of each item greater than weighted mean score is considered as significant whereas those mean lesser than weighted mean (2.81) is considered insignificant. It can be inferred from the tables 7.1 and 7.2 that like previous studies 'Lack of start-up capital' (3.12) is found to be the most prevalent perceived barriers that will hinder them from venturing business in future. 'Transportation problem in Mizoram' is found to be the second most perceived barrier with a mean score of (3.08). The practice of 'Nepotism on scheme and programmes' also got a very high mean score (3.07) and comes the third most perceived barrier as rated by maximum number of the respondents. It is also noted that same rating is observed with 'Difficulties to access Govt. scheme' (3.03) and 'Corruption on government scheme and programme' (3.03) with significant mean score and rank the fourth most barriers as perceived by great number of the respondents.

'Insufficient amount of loan to start project' is also found to be another stumbling block to pursue entrepreneurship venturing as perceived by the respondents with a mean score of 2.97. It is also indicated that 'Long process of Bank-loan and other entrepreneurial scheme' is one of the major hindrances as indicated by great number of the respondents with the calculated mean of 2.96. The tow statements scoring same accounts in terms of mean score is observed on 'Difficulties in dealing with financial Institution' (2.83) and 'Unavailability and high cost of raw materials' (2.83) are found to be another significant perceived barrier by the youth of this study to take up entrepreneurship.

However, data further indicating that the following statements including 'Lack of guarantor to avail loan' (2.79), 'Lack of proper training to attend' (2.78), 'Lack of professional skills' (2.77), 'Fear of failure and too risky to start own business' (2.54) and 'Society do not value the status of entrepreneur'(2.38), are not significant barriers as perceived by the respondents in this study.

Table 7.2: Perceived Barriers (Mean and Rank)

S/N	**Perceived Barriers**	**Mean**	**Std. D**	Rank
1	Lack of Start-up Capital (Funds)	3.125	0.7656	1
2	Corruption on Govt. entrepreneurial scheme	3.031	0.8261	4
3	Nepotism on scheme and programmes	3.072	0.8216	3
4	Difficulties to access Govt. scheme	3.031	0.7379	4
5	Lack of professional skills	2.778	0.866	11
6	Lack of proper training to attend	2.788	0.7708	10
7	Difficulties in dealing with financial Institution	2.834	0.7763	8
8	Lack of guarantor to avail loan	2.794	0.7886	9
9	Insufficient amount of loan to start my project	2.972	0.761	5
10	Long process of Bank-loan	2.966	0.793	6
11	Unavailability and high cost of raw materials	2.838	0.8556	7
12	Transportation problem in Mizoram	3.084	0.7692	2

Source: Computed *Weighted mean=2.81*

7.2 Perceived Barriers across Rural and Urban

The present study assesses barriers to entrepreneurship as perceived by the respondents across residential area by analyzing means score and their rank to determine variation of Rural and urban respondents on perceived barriers to entrepreneurship (see table. 7.3). This section highlights the interpretation of ten (10) most common barriers perceived by the youth hailing from rural and urban area. To examine level of variation of rural and urban youth on perceived barriers, Mann Whitney- U test was employed (see table. 7.4).

Rank and means score of the fifteen statements with regards to perceived barriers to entrepreneurship along with their standard deviation as rated by the respondents across their area of inhabitant. The result indicates that ‘Lack of start-up capital’ (3.1 & 3.15) is rated as the number one obstacle among the fifteen barriers that would inhibit them from venturing business in future as perceived by both rural and urban respondents. In term of youth in urban area, second rank has been obtained by ‘Nepotism on entrepreneurship scheme & programmes’ (3.08), third rank is ‘Difficulties to access Govt. scheme’ (3.06), followed by ‘Transportation problem in

the state' (3.06) as fourth rank, 'Insufficient amount of loan to start the project' (3.02) come under fifth rank barrier, 'Long process of bank loan and other scheme' (3.01) as sixth, 'Corruption on government scheme (2.95) at seven place, where 'Unavailability and high cost of raw materials (2.9) at eight rank, while 'Difficulties in dealing with financial Institution (2.87) follows and 'Lack of guarantor to avail loan' (2.82) at tenth rank.

Regarding respondents hailing from rural area, respondents from rural areas face several obstacles when it comes to starting a business. The most significant barrier is the lack of start-up capital, which was reported with an average score of (3.15). The second most challenging obstacles were transportation problems in Mizoram and corruption in government schemes, both with an average score of (3.1). Nepotism in schemes and programs ranked third with an average score of (3.05). Difficulties in accessing government schemes were reported as the fourth most challenging obstacle, with an average score of (2.99). The long process of obtaining bank loans and other schemes was ranked fifth with an average score of (2.91), and the lack of proper training to attend ranked sixth with an average score of (2.81).

Table 7.3 Perceived Barriers across Rural and Urban

S/N	Perceived Barriers	**Urban** (n=160)			**Rural** (n=160)		
		Mean	St.d	Rank	Mean	St.d	Rank
1	Lack of Start-up Capital (Funds)	3.1	0.77	1	3.15	0.75	1
2	Corruption on Govt. scheme	2.95	0.89	7	3.1	0.74	3
3	Nepotism on scheme & programme	3.08	0.82	2	3.05	0.81	4
4	Difficulties to access Govt. scheme	3.06	0.7	3	2.99	0.77	5
5	Transportation problem in Mizoram	3.06	0.79	4	3.1	0.74	2
6	Lack of proper training to attend	2.75	0.75	12	2.81	0.78	7
7	Lack of guarantor to avail loan	2.82	0.83	10	2.76	0.73	10
8	Insufficient amount of loan to start project	3.02	0.8	5	2.91	0.71	5
9	Long process of Bank-loan and other scheme	3.01	0.84	6	2.91	0.73	6
10	Difficulties in dealing with financial Institution	2.87	0.78	9	2.79	0.76	8
11	Lack of professional skills	2.76	0.81	11	2.79	0.91	8
12	Unavailability and high cost of raw materials	2.9	0.86	8	2.76	0.84	9

Source: Computed

From the above interpretation, it may be concluded that the ten most highly perceived barriers which hinder youths from entry into the process of entrepreneurship observed in this study are related to institutional setting. Institutional barriers are vital to address in order to stimulate entrepreneurial activity. Considering variation of rural-urban inhabitant, it can be noted that respondents hailing from urban area seem to be little bit more positive than respondents hailing from rural area counterparts in perceiving barriers to entrepreneurship.

7.2.1 Mann Whitney-U test: Barriers and Residential Area (Rural & Urban)

To examine the level and strength of variation among rural and urban youth on perceived barriers to entrepreneurship presented in Table (7.4), this study employed a non-parametric test of Mann-Whitney-U test by analyzing the rank table and effect size (see Table 7.5).

The rank table highlights the level of variation between rural and urban areas on their perceived barriers to entrepreneurship. The mean rank of rural (157.44) and urban youth (163.56) with a median score of 2.866 indicates that urban youth seem to have a little bit more positive perceptions of perceived barriers than those of rural youths.

To assess the variation observed in the previous section, a Mann-Whitney-U test was administered, and the test result (table 7.5) revealed that residential areas (rural and urban) have no statistically significant differences in the perceived barriers to entrepreneurship, i.e., rural (median = 2, n =160) and urban (median = 2, n = 160), U = 12310.000, z = -.593, p-value =.553, with a small effect size of 0.033.

Table 7.4 Rank table-Rural & Urban

	Residential Area	N	Mean Rank	Sum of Ranks	Median
Barriers to Entrepreneurship	Urban	160	163.56	26170	2.8667
	Rural	160	157.44	25190	2.8667

Source: Computed

Table 7.5 Test Statistics[a]

	Barriers
Mann-Whitney U	12310
Wilcoxon W	25190
Z	-0.593
Effect size (r)	0.033
Asymp. Sig. (2-tailed)	0.553

a. Grouping Variable: Residential Area

7.3 Perceived Barriers across Gender

Previous research has shown that gender influences entrepreneurial constraints and that discrimination, which results from cultural and social norms, is the cause of the male-female disparity in entrepreneurial constraints. When examining perceived barriers, it is observed that males tend to regard obstacles as more manageable than their female counterparts, leading to gender-specific disparities. The benefits reaped by male entrepreneurs tend to be much higher than those enjoyed by females, as concluded by studies conducted by Strobl et al. (2013); and Bastian & Zali (2016).

To determine the differences in perceived barriers to entrepreneurship between male and female respondents, the current study assesses these barriers as perceived by respondents in both genders. This is achieved through the analysis of differences in mean scores and their rank (see Table 7.6). This section highlights the interpretation of the 10 most common barriers perceived by the youth across gender. The Mann-Whitney U test was utilized to investigate the extent of gender variation in perceived barriers (see Table 7.7).

The results illustrate the variation among male and female respondents on the perceived barriers to entrepreneurship. Considering the rank of barriers based on their means score as perceived by male respondents, *'Lack of start-up capital'*(3.12)has been given the number one barrier, followed by *'Transportation problem'*(3.04) as the second most stumbling block, whereas for the female respondents, *'Transportation problem in Mizoram'*(3.13) is rank one and *'Lack of Start-up Capital'* 3.12) is the second most impediment that inhibits them from

starting a new business. *'Difficulties to Access Government Scheme' (3.04)* rank third, *'Corruption on Entrepreneurial scheme'*(2.98)got rank fourth, and *'Long Process of Bank-loan'* (2.92) got rank fifth, as indicated by male respondents. When considering female respondents, the top three barriers to entry into entrepreneurship are *'nepotism on schemes and programs'* with an average score of 3.11, followed by *'corruption on entrepreneurial scheme'*(3.09), and *'insufficient amount of loan to start my project'* with an average score of 3.06. Other significant factors contributing to barriers to entry into entrepreneurship for female respondents include *'unavailability and high cost of raw materials'* with an average score of 2.88, *'Difficulties in dealing with financial institutions'*(2.92), and *'lack of a guarantor to avail a loan'* with an average score of (2.82).

As per the data presented in Table 7.6, female respondents, *'nepotism on schemes and programs'*(3.11)ranked third, followed by *'corruption on entrepreneurial scheme' (3.09)* followed by *'insufficient amount of loan to start my project' (3.06).* Additionally, *'unavailability and high cost of raw materials'* (2.88) and *'difficulties in dealing with financial Institutions'* (2.92), *'lack of guarantor to avail loan'* (2.82) are also regarded as substantial factors contributing to barriers to entry into entrepreneurship by female respondents.

Table 7.6 Perceived Barriers across Male and Female

S/N	Perceived Barriers	**Male** (n=117)			**Female** (n=143)		
		Mean	S	Rank	Mean	S	Rank
1	Lack of Start-up Capital (Funds)	3.12	0.795	1	3.12	0.73	2
2	Corruption on Entrepreneurial scheme	2.98	0.869	5	3.09	0.768	4
3	Nepotism on scheme & programmes	3.04	0.821	4	3.11	0.823	3
4	Difficulties to access Govt. scheme	3.04	0.786	3	3.02	0.676	6
5	Transportation problem in Mizoram	3.04	0.81	2	3.13	0.714	1
6	Lack of proper training to attend	2.74	0.819	11	2.84	0.705	10
7	Lack of guarantor to avail loan	2.74	0.817	10	2.85	0.75	9
8	Insufficient amount of loan	2.89	0.761	6	3.06	0.752	5
9	Long process of Bank-loan	2.92	0.862	5	3.02	0.696	6
10	Difficulties in dealing fin. Institution	2.76	0.825	9	2.92	0.702	7
11	Lack of professional skills	2.78	0.905	8	2.77	0.817	11
12	Unavailability & high cost of raw materials	2.79	0.887	7	2.88	0.814	8

Source: Computed

From the above interpretation it may be inferred that there is no noteworthy gender variation on perceived barriers. However, when it comes to perceived barriers, female seem to be little bit more sensitive and temper than male counterparts. Lack of start-up funds and transportation problem in the state is found to be the most perceived barrier by male and female respondents respectively. The next section discusses Mann U test results.

7.3.1 Mann Whitney-U test: Barriers and Gender (male & female)

The table displays the mean rank and median score of males and females on their perceived barriers towards entrepreneurship. The data reveals that females (n=143) have a slightly higher positive outlook (mean rank of 168.59) compared to males (n=177) who have a mean rank of 153.97. This indicates that females are more likely to face challenges and obstacles when they start their own business.

Mann Whitney -U test results indicate, the p-values (.159) is greater than alpha level of significance (.05), the test result shows that this difference is not statistically significant (U=11499.000, z=.222). Since the calculated effect size (0.078) is less than 0.3 the effect strength between barriers and gender is therefore a small effect. It can therefore be concluded that gender has no significant impact on perceived barrier to entrepreneurship.

Table. 7.7 Rank Table (Male & Female)

	Gender	N	Mean Rank	Sum of Ranks	Median
Barriers to Entrepreneurship	Male	177	153.97	27252	2.8667
	Female	143	168.59	24108	2.8667

Source: Computed

Table 7.8 Test Statistics[a]

	Barriers
Mann-Whitney U	11499
Wilcoxon W	27252
Z	-1.408
Effect Size (r)	0.078
Asymp. Sig. (2-tailed)	0.159

a. Grouping Variable: Gender

7.4 Key Informants Interview (KIIs)

This section presents analysis of Key Informants Interview. In order to gain a comprehensive understanding and analysis of the subject matter under study, a series of interviews with several key informants were conducted. These interviews were conducted using open-ended questions based on themes, which allowed gathering in-depth and detailed information about their experiences, insights, and perspectives on the subject. The key informants provide a diverse range of perspectives, including the Teacher in charge of the Entrepreneurship Knowledge Cell, Skills trainer of the Entrepreneurship Scheme, Social Welfare Department, Asst. Manager, State Bank of India, in-charge of the MSMEs scheme, and Secretary, Entrepreneur's Forum, Lunglei Chapter. The responses were then presented in a clear and concise manner to provide a comprehensive analysis of the subject matter under study.

Theme I: Entrepreneurship scheme and Programmes in Mizoram

The informants expressed that entrepreneurship is key to tackling the growing number of educated unemployed youth in Mizoram. According to them, promoting entrepreneurship and its associated programs could also help boost the state's Gross Domestic Product, which is especially significant given the lack of other resources in the region. Despite the existence of various schemes and programs in the state, they are often plagued by nepotism and politics, which hinders the prospects of youths who are keen on starting their own businesses. Moreover, the skill trainer pointed out that most of these entrepreneurial schemes and programs are not tailored to meet the needs of the region which could pose a challenge to their implementation at the local level.

Theme II: Entrepreneurial Education

Key informants considered that education system in Mizoram, particularly in Lunglei and other southern part, has become a cause for concern, as it is failing to produce the desired results. Furthermore, the informants suggested that a comprehensive approach that integrates both formal and informal entrepreneurship education, along with the use of technological resources, is essential to develop a well-rounded skill set among students. The entrepreneurship education should be structured carefully to meet the specific needs of learners and enhance its overall

impact. According to the teacher in charge of the EK cell, the COVID-19 pandemic disrupted the functioning of the cell, which deprived students of access to it for an extended period.

Theme III: Skills and Personality of Mizo youth

Regarding the skills and personality of Mizo youth, informants believed that Mizo youth possess inherent talent and capabilities in entrepreneurship. However, they require proper guidance and opportunities such as skills development training and orientation programs to further enhance their skills. In this respect, they further expressed that scheme has to be mandated in accordance to bridge the skills gap identified by the government. Lacks of efficient project write-up and administration set-up are the major key point observed by key informants. In relationship to this, informant from financial institution states that 'Youth of today are lacking required skills and determination to pursue their goals, hence, the bank sometimes hesitates to render support in the form of loans'. Informants suggest that youth need targeted support, addressing the skills gap to develop requisite skills and consistent effort.

Theme IV: Entrepreneurial Attitude and Awareness

The Key informants expressed that measures have been taken to spread awareness to promote a positive attitude towards entrepreneurship among the general public. However, the Secretary of the Entrepreneur's Forum, Lunglei chapter emphasized that the current level of awareness regarding entrepreneurship is meager, with only educated and urban youth being informed about the available schemes. The government needs to take proactive steps to disseminate information and create awareness among rural residents to foster an entrepreneurial spirit and attitude.

Theme V: Barriers to Entrepreneurship

With respect to the barriers to entrepreneurship, informants emphasized that the potential young entrepreneurs face number of challenges due to the topographical and geographical conditions of the state, combined with underdeveloped infrastructure and insufficient start-up funds. These constraints act as a deterrent to aspiring entrepreneurs. The government's shortcomings in facilitating easy access to resources, providing requisite infrastructure, reliable marketing, and ensuring

fairness and equality exacerbates the challenges faced by the potential entrepreneurs. Furthermore, the government's inability to facilitate easy access to resources, requisite infrastructure, reliable marketing, and maintain fairness and equality exacerbates these constraints.

Theme VI: Monitoring

The strict monitoring of the functioning of schemes is critical to ensure that funds are not misused by startup entrepreneurs or the agency. It is essential to conduct regular monitoring and inspection to reduce the misuse of funds and guarantee that the intended purpose is served. The concerned department from the state government should carry out periodic checks to confirm that the fund has been utilized for its designated purpose and to evaluate enterprise performance. As many enterprises have wound up after receiving the subsidy, it is imperative to ensure that only sound and operational units receive subsidies. The provision of subsidies to unsound and defunct units must be avoided unless they are in a revivable condition. This approach will reduce the misuse of funds and ensure that eligible entrepreneurs receive the right amount of money.

In this chapter the qualitative responses to perceived barriers to entrepreneurship have been discussed. The next chapter will summarize the quantitative and qualitative findings presented in chapter IV, V, VI and VII, with suggestions based on the study including summarizing recommendation for future research.

CHAPTER VIII

CONCLUSION

The purpose of this study is to provide a comprehensive description of the entrepreneurial attitude towards entrepreneurship, the skill sets acquired, and the perceived barriers to entrepreneurship among the youth in Mizoram. The research has utilized both quantitative and qualitative data to establish a deeper understanding of the pattern of entrepreneurial education among the participants and its correlation with their attitude and skills.

In the previous chapter, the barriers to entrepreneurship as perceived by the respondents across genders and residential areas were discussed. The current chapter presents major findings, including the results of hypotheses tests, a summary of the key informant interviews, and a conclusion with suggestions to address the challenges faced by the youth in Mizoram.

8.1 Major Findings

The major finding of the present study is presented in seven subsections. The first subsection presents structural bases information; the second subsection deals with patterns of entrepreneurial education in formal and informal settings. The third subsection highlights a summary of entrepreneurial attitudes. The fourth subsection outlines the perceived entrepreneurial skills of the respondents, while the next subsection presents perceived barriers to entrepreneurship. The sixth subsection outlines a summary of the hypotheses results, and the seventh subsection deals with a summary of the key informant interview.

8.1.1 Structural Bases Information

Structural bases information of the respondents includes demographic structural of the respondents, economic structural bases of the respondents, educational structural bases of the respondents and their parents.

Demographic Structural Bases of the Respondents

The profile of respondents encompasses a demographic profile, including age, gender, religion, community, disability, residential area, family type, family size, family structure, home ownership, and political affiliation. The mean age of the respondents is 20.59. Most of the respondents were identified as Christians and Scheduled Tribes. The study was conducted in a Christian-dominated and tribal area, and its findings are therefore limited to this specific context. The results reveal that respondents predominantly belonged to nuclear families, with medium-sized families of 4 to 6 members being the most prevalent. The overwhelming majority of respondents reported having a stable family structure. Furthermore, the majority of respondents reported owning their homes. A significant number of respondents reported that they do not have any political party affiliation.

Educational Structural Bases of the Respondents

The educational background of respondents in the present study is studied by analyzing the educational background of respondents and the educational qualifications of the respondent's parents. The present study examines the educational background of respondents from high school standard to undergraduate level by considering the subject stream, place of study, type of institution, and medium of learning. The findings reveal that a majority of the respondents opted arts as their subject stream in HSSLC and Undergraduate level. Furthermore, the study observed that most of the respondents pursued their HSLC studies in Mizoram, with 94% of them continuing their HSSLC studies in the region.

With regard to type of institution, majority of respondents completed their HSLC from privately owned institutions. Of those who passed their HSSLC, more than half studied in private-owned institutions (56%), whereas the vast majority of those pursuing their undergraduate courses studied in government institutions (75%). Regarding the medium of learning, it was found that the majority of the respondents reported that they had studied HSLC and HSSLC in English. Even at the undergraduate level, the majority of the respondents chose English as their medium of learning. Consequently, it can be concluded that English is the most commonly preferred medium of learning among the respondents at all levels of educational background.

In regard to parent's educational qualification, it is observed that the highest percentage, which constitutes about two fifth respondents is seen with the respondents whose fathers studied up to Undergraduate course, which was followed by more than two third respondents whose fathers had completed HSLC and below. Regarding the mother's educational background, the majority of the respondents did not answer, and only 47 percent of the respondents' responses to this question, out of which it was observed that the highest percentage was seen with respondents whose mothers studied only HSLC and below. Overall, the educational qualifications of the respondent's parents are comparatively low.

Economic Structural Bases of the Respondents

It is found that more than one-third respondents belong to a family of Above Poverty Line (APL), and almost two-thirds belong to a family of Below Poverty Line (BPL). The majority of the respondents found that one member and more than one fourth had two members having regular income in the family. Government servant is found to be the primary occupation for more than half of the respondents, while the majority of the respondents reported that they do not have a family secondary occupation.

In regard to family monthly income, a diverse range of income is observed between the income ranges of Rs. 15000 to Rs. 70000. Regarding the condition of owing money from various sources, the majority of the respondents found to have no debt at all from any sources. The majority of the respondents were also found to have savings schemes offered by the bank. It was also observed that two-thirds of the respondents (85.9%) reported that they have savings accounts in the banks. Regarding the source of financial assistance during education, the study observed that almost all the respondents solely relied on their family during their studies.

8.1.2 Pattern of Entrepreneurial Education

Regarding the pattern of entrepreneurial education, the study assesses formal and informal settings. A formal pattern is considered active learning from educational institutions, whereas an informal pattern is passive or self-learning.

Patterns of entrepreneurial education in Formal setting

The present study discusses entrepreneurial education in a formal setting base on four domains ie, Entrepreneurship Knowledge Cell (EKC), entrepreneurial environment in the college campus, inclusion of entrepreneurship courses in formal educational, and activities of the EK Cell.

Entrepreneurship Knowledge Cell (EKC)

In regard to Entrepreneurship Knowledge Cell, the present study examined the effectiveness of the Entrepreneurship Knowledge Cell (EKC) in promoting entrepreneurial knowledge among college students. The findings revealed that majority of the respondents did not benefit from the existence of the EK Cell in their college. Furthermore, significant respondents (70.1%) expressed disagreement regarding the availability of well-equipped designated EKC training/classroom. Similarly, a substantial majority of the respondents disagreed with the notion that the EKC has sufficient infrastructure for nascent entrepreneurs. The results also indicated that a considerable proportion of the participants disagreed with the statement "We have an efficient designated master trainer." Additionally, more than two-thirds of the respondents disagreed with the statement, "We have a dedicated deputed officer in charge of EK Cell."

The above findings indicate that the participants, irrespective of their location (rural or urban), were not satisfied with the effectiveness of the Entrepreneurship Knowledge Cell in their respective colleges. The participants' negative perception of the EK Cell implies that the Entrepreneurship Knowledge Cell (EKC) did not play an effective role in enhancing their entrepreneurial knowledge. Therefore, it is crucial to develop and implement effective strategies to improve the effectiveness of the EK Cell and ensure that it meets the students' needs and expectations.

Entrepreneurial Environment

Entrepreneurship ecosystem within college campus is a crucial component in preparing students to cultivate entrepreneurial mindset, and also serves as a catalyst in fostering innovative thinking among the students to venturing entrepreneurship.

It can be inferred from the mean score that the overall entrepreneurial atmosphere in college campuses is moderately low, indicating the environment is not very conducive for aspiring entrepreneurs, especially in terms of the current state of support provided by the education system. However, there are three statements with high level of agreement i.e., 'Teachers seldom mentioned entrepreneurship as a carrier option' (2.62), 'Teachers did a good job of making the course relevant to the real world' (2.59), 'At my college, I found entrepreneurial-minded classmates who inspires me' (2.52). It is also observed that 'Entrepreneurship courses should be made compulsory from High school onwards' with a very high level of agreement (3.38). However, it is apparent that there is a need for improvement in this domain.

Exposure to entrepreneurship in educational backgrounds

With regards to exposure to entrepreneurship in formal educational backgrounds, the study observed that majority of the respondents reported that entrepreneurship course was not included in their syllabus, co-curriculum and extra-curriculum activities at High school and Higher Secondary school level.

However, the result further noted that at the college standard, entrepreneurship is included in their extra and co-curricular activities as stated by the majority of respondents. Consequently, this may have hindered their ability to develop entrepreneurial attitude and acquisition of essential entrepreneurial skills. Hence, this study highlights the need for inclusion of entrepreneurship in syllabus from high school onwards.

Activities of Entrepreneurship Knowledge Cell (EKC)

In regard to activities of EK Cell, over all it can be inferred that the current frequency of entrepreneurial activities under Entrepreneurship Knowledge Cell (EKC) in formal settings is moderate. This indicates that the overall performance is not meeting the expected level of effectiveness. The mean score of all twelve listed activities falls under the moderate level, categorized as "Sometimes." Therefore, it is crucial for the concerned authorities to address the raised concerns by the respondents and take appropriate measures to improve the frequency of EK Cell activities. This will enhance the entrepreneurial knowledge of the students, which is of utmost importance.

Patterns of Entrepreneurship Education in Informal Setting

This study evaluates entrepreneurial education in informal settings by analyzing the sources of knowledge about entrepreneurship, participation, awareness about entrepreneurship schemes and programmes, motivation and support, and business experience. This sub-section summarizes the findings as follows:

Sources of Entrepreneurship Knowledge

Among the sources, Television and YouTube with an average score of 1.18 found to be the most important source of entrepreneurship knowledge, indicating that respondents often turn to these platforms to gather information on entrepreneurship. As usual, social media also play a crucial role among the sources with an average score of (1.11). Peers and family members were also found to be of high importance with an average score of (1.01), this further indicates that people often seek advice and insights from their close ones who have prior experience in entrepreneurship.

Participation in Entrepreneurial Events

Regarding **participation in entrepreneurship events,** vast majority of the respondents, with more than three-fourths never participate in the Mizoram Kailawn (Business Plan contest). Regarding Mizoram Rahbi (Mizoram micro start-up capital competition), a great majority (81%) never participate and when it comes to skills development training, the result reveals that two-thirds of the respondents (66%) never participated. Of the total participants, the majority (63%) never attended an expert talk. Considering participation in the awareness programme, it was found that half of the respondents (50%) never participated. However, it is also noteworthy that more than half of the respondents participated sometimes and often in the group discussion.

From the mean score, it can be inferred that, on a whole, respondents have shown a notable disinterest in participating in events related to entrepreneurship. As a result, the rate of participation in such events is significantly low. This lack of engagement may have adverse effects on the growth and development of entrepreneurship. However, the participation rate is found to be significant in group discussions (0.66), seminars/webinars (0.75), and entrepreneurship awareness

programmes (0.66). Thus, these findings highlight the need for increasing awareness about entrepreneurship and its related events among potential youth.

Level of Awareness on Schemes and Programmes

Despite of massive campaign and initiatives undertaken by both the state and the central government, the participant youth were not familiar with the schemes that the weighted mean score (0.61) highlights the awareness level on entrepreneurship schemes and programmes is still very low in Mizoram. Out of twelve (12) major schemes and programmes analysed in this study, eight (8) schemes such as Entrepreneurship Development Scheme (.50), MUDRA Scheme (.64), MEDMOC (.58), Start-up Hub & Incubation Centre (.49), Handholding Support System (.47), Khadi & Village Industry (.58), Mizoram Rahbi (.65), and Subsides from state government (.56) is found to be insignificant, indicating that awareness level on these schemes is very low. On the other hand, the mean score of four schemes and programmes such as PMRY Loan (.70), Zoram Industrial Development Corporation (.70), Mizoram Kailawn (.72), Mizoram Industrial Training Centre (.74) indicates awareness level on these schemes is found moderately significant which is as low as moderate level.

Motivation and Support

The weighted mean score (0.93) depicts that entrepreneurial motivation and support system in Mizoram is as low as moderate level as rated by the participants of this study. However, family and relatives is found to be the main source of motivation (1.38), which is followed by close friends (1.17) at a moderate level of frequency, established entrepreneurs (.73) and financial institution (.73). Surprisingly, government is found to be insignificant source of motivation and support (.63).

Business Experience

It is observed that the participants had minimal exposure to business experience. This lack of experience was found to be a significant factor that impeded their ability to pursue entrepreneurial activities. Therefore, based on the findings of this study, it is recommended that having prior business experience is crucial for individuals who wish to start their own businesses. With this knowledge, aspiring

entrepreneurs can seek out opportunities to gain experience in the field and improve their chances of success.

8.1.3 Entrepreneurial Attitude

The results indicate that the overall mean score on all four sub-scales is 2.90, pointing towards a positive attitude among the youth in this study regarding entrepreneurship. Furthermore, it is concluded that Mizo youth in this study exhibit a moderately-high level of attitude towards entrepreneurship.

Additionally, it is revealed that the respondents displayed a high level of personal control orientation, as evidenced by a mean score of 3.150 and a standard deviation of 0.525. This result indicates that the participants have a strong sense of control over their career paths. It was also found that respondents demonstrated a strong drive for achievement, with a mean score of 2.96, indicating that they possess a determined attitude towards becoming entrepreneurs. However, the respondents exhibited lower mean scores for the sub-scales of creativity and leadership orientation. The respondents perceived themselves positively regarding creativity at college, scoring a mean of 2.90 with a standard deviation of.596. On the other hand, it is also observed from the results that the respondents displayed a lower level of leadership quality, with a mean score of 2.61.

Attitudes across Residential Area

The results indicate that respondents from rural areas exhibit a more positive orientation towards leadership in enterprises as compared to their urban counterparts. Conversely, respondents from urban areas scored moderately higher in sub-scales such as achievement, personal control, and creativity than those from rural areas. However, the study found that residential areas do not have a significant impact on attitudes towards entrepreneurship. The overall means of all the constructs reveal that respondents from both rural and urban areas achieved a high mean on personal control and achievement orientation.

8.1.4 Entrepreneurial Skills

Overall the study concluded that the weighted mean score of all the indicators (2.61) tends towards positive, which further indicated that, youth of this study samples appear to have achieved moderately-high level entrepreneurial skills. In addition, the highest score is observed with Personal Entrepreneurial Skills (PES), followed by Technical Skills (TS) and Business Management Skills (BMS).

Regarding the variation of urban and rural youth in entrepreneurial skills, it is observed that rural youth have little higher mean rank than those of rural youth in technical skills. Whereas urban youth score higher means rank than rural youth in Business Management Skill and Personal Entrepreneurial Skills. The place of residence of potential entrepreneurs is a critical determinant of their entrepreneurial orientation. However, the present study observed residential area (rural-urban) there are no worth mentioning difference in terms of means score on all the indicators of skills set, respondents of rural and urban background showed the same mean score on Technical skills, Business management skills and Personal Entrepreneurial skills.

8.1.5 Relationship between Entrepreneurial Education, Attitude and Skills

The data violated the normal distribution assumption. Therefore, a non-parametric methodology (Spearman's correlation) was used to determine the level of the relationship between these variables.

Relationship between Entrepreneurial Attitude and Skills

Correlation between the variables is significant at 0.01 level (2-tailed), the results of Spearman (s) further indicates that there was a strong positive correlation between entrepreneurial attitudes and entrepreneurial skills at r= (.64), n= (320), p= (.001) indicating that when entrepreneurial attitude increases or decreases, the entrepreneurial skills also increases or decrease in the same direction.

Relationship between Entrepreneurial Education and Attitude

The results indicate that there was positive correlation between entrepreneurial education and attitude. The significant level (.276**) indicating that when entrepreneurial education increases or decreases, the entrepreneurial attitude also increases or decrease in the same direction (see table 6.22).

Relationship between Entrepreneurial Education and Skills

The results indicate that there was positive correlation between entrepreneurial education and skills. The significant level (.328*) indicating that when entrepreneurial education increases or decreases, the entrepreneurial skills also increases or decrease in the same direction (see table 6.20).

8.1.6 Perceived Barriers to Entrepreneurship

As per the results, it was found that one of the most significant obstacles they perceive is the lack of start-up capital. Due to this, many talented and ambitious youngsters are unable to pursue their dreams of starting their own businesses. In addition to the lack of capital, transportation issues in the region are the second most commonly reported barrier. Young entrepreneurs face difficulties in accessing markets, suppliers, and customers due to inadequate transportation infrastructure. Furthermore, nepotism in government schemes and programmes has been reported as a significant obstacle. Participants have reported that government officials often favour their acquaintances when considering applications for financial assistance, leaving many deserving candidates without access to these programmes. Another significant barrier that has been identified is the ‘difficulty in accessing government schemes’. Respondents have reported that the application process is cumbersome and time-consuming, which discourages many young people from applying in the first place. Interestingly, the majority of respondents have also reported the prevalence of corruption in government entrepreneurial schemes and programs. They have highlighted that the allocation of funds and resources is often influenced by bribery and other corrupt practices, which undermines the credibility of the system. In conclusion, this report highlights the challenges faced by young entrepreneurs and

the need for reforms in policies and governance to create a more conducive environment for entrepreneurship. It is crucial to address these barriers to ensure that talented and ambitious young people can pursue their entrepreneurial dreams and contribute to the growth and development of the economy.

Perceived Barriers across Residential Area

Regarding barriers to entrepreneurship as perceived by the respondents across residential areas, the study revealed that 'Lack of start-up capital' is ranked as the number one barrier as perceived by the respondents both from rural and urban backgrounds, which would inhibit them from venturing business in the future. Considering urban youth, second rank has been obtained by 'Nepotism on Entrepreneurship Schemes & Programs', whereas 'Corruption on Government Entrepreneurship Scheme' and 'Transportation problem in Mizoram' got second rank as rated by rural youth. 'Difficulties to access government schemes' ranked as the third most common barrier by respondents living in urban areas, while respondents hailing from rural areas considered 'Nepotism on Entrepreneurship Schemes and Programmes' as the third most common obstacle to venturing into entrepreneurship.

Both rural and urban youths consider the 'Transportation Problem in Mizoram' to be another great challenge since the state is located at the extreme corner with a hilly landscape, which may result in a high cost of raw materials. However, the Mann-Whitney U-test further revealed that the difference between rural and urban areas on the perceived barriers to entrepreneurship is not statistically significant.

8.1.7 Results of Hypotheses Test

The present study put forth the following hypotheses:

H_1. There is a difference in Entrepreneurial Attitude between rural and urban youth.
H_2. There is a difference in Entrepreneurial Skills between rural and urban youth.
H_3. There is a relationship between Entrepreneurial Skills and Attitude.

The present study employed Mann Whitney U-test to determine significant difference for hypotheses number one and two. Spearman's correlation coefficient

was also conducted to test for hypothesis number three to determine significant level of relationship between the two variables.

H_1. *There is a difference in Entrepreneurial Attitude between rural and urban youth.*

The differences between rural and urban attitudes were not statistically significant on all the subscales since all the observed p-values LEAD (.06), ACHV (.61), P- Cont (.64), CREAT (.13) are greater than the P-values ($\geq$.05), meaning that residential area has no significant impact on the attitude of youth towards enterprise.

H_2. There is a difference in Entrepreneurial skills between rural and urban youth.

The differences across respondents of rural and urban backgrounds on entrepreneurial skills in all three skill sets are not statistically significant since all the observed p-values for TS (.546), BMS (.175), and PES (.848) are greater than the P-values ($\geq$.05). It indicates that residential area has no significant impact on the process of entrepreneurial skills acquisition.

H_3. There is a relationship between Entrepreneurial Attitude and Skills.

The correlation between the variables is significant at the 0.01 level (2-tailed), and the results of Spearman (s) further indicate that there was a strong positive correlation between entrepreneurial attitudes and entrepreneurial skills at r = (.68), n = (320), p = (.001), indicating that when entrepreneurial attitude increases or decreases, entrepreneurial skills also increase or decrease in the same direction.

8.1.8 Summary of KIIs

In order to gain a comprehensive understanding and analysis of the subject matter under study, a series of interviews with several key informants were conducted. The study summarized information gathered through Key persons as follows:

1. Informants perceived that developing entrepreneurial activity among potential youth is the best solution for the growing rate of unemployed youth and to boost the economy in a small state like Mizoram. Although there are various

schemes, programmes, and projects, there are many loopholes in its implementation patterns.

2. The education system here in Mizoram is another great concern of key informants that educated youths are the victims of education system that confines them in the classroom and theory lectures.

3. The informants stressed that the Mizo community has inherent talent, but they need proper guidance and support to develop their skills. Therefore, the state government should redesign its programmes to provide better skill development opportunities. The informants also pointed out that the current generation lacks the determination and consistency to succeed in life. Additionally, they noted that there is a lack of efficient project write-ups.

4. The informants emphasized that there is a lack of awareness regarding entrepreneurship, particularly among rural residents. They noted that only educated and urban youth are informed about the available schemes. To foster an entrepreneurial spirit and attitude, the government needs to take proactive steps to disseminate information and create awareness among rural residents.

5. The key informants highlighted the lack of infrastructure, insufficient funding, and inadequate monitoring from the state government as major challenges. They suggested that various schemes and programmes promoting entrepreneurship need to be incorporated and supported by each other. Furthermore, Entrepreneurship Knowledge Cells in colleges need to collaborate well with other schemes in informal settings.

6. Informants from financial institutions and forums expressed that it is necessary to conduct regular monitoring and inspection of the schemes to identify any misuse of funds and ensure that the funds are utilised for their intended purpose. The periodic checks by the concerned department will enable the evaluation of enterprise performance and confirm that only viable units receive subsidies.

8.2 Conclusion

The current study evaluates the entrepreneurial education, attitude, and skills of the younger generation in Mizoram and seeks to explore the perceived barriers to entrepreneurship. It is noteworthy that the state government has taken significant steps to establish a favorable startup ecosystem through the introduction of various schemes and initiatives. Moreover, continuous support from the central and the local NGOs is expected to drive innovation, generate employment opportunities, and foster economic growth in India's startup ecosystem.

The present study covered a diverse group of individuals from different demographics, including age, gender, religion, community, disability, residential area, family type, family size, family structure, home ownership, and political affiliation.

Among the stream of the study, arts stream is the most common subject pursued mostly in privately owned institutions with English as a preferred medium. The level of educational qualification of the parents is low mostly HSLC and below. Almost half of the respondents belonged to the Above Poverty Line (APL) category, while one-third of them were found to be below the Poverty Line (BPL). The main occupation of respondent’s family government servants who did not have any secondary source of income and the monthly family income is between Rs. 15000 to Rs. 70000 and majority do not have any debts.

Entrepreneurial education is analyzed in both formal and informal settings. The current state of entrepreneurial education in formal settings is not adequate in terms of inclusion of entrepreneurship in syllabus, co-curricular activity and extra-curricular activities in different level of education. Even the activities of Entrepreneurship Knowledge Cell in college do not contribute adequately in terms of Entrepreneurship education at formal setting among the youth. The score under four domains in entrepreneurship education in informal setting indicated that the source of knowledge and motivation and support are moderate while participation in entrepreneurship event and awareness on entrepreneurship schemes and programme are inadequate.

The youth have a positive attitude towards entrepreneurship in spite of inadequate education towards entrepreneurship. Mizo youth exhibited a moderately-high attitude towards entrepreneurship and the four sub-scales leadership, achievement, personal control and creativity are interrelated. Male respondents are better in achievement and creativity while female respondents are better in leadership and personal control and are more positive towards entrepreneurship. However, the attitude of the youth towards entrepreneurship is the same across rural and urban indicating that the residential areas did not play a significant role in determining the attitude of the youth towards entrepreneurship.

The entrepreneurial skill of youth from three dimensions viz., Personal Entrepreneurial Skills (PES), Technical Skills (TS) and Business Management Skills (BMS) is at moderate level. The results of Mann-Whitney U further indicated that there were no statistically significant differences between rural and urban youth in all three skill sets, indicating that the residential area did not have a significant impact on the acquisition of entrepreneurial skills.

The perceived barriers are mainly financial, administrative, and geographical barrier. In financial barrier the youth lack startup capital, the amount of bank loans is not adequate and they lack guarantor. Administrative barrier limits the access of youth to financial institutions and government schemes. The long process of office transactions to avail loans is also perceived as a barrier. Corruption and nepotism is also a barrier to avail government programme and entrepreneurial schemes which is considered administrative concern. The transportation and communication in Mizoram pose a barrier which results in unavailability and high cost of raw materials which is also perceived as a barrier for venturing entrepreneurship. Personal barrier includes lack of professional skills and training which are required for startup entrepreneurs.

The pattern of entrepreneurial education is probed in both formal and informal settings. Entrepreneurial education in Mizoram is at the initial stage and most of the entrepreneurs are also categorized as nascent entrepreneurs. The perceived barriers faced by the youth are also mainly related to problems associated

with venturing entrepreneurship, mostly with administrative limitations and lack of infrastructure. Even though the entrepreneurial educations in both formal and informal settings are inadequate, yet the youth in Mizoram possess moderate entrepreneurship attitude and skills. Although the entrepreneurial attitude and skills are interrelated and have significant relationship with pattern of entrepreneurial education in both formal and informal setting, the level of entrepreneurial attitude and skills possessed is the same among the urban and rural youth, even gender have no impact on entrepreneurial attitude and skills which may indicate that the contribution made by entrepreneurial education on attitude and acquisition of skills among the youth in Mizoram is still minimal and need improvements. But only further empirical study will be able to reveal the level of entrepreneurial attitude and skills are developed by improving entrepreneurial education among the youth.

8.3 Suggestions

This section presents two subsections of suggestions namely suggestions for policy maker and suggestions for scope of further study are as follow:

8.3.1 Suggestions for Policy Implication

The suggestions presented in this report are primarily based on the results obtained from the barriers encountered by the respondents, key informant interviews, and observations.

1. Active youth participation in the development process is crucial, and it is, therefore, imperative for the state to recognize them as a driving force for shaping the future. It is crucial for the state government to recognize the youth's importance in the process of economic growth and is desirable for entrepreneurship support organizations to prioritize potential youth under the age of 30 years.

2. As per the statements of key informants, the most effective way for the government to generate employment opportunities and stimulate the economy in Mizoram is by developing and promoting entrepreneurial activities in the state. It is recommended that young men and women be motivated to pursue professional

courses and directed towards entrepreneurial activities, rather than merely enrolling in college.

3. The study conducted among college-going youth in Mizoram highlights the need for a shift from traditional theory-based teaching methods to a more practical approach to education. This will equip students with hands-on experience and develop the requisite skills and knowledge needed to be more efficient and employable in their future careers.

4. Mizoram's abundant forests provide a source of income and livelihood for many people. However, to harness the potential of agriculture and allied sectors for economic growth, there is a need to design policies that provide infrastructure and connectivity to rural areas. The state government's entrepreneurial schemes and programs need to design productive and conducive policies for rural areas to tap rural potential by providing rural connectivity and infrastructure.

5. The current pattern of entrepreneurship education in Mizoram requires improvement. A more holistic approach that combines formal and informal education and embraces technological resources is recommended. This will enable students to acquire a comprehensive skill set that meets the requirements of the job market. Entrepreneurship education should be structured according to the learners' needs to increase its effectiveness in the real world.

6. This study noted that entrepreneurship education should be extended to students from lower grades as well. Doing so could enhance their character traits, foster their awareness of business opportunities, and equip them with the skills necessary to launch their own businesses. Several academics argue that the preschool years are a pivotal time for introducing entrepreneurship programmes, as they are when cognitive and personality development processes occur, which are critical for entrepreneurial development. Therefore, it is recommended that entrepreneurial courses be integrated as early as possible, perhaps even in elementary schools.

7. Business incubation centers, Mizoram University, and educational institutions must collaborate to assist students, particularly those with entrepreneurial aspirations,

in acquiring the essential entrepreneurial knowledge, proper guidance, and fundamental skills required to operate successful entrepreneurship ventures. This collaboration has the potential to reduce the unemployment rate among recent graduates while also boosting the nation's growth and competitiveness.

8. This study reveals that the youth are faced with several barriers, including difficulty in accessing government schemes and a lack of start-up capital and loans (refer to Table 4.18). The schemes, projects, and programs offered by the central and state governments should be made easily and fairly accessible to young entrepreneurial aspirants, regardless of their political affiliation, community, or family ties. Moreover, providing equitable and accessible loans with low interest rates from financial institutions is also a pressing concern

9. In order to improve and minimize the shortcomings of the entrepreneurship schemes and programmes, the informants outlined that systematic monitoring should be carried out by the state government to check the utilization of the funds, ensuring fairness and easy access to schemes, requisite infrastructure, and startup capital.

10. India is a country with diverse cultures and societies. Therefore, when creating entrepreneurial support programs, it is crucial to adopt a culturally sensitive approach. This paper recommends that any program designed to assist entrepreneurs in India should take into account the cultural and geographical variations specific to each region. By doing so, we can ensure that the programs are inclusive and accessible to all members of society, regardless of their cultural background or geographic location.

11. The existing legal provisions governing business and industry establishment and control have been deemed overly complicated and rigid. Such complexity poses a significant challenge to entrepreneurship development as it discourages potential entrepreneurs. To foster entrepreneurship, laws and legal provisions must be simplified and made practical. Administrative rules, laws, policies, and procedures should be logical, rational, and pragmatic.

12. It is suggested that the government formulate an inclusive policy that addresses the needs of rural areas beyond the Aizawl district. The policy should aim to identify

and support small entrepreneurs in rural areas who have the potential to become successful business owners. The government, in collaboration with entrepreneurship support organizations, should take a proactive approach to this end, promoting inclusive growth.

13. Transportation has been identified as a significant obstacle to entrepreneurship development in the region. The high cost of transporting raw materials poses a significant challenge for many entrepreneurs. The state government must prioritize improving connectivity and transportation to facilitate entrepreneurship development, ultimately boosting the state's economy.

14. Fascinating large companies is another concern of the present study; thus, this will provide ample opportunities for our talented youth to showcase their capabilities, leading to a significant boost in the overall growth of the state.

Additionally, despite the existence of the Entrepreneurship Knowledge Cell (EKC), it has not been performing up to its expected level. To address this, it is imperative to promote entrepreneurship activities among our young generation by introducing an entrepreneur course in our educational institutions, beginning at the high school level. Moreover, organize more effective awareness campaigns and provide specific training, along with easy access to schemes designed for entrepreneurship and related programs. Thus, these initiatives will help our youth develop entrepreneurial skills and contribute to the economic prosperity of our region.

16. To encourage entrepreneurship, infrastructural facilities such as land, electricity, water, and raw materials should be made available to entrepreneurs at affordable rates. Industrial estates should be constructed to provide entrepreneurs with the necessary facilities. The social environment should be improved to promote a favorable entrepreneurship environment. Adequate facilities and incentives should be provided to new entrepreneurs to encourage them to establish industries and implement innovations. Entrepreneurs involved in research, inventions, and investigation activities should be granted special concessions to promote innovation and development.

8.3.2 Suggestions for further Research

The present study in entrepreneurship is conducted based on socio-economic issues from the perspective of social work. Hence, there are wide scopes for future research. To name a few, future research can be expanded in the following areas:

- In-depth study on the entrepreneurial skills of youth in this region.
- Challenges faced by start-up entrepreneurs and entrepreneurship development in Mizoram.
- Comparative analysis of formal and In-formal entrepreneurial education and their impacts on student's entrepreneurial propensity.
- The Role of Educational Institutions in Promoting Entrepreneurship for Sustainable development
- Assessment of resource utilization and entrepreneurial skills development under the Mizoram entrepreneurship ecosystem.
- Entrepreneurship and employment generation in Mizoram.
- Prospects of entrepreneurship in the rural area of Lunglei district.

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1	Scio-Economic and Political Development after Peace Accord-1986.	Socio-economic and Political Development, ISBN: 978-93-88427-01-1, (2018)
2	Patterns of Social Change in Mizo Society: A qualitative Study.	The Mizo Society: Continuity & Change. ISBN- 978-81-949360-9-1. (2021).
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10	Attitude Towards Enterprise and Perceived barriers to entrepreneurship among educated youth in Lawngtlai District, Mizoram	International Journal of Multidisciplinary Research and Growth Evaluation, vol- 6 (6), 2023

11	Entrepreneurial Skills among Educated youth: A study conducted in core and Peripheral areas of Lunglei District, Mizoram	International Journal of Multidisciplinary Research and Publications, vol-6 (8), 2024
12	Youth Group Strengthening among Refugees at Thaizawl Camp, Lunglei	ADRA Sponsored Programme (10^{th} June, 2024)
13	An untapped resource: Fostering Youth Entrepreneurship as a Catalyst for shaping the future	Modernization of Society and Culture in Mizoram. ISBN 978-93-5999-573-1,pp 62-74, A Mittal Publication (2024).

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ABSTRACT

ENTREPRENEURIAL ATTITUDE AND SKILLS AMONG YOUTH IN MIZORAM

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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Introduction

The present study is an attempt to probe into entrepreneurial education, attitudes towards entrepreneurship, acquired skill sets, as well as perceived barriers among youth in Mizoram.

Unemployment among youth has been a worldwide concern; educated unemployment is a more problem, which has risen approximately three times higher in recent years and is seen as the most frightening socio-economic crisis that every nation is experiencing today. It is calculated that one in every five youth, which is 20 percent around the world, is in the category of youth not in employment, education, or training (NEET). India, at the moment, being the country with the largest young population in the world, youth shares in overall unemployment are at an alarming phase, and mismatch between acquired skills and necessary skill is considered to be a key barrier. According to a brief study by the International Labour Organisation-India, the overall unemployment rate of young people in 2019 was 17.20, of which 18.40 were female and 16.90 were male. Statistics on young people in the age range of 15–29 not in employment, education, or training (NEET) also underline the fact that over 34.2 percent of youth were classified as NEET in 2019, which is only second to South Africa (ILO-India Report-2021). The incidence of unemployment in Mizoram is also higher than the national average; it is higher in urban areas compared to rural regions, impacting the youth group in the cohort of 15 to 29 years in all facets of life. Over the years, the number of job seekers among young people has grown, particularly among educated youth (Devendiran, 2015).

To address the rising youth unemployment rate, the government of India has actively supported and promoted entrepreneurship through various initiatives and programs. This is a crucial step, as entrepreneurship is increasingly being viewed as the most viable option for young people to explore their potential (Baporika, 2017). Educated youth in Mizoram are showing a keen interest in entrepreneurship, realizing that it is a path that can offer them both economic security and personal fulfillment (Khiangte, 2018).

Entrepreneurship

Entrepreneurship has always been a dynamic force that has shaped social and economic environments. It keeps changing in reaction to cultural, technical, and economic shifts, fostering innovation, growth, and the creation of jobs. Entrepreneurs have a crucial role in economic development and social transformation, and their contribution to progress is unavoidable. They make proper use of economic resources and move productivity from low to high, resulting in greater earnings. Economic development is a product of the development of an environment conducive to entrepreneurial mindsets in society; creative entrepreneurial conduct results in significant economic advancement.

Concepts and Evolution: The term entrepreneur refers to the individual who owns or creates a new and successful business, is often associated with risk-taking (Wang & Poutziouris, 2010), is an effective organiser and manager (Galloway & Brown, 2002), is a driving force behind the country's economy (Bygrave & Minniti, 2000), is an innovator (Schumpeter, 1934), is a risk-taker (Brockhaus & Horwitz, 1986), is a creative thinker (Hisrich, 1989, 1990) with an internal locus of control (Brockhaus & Horwitz, 1986), and employs people (Hisrich & Shepherd, 2005). An entrepreneur is someone who has the ability and willingness to transform a new concept or invention into a profitable innovation (Schumpeter, 1950).

The origin of the term "entrepreneurship" can be traced back to the French word "entrepreneur," which means to undertake or initiate a business venture, most likely a company. This term was probably coined by the economist Jean-Baptiste Say. The ability and willingness to create, plan, and manage a business venture, even with all of its uncertainties, to generate a profit is referred to as entrepreneurship.

The concept of entrepreneurship has a long and complex history, evolving over centuries and shaped by economic, social, and cultural changes. It may be possible to trace the evolution of entrepreneurship through historical periods:

The 20th century saw an emphasis on knowledge, technical innovation, and research and development. Entrepreneurs like Thomas Edison and Henry Ford became synonymous with inventiveness and commercial success. The growth of

large multinational companies also marked a new era in entrepreneurship. The late 20th century and early 21st century saw a sharp rise in globalisation and digital entrepreneurship. Entrepreneurs leveraged technology to launch and expand businesses worldwide. Digital businesses like e-commerce and social networking have grown significantly due to the Internet's increasing usefulness as a medium for interaction, business, and cooperation. This pattern shows that more people are recognising the benefits of entrepreneurship.

The Indian government started a large-scale initiative to promote entrepreneurship in 1971. With the "Economic Policy Reform" of 1991, India's entrepreneurship saw a significant development. For the Indian economy, the New Economic Policy of 1991 marked a significant turning point. Three main facets of this programme have been implemented: privatization, liberalization, and liberalization. It allows private banks and non-Indian banks to continue operating without hindrance, increasing loans and assisting new business owners. Foreign businesses may choose the best place to invest their money thanks to the policy. Significantly, this strengthened the Indian economy and contributed to India's emergence as a startup tech powerhouse.

Entrepreneurship: Mizoram Scenario

In Mizoram, the growth of the enterprise sector took place only after its statehood in 1987, and most of them are local-based enterprises. Most of the units of enterprises are micro, small, and medium enterprises (MSMEs) and play a significant role in the state economy. Due to the absence of large industries, micro and medium enterprises are the main contributors to the growth of the state economy (Daizova & Sharma, 2014). Mizoram is still in its early stages of industrialization, and the development of entrepreneurship is still in its preliminary stage. Among the enterprises operating inside the state, about half of them out of the 375 enterprises examined were founded between 2000 and 2010, and only 14 percent were established before the year 1990 (Daizova, 2016).

The state government, in partnership with Innovation Park, IIM Calcutta, developed a policy named Mizoram Entrepreneurship & Startup Policy in 2019. The policy clearly stated that developing entrepreneurship among potential youth is the solution left with the government to address unemployment and the wide gap in the distribution of wealth between urban and rural areas. Since then, there has been a huge increase in entrepreneurial activity in the state (Economic Survey of Mizoram, 2021–2022). As a result, the Economic Survey of India 2020 has highlighted Mizoram among six other states (only one in the North Eastern Region) as having the greatest overall early-stage entrepreneurial activity in the country. Mizoram is performing far better compared to other states in the north-eastern region, as the state has a share of more than 20 percent of the total existing entrepreneurs in the region (Gogoi, 2018). Small and medium enterprises in Mizoram do not only generate employment opportunities for the youth and increase state GDP but also play a vital role in the industrialization of rural and peripheral areas, thereby reducing spatial imbalances (Khiangte, 2018). Therefore, the state government acknowledged entrepreneurship and its operations as the most viable choice left with the government to address emerging social challenges like youth unemployment, poverty, etc. (Mizoram Industrial Policy 2021).

Supports from the state Government: Ministry of Commerce & Industry partnership with the World Bank has ranked Mizoram as 28th out of the 32 Indian states in terms of ease of doing Business in 2015 and 29th in 2016. To address this issue, the state government, with the support of the central government, has been implementing a number of steps to create an atmosphere appropriate for entrepreneur aspirants as well as to encourage educated youths to take up entrepreneurial activities. Thus, knowing the importance of formulations of schemes and proper implementations and its monitoring, the state government, under the Planning and Programme Implementation Department, created the following major three agencies as the engine to address traditional entrepreneurship approaches in innovative ways.

Entrepreneurship Knowledge Cell

Under the Entrepreneurship Development Scheme, the Government of Mizoram has established Entrepreneurship Knowledge Cells (EKC) in various schools and colleges in different districts with a strong focus on creating a dynamic entrepreneurship among young people. As on 2023, the state government has been set up 13 EK cells so far in the selected institutions covering the entire district.

These Cells are being established and supported at educational institutions in order to construct institutional mechanisms to nurture entrepreneurial culture and techno-entrepreneurship in order to generate wealth and jobs. These Cells are intended to act as a catalyst in supporting the creation of a competent group of entrepreneurs and to provide entrepreneurs with hand-holding assistance through entrepreneurship courses, trainings, consultation sessions, seminars, mentorship, and so on (Planning & Programme Implementation-GoM, 2020).

Overview of the literature

GEM-India Report (2019-2020), stated that entrepreneurial attitude is the attitude towards entrepreneurship when people think that there are opportunities to start a business. According to *Robinson et al., (1991),* a positive attitude plays a vital role in establishing entrepreneurial environment within the population because it expresses the general feelings towards entrepreneurship. An individual's behavior is greatly influenced by their attitude, thus, a person's attitude towards entrepreneurship certainly has a positive influence on the probability of becoming a start-up entrepreneur *(Strobl et al., 2012).* In addition to this, studies have shown that business experience, family setup, educational attainment, structural support, and gender have a key role in determining entrepreneurial attitudes*(Wang and Wong, 2004; Varghese & Hassan, 2012).*

However, these attitudes may switch over by the situational and environmental context and, may vary from time to time, depending on a person *(Robinson et al., 1991).* A few empirical studies have been examined in the context of Mizoram *(Khiangte, 2018; Daizauva, 2018; Lalhunthara, 2019; Sharma, 2020; S.S. Thakur, 2014)* have reported that youth have a strong attitude toward

entrepreneurship and an inclination to start a new venture. However, due to certain constraints and perceived barriers, youth aspirants failed to turn their desires to start new ventures into actions.

Empirical studies observed entrepreneurship intention among the urban population is consistently higher than the rate of entrepreneurship in the rural segment *(Sternberg, 2009; Brooksbank, D. et al., 2008; Gadi et al, 2014; Muthukani & Helen, 2019).* It is also true in India as observed by *Kothari, (2013)* stated that the urban population in India is more likely to entrepreneurship as a career choice than the rural. *Bortamuly et al., (2014)* stated that work experience and education have a more significant impact on rural entrepreneurs than those in urban areas in the state of Assam. Factors responsible for this gap seemed to be the consequence of urbanization *(Glaeser et al., 2010*), resources (*Gadi et al., 2014)* favorable environment *(Faggio & Silva, 2014),* marketing and infrastructural facilities *(Sathya, 2019),* and presence of role model and vibrant economy source of motivation in urban *(Kothari, 2013).* Consequently, to bridge the gap *Barbosa, D.M, el al., (2019)* suggested that disparity in urban and rural enterprises must be minimized through institutional assistance such as special training, investment, and flexible policies must be formulated for rural entrepreneurial aspirants, better access for the creation of new venture.

The state government formulated an entrepreneurship and startup policy in the year 2019, the policy clearly stated that developing entrepreneurship among potential youth is the solution left with the government to address the wide gap in the distribution of wealth between the urban and rural areas *(Mizoram Entrepreneurship & Startup Policy-2019).* However, *Daizova & Sharma, (2014)* reported that over 75 percent of enterprises are located in Aizawl, due to easy access to loans and infrastructure; maximum numbers of industrial units in Mizoram were operated within urban areas. Khiangte, *(2018)* added that the core area (urban) has a higher level of attitude than those of respondents from the peripheral area.

According to Hisrich & Peters, entrepreneurial skill is the capacity to create something new and valuable by investing the required time and energy, taking on the associated financial, psychological, and social risks, and reaping the rewards of independence and financial and personal fulfillment. Skill is defined as a performance attribute that is acquired from training, practice, and experience rather than being exclusively dependent on an individual's nature, fundamental, or innate aptitude (E-Kewisi, F., & Asitik, A.J. 2012). Entrepreneurship abilities are not solely based on innate traits; they may also be learned and developed via prior experience (Beranek, L. 2014). Abdul, O.E. (2018) indicated that skills and a good mindset play a major role in the development and functioning of entrepreneurship. Andreas S., et al (2014), also added that the skills of an individual acquired from education make up the foundation for future entrepreneurial activities. Entrepreneurship education and university support can foster positive attitudes towards entrepreneurship.

The main cause of educated youth unemployment in India is a mismatch between their required and actual skills. In the remote region of Mizoram, this mismatch is exacerbated by several factors, including inadequate educational resources, low investment, and a shortage of industry and raw materials for the region's labor force (National Skills Gap Study-North East Report -2012).

Muthu Kani & Helen (2019) highlighted that the majority of Indian rural entrepreneurs faced social challenges whereas the financial challenge is given rank one by the urban-entrepreneurs moreover; rural entrepreneurs showed they have more technological challenges than their counterparts in urban areas. While Infrastructural support and technological inadequacy is found to be big challenges during the pandemic for both rural and urban entrepreneurs *Chaturvedi & Karri, (2022)*. *Lalhunthara & Lalthakima (2019)* reported that as far as industrial development is concerned, even after six decades of economic planning, Mizoram is still lagging far behind other states of India. The success rate is poor due to a lack of basic infrastructure like electricity, communication, and transportation coupled with a lack of vision and willingness. *Lalrokhawma (2021)* identified the main challenges that rural entrepreneurs in Mizoram encounter are financial, technical know-how, and poor connectivity. *Lalthanmawia, (2021)* also highlighted startup finance is the

biggest problem faced by rural women-owned enterprises whereas *Khiangte, (2018)* stated difficulty in accessing the government's scheme as one important barrier faced by urban youth entrepreneur aspirants.

Statement of the Problem

According to successive Indian census reports, Mizoram is acknowledged as a home for education. For more than 20 years, the state has consistently ranked in the top three with the highest percentage of literate citizens in the nation. Every year, thousands of new graduates graduate; however, the state government is unable to place every graduate in the public sector, leading to an increase in the number of young people without jobs who have an education. The situation is also becoming worse in urban areas relative to rural ones, so it has already reached an alarming stage (Devendiran, 2015). The state is classified as a "non-industrial zone," and small, home-based businesses make up the majority of the economy there. The primary obstacle is determined to be a skill mismatch. As a result, the state is perceived to need institutions for skill development and vocational training. The majority of the state's entrepreneurs lack formal business education and training. It's not that they don't have this kind of education; rather, it's that they view these kinds of courses with disdain since they are unaware of them (Thakur, 2014). In Mizoram, the business sector is still relatively new. The economy is heavily weighted in favour of agriculture, with the majority of the industry being related to agriculture.

Despite the high literacy rate, youths have been pampered with government jobs and are not ready to take up other occupations (GOM-2014). Disadvantages caused by the topographical condition and geographical isolation of the state, coupled with underdeveloped infrastructure and transport bottlenecks, poor infrastructure in the state, poor roads, serious power and water shortages, the unavailability of proper marketing platforms, and the growth and performance of the manufacturing sector have been poor as compared to neighbouring states (Lalhunthara).

To solve these problems, the state administration, with the strong backing of the federal government, introduces a variety of formal and informal initiatives and schemes targeted at fostering an entrepreneurial attitude among the youth. The goal of Mizoram's Startup Policy, which went into force in 2019, is to foster a culture of innovation, support the growth of companies, and establish a thriving entrepreneurial environment. The Planning and Programme Implementation Department is the nodal department for the Entrepreneurship Development Scheme (EDS), which is the policy vehicle in charge of implementing the Mizoram Entrepreneurship and Startup Policy. The Mizoram State Entrepreneurship Development and Monitoring Committee (MEDMOC) was established to oversee the startup policy's implementation. Since then, Mizoram has established a startup strategy that aims to encourage entrepreneurship at every level of the state, starting at the local level (Mizoram Startup Strategy 2019).

Due to government initiatives and a lack of employment opportunities, young individuals with education who have no other options for a career are being encouraged to start their own businesses (Khiangte, 2018; Lalhunthara, 2019). Thus, the goal of this study is to gather information about how the entrepreneurial ecosystem in Mizoram has shaped or affected people's attitudes and skill sets related to entrepreneurship. To create remedies for the perceived barriers to the entrepreneurship process, practical information will also be supplied during the in-depth investigation. This will increase the participation of promising students in entrepreneurship, which will raise the success rate of business ventures.

Methodology

In this section, the methodological components used in this study are presented in terms of objective, hypotheses, and research design, sampling procedure, tools and material used for data collection, data processing and analysis, and ethical consideration.

Objectives

1. To study the pattern of entrepreneurial education among youth in Mizoram.
2. To assess the attitude of Mizo youth towards entrepreneurship
3. To assess Entrepreneurial skills among Mizo youth.
4. To study the relationship between entrepreneurial education, Attitude and Skill.
5. To study perceived barriers to entrepreneurship
6. To suggest measures for policy implication.

Hypotheses

To focus on the current investigation, the following hypotheses are put forth:

H_1. There is a difference in Entrepreneurial Attitude between rural and urban youth.

H_2. There is a difference in Entrepreneurial Skills between rural and urban youth.

H_3. There is a relationship between Entrepreneurial Skills and Attitude.

Research Design: The present study is descriptive in design and cross sectional in its nature. Mixed methods research is applied which involves philosophical assumption and an approach to inquiry that contains qualitative and quantitative data. Both quantitative and qualitative data is collected. The quantitative primary data were collected through field survey using a structured interview schedule and Key informant interview.

The population of the study includes all the youth in Mizoram as per National Youth Policy - 2014 defines youth as age between 15-29 years. The unit of the study constituted individual student studying final year (5^{th} semester) and second year (3^{rd} semester) from the sample colleges.

Sampling: Multi stage sampling method was adopted for this study to select districts, colleges, and the participants.

In the first stage, of the total eleven (11) districts in the state, two most populated districts of Aizawl and Lunglei in Mizoram based on 2011 census report were purposefully selected. Secondly, colleges with established Entrepreneurship Knowledge Cell (EKC) and good proportion of students hailing from rural-urban area were identified. On ground of these criteria, Pachhunga University College (PUC) and Govt. Hrangbana College (GHC) from Aizawl district, Higher and

technical Institute, Mizoram (HATIM) and Lunglei Govt. College (LGC) from Lunglei district were then purposively selected to represent all the colleges in Mizoram for the present study.

In the third stage, students studying second and final year were purposefully selected on ground of students possessed knowledge about academic resources, campus facilities and environment. Lastly, after getting the consent of the students to be participant in the study, students were then classified into two strata based on their residential area of rural and urban, the total 80 respondents comprising of forty (40) each from rural and urban area were selected using disproportionate stratified random sampling from the selected four colleges. The total 320 sample size was drawn for the present study.

Tools of Data Collection: To collect qualitative data from the respondents, structured interview schedule was used while key informant interviews were conducted to collect quantitative information. The tools and materials used are briefly described in below:

i). Attitude Towards Enterprise (ATE) Scale: The study employed the standardized scale of Attitude Towards Enterprise (ATE) proposed by Athayde (2009). The scale was specifically designed to measure entrepreneurial attitudes of young people under the age of 25 who are not yet entrepreneur and it has four indicators namely Leadership, Achievement, Personal Control and Creativity. Each indicators except creativity has five statements and participants had to rate on the statements by 4-points Likert scale ranging from 1=Strongly Disagree to 4=Strongly Agree. Cronbach's Alpha reliability test of 0.848 was obtained which is considered valid as per rule of thumb.

ii). Required Skill sets Model: The present study adopted required skill set proposed by Organization for Economic Co-operation and Development (OECD)-2014. The model has three indicators such as Technical Skills (TS), Business Management Skills (BMS) and Personal Entrepreneurial Skills (PES). BMS and PES have eight items and TS has six items, there are total 22 statements in this model. Alpha reliability test was conducted for 22 different skills set and achieved .863.

iii). Patterns of Entrepreneurial Education: The Entrepreneurial Education in the present study is studied and analyzed based on the classification of

entrepreneurial educational settings ie., formal and informal, proposed by Barucic & Umihanic (2016). Formal entrepreneurial education in the present study emphasized school or institution based learning. The present study assesses formal mode of entrepreneurial education by analyzing perception of the respondents on EK Cell and its related activities. Informal mode of entrepreneurial education in the present study analysed self-learning.

iv). Barriers to Entrepreneurship: The present study constructed interview schedule based on common barriers as perceived by the entrepreneur aspirants in the context of tribal area and non-industrial zone like Mizoram have been adopted from previous studies *(Khiangte, R, 2018; Daizova, 2018.* There are 12 statements and the participants had to rate them on a four-point Likert scale ranging from 1=Strongly Disagree to 4=Strongly agree. Cronbach's alpha reliability statistics test for these items was carried out, and the reliability level is $\alpha = .808$

vi). Key Informant Interview (KIIs): For the qualitative part, open ended interview guide was conduct with Key Informants.

Data Processing and Analysis: The quantitative primary data collected through interview Scheduled was coded and processed with the help of Microsoft Excel and analyzed with Statistical Package for Social Science (SPSS). The study used descriptive statistics such as percentages, proportion, mean compare, averages and standard deviations. The results of the analysis were presented in tabular form and figures.

In order to test the formulated hypotheses of the current study, the researchers used inferential statistics such as Mann-Whitney-U test, Kruskal-Wallis test, and Spearman's correlation coefficient. The qualitative data collected through key informant interview was arranged as per theme of the questions and summarize the results in the form of themes.

Major Findings

The major finding of the present study is presented in seven subsections. The first subsection presents structural bases information; the second subsection deals with patterns of entrepreneurial education in formal and informal settings. The third subsection highlights a summary of entrepreneurial attitudes. The fourth subsection outlines the perceived entrepreneurial skills of the respondents, while the next subsection presents perceived barriers to entrepreneurship. The sixth subsection outlines a summary of the hypotheses results, and the seventh subsection deals with a summary of the key informant interview.

Structural Bases Information

Structural bases information of the respondents includes demographic profile of the respondents, economic structural bases of the respondents, educational structural bases of the respondents and their parents.

Demographic structural bases: The profile of respondents encompasses a demographic profile, including age, gender, religion, community, disability, residential area, family type, family size, family structure, home ownership, and political affiliation. The age cohorts of respondents were classified as per the national youth policy and the mean age is 20.59. The majority of respondents were identified as Christians and Scheduled Tribes. The results reveal that respondents predominantly belonged to nuclear families, with medium-sized families of 4 to 6 members being the most prevalent. The overwhelming majority of respondents reported having a stable family structure. Furthermore, majority of the respondents reported that they do not have any political party affiliation.

Economic structural bases: It is found that more than one-third of the respondents belong to a family of Above Poverty Line (APL), and the majority of the respondents found with only one member having regular income in the family. Government servant is found to be the primary occupation for more than half of the respondents, while the majority of the respondents reported that they do not have a family secondary occupation. In regard to family monthly income, a diverse range of income is observed between the income ranges of Rs. 15000 to Rs. 70000. Regarding

the condition of owing money from various sources, the majority of the respondents have no debt from any sources. The majority of the respondents were also found to have savings schemes offered by the bank, whereas nearly one-third of the respondents (21.9%) had no self-saving scheme at all. Regarding the source of financial assistance during education, the study observed that almost all the respondents solely relied on their family during their studies.

Pattern of Entrepreneurial Education

Regarding the pattern of entrepreneurial education, the study assesses formal and informal settings. A formal pattern is considered active learning from educational institutions, whereas an informal pattern is passive or self-learning.

Patterns of entrepreneurial education in Formal setting: The present study discusses entrepreneurial education in a formal setting base on four domains ie, Entrepreneurship Knowledge Cell (EKC), entrepreneurial environment in the college campus, inclusion of entrepreneurship courses in formal educational, and activities of the EK Cell.

Entrepreneurship Knowledge Cell (EKC): In regard to Entrepreneurship Knowledge Cell, the present study examined the effectiveness of the Entrepreneurship Knowledge Cell (EKC) in promoting entrepreneurial knowledge among college students. The findings revealed that the participants, irrespective of their location (rural or urban), were not satisfied with the effectiveness of the Entrepreneurship Knowledge Cell in their respective colleges. The participants' negative perception of the EK Cell implies that the Entrepreneurship Knowledge Cell (EKC) did not play an effective role in enhancing their entrepreneurial knowledge.

Entrepreneurial Environment: With regard to *entrepreneurial environment in the college campus*, when asked whether the current education system prepares and encourages students to pursue entrepreneurial activity, the responses were mixed. It can be inferred from the weighted mean score (2.43) shows that overall entrepreneurial atmosphere in college campuses is rated low, indicating the environment is not very conducive for aspiring entrepreneurs, especially in terms of the current state of support provided by the education system.

***Exposure to entrepreneurship in educational backgrounds*:** The present study discusses the inclusion of entrepreneurship course in syllabus, co-curricular, and extra-curricular activities from high school to tertiary level. The overall frequency rate of prior exposure to entrepreneurship and related activities in a formal educational background from High school to college level is inadequate to instill entrepreneurial attitudes and skills as reported by young people across rural and urban background. It is further noted that the vast majority of the participants did not study entrepreneurship in high school or at the higher secondary school level. Consequently, this may have hindered their ability to develop entrepreneurial attitude and acquisition of essential entrepreneurial skills. Hence, this study highlights the need for inclusion of entrepreneurship in syllabus from high school onwards.

Activities of Entrepreneurship Knowledge Cell (EKC): In regard to activities of EK Cell, it is found that the current frequency of entrepreneurial activities under Entrepreneurship Knowledge Cell (EKC) in formal settings is moderate. This indicates that the overall performance is not meeting the expected level of effectiveness. The mean score of all twelve listed activities falls under the moderate level, categorized as "Sometimes." Therefore, it is crucial for the concerned authorities to address the raised concerns by the respondents and take appropriate measures to improve the frequency of EK Cell activities.

Patterns of Entrepreneurship Education in Informal Setting

This study evaluates entrepreneurial education in informal settings by analyzing the sources of knowledge about entrepreneurship, participation, awareness about entrepreneurship schemes and programmes, motivation and support, and business experience. This sub-section summarizes the findings as follows:

Sources of Entrepreneurship Knowledge: Television and YouTube found to be the most important source of entrepreneurship knowledge, indicating that respondents often turn to these platforms to gather information on entrepreneurship. As usual, social media also play a crucial role among the sources. Peers and family members were also found to be of high importance, this further indicates that people often seek

advice and insights from their close ones who have prior experience in entrepreneurship.

Participation in Entrepreneurial Events: Regarding **participation in entrepreneurship events,** the frequency of participation in entrepreneurship and its related activities of the respondents in the present study was analysed at different entrepreneurial events such as Mizoram Kailawn (business plan contest), Mizoram Rahbi (micro-startup capital competition), skill development training, expert talks, awareness programmes, seminars, webinars, and symposiums or group discussions.

On a whole, respondents have shown a notable disinterest in participating in events related to entrepreneurship. As a result, the rate of participation in such events is significantly low. This lack of engagement may have adverse effects on the growth and development of entrepreneurship. However, the participation rate is found to be significant in group discussions, seminars/webinars, and entrepreneurship awareness programmes. Thus, these findings highlight the need for increasing awareness about entrepreneurship and its related events among potential youth.

Level of Awareness on Schemes and Programmes: The weighted mean score (0.61) highlights the awareness level on entrepreneurship schemes and programmes initiated by both central and state government is still very low in Mizoram. Out of twelve (12) major schemes and programmes analysed in this study, eight (8) schemes such as Entrepreneurship Development Scheme (.50), MUDRA Scheme (.64), MEDMOC (.58), Start-up Hub & Incubation Centre (.49), Handholding Support System (.47), Khadi & Village Industry (.58), Mizoram Rahbi (.65), and Subsides from state government (.56) is found to be insignificant, indicating that awareness level on these schemes is very low.

Motivation and Support: The calculated weighted mean score (0.93) depicts that entrepreneurial motivation and support system in Mizoram is as low as moderate level as rated by the participants of this study. However, family and relatives is found to be the main source of motivation, which is followed by close friends at a moderate

level of frequency, established entrepreneurs and financial institution. Surprisingly, government is found to be insignificant source of motivation and support.

Entrepreneurial Attitude

The results indicate that the overall mean score on all four sub-scales is 2.90, pointing towards a positive attitude among the youth in this study regarding entrepreneurship. Furthermore, it is concluded that Mizo youth in this study exhibit a moderately (high) level of attitude towards entrepreneurship.

Additionally, it is revealed that the respondents displayed a high level of personal control orientation. This result indicates that the participants have a strong sense of control over their career paths. It was also found that respondents demonstrated a strong drive for achievement, indicating that they possess a determined attitude towards becoming entrepreneurs. However, the respondents exhibited lower mean scores for the sub-scales of creativity and leadership orientation. On the other hand, it is also observed from the results that the respondents displayed a lower level of leadership quality. However, leadership orientation is a significant component of the attitude towards entrepreneurship. As leadership skills are crucial for leading peers and friends, this aspect is an essential component of an entrepreneur's mindset.

Attitudes between Rural and Urban: The results indicate that respondents from rural areas exhibit a more positive orientation towards leadership in enterprises as compared to their urban counterparts. Conversely, respondents from urban areas scored moderately higher in sub-scales such as achievement, personal control, and creativity than those from rural areas. However, the result of Mann Whitney test further noted that there is no significant difference on entrepreneurial attitudes between rural and urban.

Entrepreneurial Skills

Overall the study concluded that the weighted mean score of all the indicators (2.61) tends towards positive, which further indicated that, youth of this study samples appear to have achieved moderately-high level entrepreneurial skills. In addition, the result further noted that the respondents achieved highest score with

Personal Entrepreneurial Skills (PES), followed by Technical Skills (TS) and Business Management Skills (BMS).

Entrepreneurial Skills between Rural and Urban: Regarding the variation of urban and rural youth in entrepreneurial skills, It is shows that rural youth have little higher mean rank than those of rural youth in technical skills. Whereas urban youth score higher means rank than rural youth in Business Management Skill and Personal Entrepreneurial Skills. However, the result of Mann Whitney test further noted that there is no significant difference on entrepreneurial skills between rural and urban.

Perceived Barriers to Entrepreneurship

As per the results, it was found that one of the most significant obstacles they perceive is the lack of start-up capital. Due to this, many talented and ambitious youngsters are unable to pursue their dreams of starting their own businesses. The lack of access to funding sources hinders their ability to acquire the necessary resources, such as equipment, infrastructure, and inventory, to start their ventures. In addition to the lack of capital, transportation issues in the region are the second most commonly reported barrier. Young entrepreneurs face difficulties in accessing markets, suppliers, and customers due to inadequate transportation infrastructure. Furthermore, nepotism in government schemes and programmes has been reported as a significant obstacle. Participants have reported that government officials often favour their acquaintances when considering applications for financial assistance, leaving many deserving candidates without access to these programmes. Another significant barrier that has been identified is the ‘difficulty in accessing government schemes’. Respondents have reported that the application process is cumbersome and time-consuming, which discourages many young people from applying in the first place. Interestingly, the majority of respondents have also reported the prevalence of corruption in government entrepreneurial schemes and programs. They have highlighted that the allocation of funds and resources is often influenced by bribery and other corrupt practices, which undermines the credibility of the system. In conclusion, this report highlights the challenges faced by young entrepreneurs and the need for reforms in policies and governance to create a more conducive environment for entrepreneurship.

Perceived Barriers between Rural and Urban:

Regarding barriers to entrepreneurship as perceived by the respondents across residential areas, the study revealed that 'Lack of start-up capital' is ranked as the number one barrier as perceived by the respondents both from rural and urban backgrounds, which would inhibit them from venturing business in the future. Considering urban youth, second rank has been obtained by 'Nepotism on Entrepreneurship Schemes & Programs', whereas 'Corruption on Government Entrepreneurship Scheme' and 'Transportation problem in Mizoram' got second rank as rated by rural youth. 'Difficulties to access government schemes' ranked as the third most common barrier by respondents living in urban areas, while respondents hailing from rural areas considered 'Nepotism on Entrepreneurship Schemes and Programmes' as the third most common obstacle to venturing into entrepreneurship. Both rural and urban youths consider the 'Transportation Problem in Mizoram' to be another great challenge since the state is located at the extreme corner with a hilly landscape, which may result in a high cost of raw materials. Youths in this study considered 'insufficient amount of loan to start the project' may also act as an entry barrier in future activities; respondents from both urban (3.02) and rural (2.91) areas ranked this as the fifth most common barrier. 'Long process of bank loans and other schemes' has been ranked sixth by both urban and rural youth respondents, Youths in this study perceived that this barrier may act as a hurdle in their future venturing processes.

However, the Mann-Whitney U-test further revealed that the difference between rural and urban areas on the perceived barriers to entrepreneurship is not statistically significant.

Results of Hypotheses Test

The present study employed Mann Whitney U-test to determine significant difference for hypotheses number one and two. Spearman's correlation coefficient was also conducted to test for hypothesis number three to determine significant level of relationship between the two variables.

H_1. *There is a difference in Entrepreneurial Attitude between rural and urban youth.*

The differences between rural and urban attitudes were not statistically significant on all the subscales since all the observed p-values LEAD (.06), ACHV (.61), P- Cont (.64), CREAT (.13) are greater than the P-values ($\geq$.05), meaning that residential area has no significant impact on the attitude of youth towards enterprise.

H_2. There is a difference in Entrepreneurial skills between rural and urban youth.

The differences across respondents of rural and urban backgrounds on entrepreneurial skills in all three skill sets are not statistically significant since all the observed p-values for TS (.546), BMS (.175), and PES (.848) are greater than the P-values ($\geq$.05). It indicates that residential area has no significant impact on the process of entrepreneurial skills acquisition.

H_3. There is a relationship between Entrepreneurial Attitude and Skills.

The correlation between the variables is significant at the 0.01 level (2-tailed), and the results of Spearman (s) further indicate that there was a strong positive correlation between entrepreneurial attitudes and entrepreneurial skills at r = (.68), n = (320), p = (.001), indicating that when entrepreneurial attitude increases or decreases, entrepreneurial skills also increase or decrease in the same direction.

Summary of KIIs

In order to gain a comprehensive understanding and analysis of the subject matter under study, a series of interviews with several key informants were conducted. The study summarized information gathered through Key persons as follows:

1. Informants perceived that developing entrepreneurial activity among potential youth is the best solution for the growing rate of unemployed youth and to boost the economy in a small state like Mizoram. Although there are various schemes, programmes, and projects, there are many loopholes in its implementation patterns.

2. The informants believed that the Mizo community has inherent talent, but they need proper guidance and support to develop their skills. Therefore, the state government should redesign its programmes to provide better skill development opportunities. The informants also pointed out that the current generation lacks the determination and consistency to succeed in life. Additionally, they noted that there is a lack of efficient project write-ups in the area.

3. The informants emphasized that there is a lack of awareness regarding entrepreneurship, particularly among rural residents. They noted that only educated and urban youth are informed about the available schemes. To foster an entrepreneurial spirit and attitude, the government needs to take proactive steps to disseminate information and create awareness among rural residents.

4. The key informants highlighted the lack of infrastructure, insufficient funding, and inadequate monitoring from the state government as major challenges. They suggested that various schemes and programmes promoting entrepreneurship need to be incorporated and supported by each other. Furthermore, Entrepreneurship Knowledge Cells in colleges need to collaborate well with other schemes in informal settings.

5. Informants from financial institutions and forums expressed that it is necessary to conduct regular monitoring and inspection of the schemes to identify any misuse of funds and ensure that the funds are utilised for their intended purpose. The periodic checks by the concerned department will enable the evaluation of enterprise performance and confirm that only viable units receive subsidies.

Conclusion

The current study evaluates the entrepreneurial education, attitude, and skills of the younger generation in Mizoram and seeks to explore the perceived barriers to entrepreneurship. It is noteworthy that the state government has taken significant steps to establish a favorable startup ecosystem through the introduction of various schemes and initiatives. Moreover, continuous support from both the central and the state governments is expected to drive innovation, generate employment opportunities, and foster economic growth in startup ecosystem.

Despite of the central and state government initiated several schemes and programs by investing huge amount of money, the current state of entrepreneurial education both in formal and In-formal setting we have here in Mizoram are not adequately implemented and the impacts has not up to the level of expectation. Subsequently, contribution made by entrepreneurial education on cultivating attitude and acquisition of skills among the youth in Mizoram is still minimal and need improvements.

Suggestions

This section presents two sub-sections of suggestions namely suggestions for policy maker and suggestions for scope of further study are as follow:

Suggestions for Policy implication

The suggestions presented in this report are primarily based on the results obtained from the barriers encountered by the respondents, key informant interviews, and observations.

1. In Mizoram, the youth population is vital to accelerate its socio-economic transformation. Active youth participation in the development process is crucial, and it is, therefore, imperative for the state to recognize them as a driving force for shaping the future. It is crucial for the state government to recognize the youth's importance in the process of economic growth and is desirable for entrepreneurship support organizations to prioritize potential youth under the age of 30 years.

2. As per the statements of key informants, the most effective way for the government to generate employment opportunities and stimulate the economy in Mizoram is by developing and promoting entrepreneurial activities in the state. It is recommended that young men and women be motivated to pursue professional courses and directed towards entrepreneurial activities, rather than merely enrolling in college.

3. The state government's entrepreneurial schemes and programs need to design productive and conducive policies for rural areas to tap rural potential by providing rural connectivity and infrastructure. With almost half of the population residing in

rural areas, special concessions should be provided to start-up entrepreneurs established in the village.

4. The current pattern of entrepreneurship education both in Formal and In-formal setting in Mizoram require improvement. A more holistic approach that combines formal and informal education and embraces technological resources is recommended. This will enable students to acquire a comprehensive skill set that meets the gap. Thus, entrepreneurship education should be structured according to the learners' needs to increase its effectiveness.

5. This study noted that entrepreneurship education should be extended to students from lower grades as well. Doing so could enhance their character traits, foster their awareness of business opportunities, and equip them with the skills necessary to launch their own businesses. Several academics argue that the preschool years are a pivotal time for introducing entrepreneurship programmes, as they are when cognitive and personality development processes occur, which are critical for entrepreneurial development. Therefore, it is recommended that entrepreneurial courses be integrated as early as possible, perhaps even in elementary schools.

6. This study reveals that the youth are faced with several barriers, including difficulty in accessing government schemes and a lack of start-up capital and loans (refer to Table 4.18). The schemes, projects, and programs offered by the central and state governments should be made easily and fairly accessible to young entrepreneurial aspirants, regardless of their political affiliation, community, or family ties. Moreover, providing equitable and accessible loans with low interest rates from financial institutions is also a pressing concern

7. In order to improve and minimize the shortcomings of the entrepreneurship schemes and programmes, the informants outlined that systematic monitoring should be carried out by the state government and nodal agencies to check the utilization of the funds, ensuring fairness and easy access to schemes, requisite infrastructure, and startup capital.

8. India is a country with diverse cultures and societies. Therefore, when creating entrepreneurial support programs, it is crucial to adopt a culturally sensitive approach. This paper recommends that any program designed to assist entrepreneurs in India should take into account the cultural and geographical variations specific to each region. By doing so, we can ensure that the programs are inclusive and accessible to all members of society, regardless of their cultural background or geographic location.

9. Mizoram shares international borders with Myanmar and Bangladesh, making it a crucial area for developing an entrepreneurial ecosystem. The Act-East Policy, also known as the Kaladan Multimodal Transit Transport Project (KMTTP), connects Sittwe Port in Myanmar to Zorinpui in Mizoram, India. This project is expected to bring significant opportunities by providing better transportation connectivity and fair-price access to raw materials. Therefore, this study recommends that youth entrepreneurs in this area be given priority to promote entrepreneurship in the region.

10. Transportation has been identified as a significant obstacle to entrepreneurship development in the region. The high cost of transporting raw materials poses a significant challenge for many entrepreneurs. The state government must prioritize improving connectivity and transportation to facilitate entrepreneurship development, ultimately boosting the state's economy.

11. To encourage entrepreneurship, infrastructural facilities such as land, electricity, water, and raw materials should be made available to entrepreneurs at affordable rates. Industrial estates should be constructed to provide entrepreneurs with the necessary facilities. The social environment should be improved to promote a favorable entrepreneurship environment. Adequate facilities and incentives should be provided to new entrepreneurs to encourage them to establish industries and implement innovations.

Suggestions for further Research: There are wide scopes for future research. To name a few, future research can be expanded in the following areas:

- In-depth study on the entrepreneurial skills of youth in this region and entrepreneurial education in Mizoram.
- Challenges faced by start-up entrepreneurs and entrepreneurship development in Mizoram.
- Comparative analysis of active and passive entrepreneurial education and their impacts on student's entrepreneurial propensity.
- The Role of Educational Institutions in Promoting Entrepreneurship for Sustainable Rural Development
- Assessment of resource utilization and entrepreneurial skills development under the Mizoram entrepreneurship ecosystem.
- Study on entrepreneurial education in formal settings.

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