



Research Paper

Attitude towards Entrepreneurship among PG Students of Rani Channamma University

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ABSTRACT: Entrepreneurship plays gigantic role in economic growth and employment generation. Entrepreneurship Education has experienced phenomenal growth globally over the last half-century. The countries across the globe have believed that entrepreneurship education could potentially prepare for careers in entrepreneurship beyond just the government or private sectors. India may be the fastest growing major economy in the world but majority of Indians are struggling to find the jobs. India's unemployment rate rose to 7.11 per cent in 2020 from 5.27 per cent in 2019. In India, both Central Government and State Governments have implemented various schemes and offering various incentives for promotion of Entrepreneurship. In spite of this, the people are not coming forward to take up entrepreneurship as means of livelihood. There is general agreement that entrepreneurship education, attitude towards the entrepreneur and entrepreneurship and its social function are determinant factors for people to decide entrepreneurship as career and students are no exception to this. In the backdrop of this, a study has been conducted to investigate whether entrepreneurship education is injecting positive attitude towards entrepreneurship among commerce post-graduates or not, to understand entrepreneurial skill possessed by commerce post-graduates and to know their intentions of exploring entrepreneurship as career. The study was conducted in colleges located in Vijayapura and Baglakote district which are affiliated to Rani Channamma University and offering PG Degree in Commerce. The sample population was selected by using simple random method. The study reveal that: i) entrepreneurship education is not acting as force of injecting positive attitude towards entrepreneurship among commerce post-graduates, ii) majority of students lack entrepreneurial skills, iii) majority of students considered job as the best career option, iv) entrepreneurship course is taught from theoretical perspective and examination point of view, v) It is a common observation that countries where more stress has been lay down on entrepreneurship education, entrepreneurship has been flourishing the most but India is contrary to this.

Keywords: Entrepreneurship, Entrepreneurship Education, Commerce Post-Graduates, Thematic Apperception Test

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I. INTRODUCTION

A Nation is built on its educational system. Education has the responsibility to equip the youth with real knowledge and skills by which they will be able to build up their character, attitudes and vision of the future. The focus of education should not only be on preparing students for employment but more important towards developing employability and entrepreneurial skills. Developing Employability and entrepreneurial skills among youth has become inevitable for India because at the one side, employment opportunities in public sector as well as private sector are shrinking and the other side, vast opportunities arising and waiting from globalization; entrepreneurship can really take India to be heights of becoming a super economic power. In India, both Central Government and State Governments have implemented various schemes and offering various incentives for promotion of Entrepreneurship. In spite of this, the youths are not coming forward to take up entrepreneurship as means of livelihood. There is general agreement that entrepreneurship education, attitude towards the entrepreneur and entrepreneurship and its social function are determinant factors for youth to decide entrepreneurship as career.

II. OBJECTIVES OF THE STUDY

- 1) To measure Commerce Post-Graduates' perceptions toward Entrepreneurship Education
- 2) To assess Commerce Post-Graduates' attitude towards Entrepreneurship
- 3) To know Commerce Post-Graduates' intentions about exploring entrepreneurship as career.
- 4) To assess Entrepreneurial Skills possessed by Commerce Post-Graduates

III. LITERATURE REVIEW

According to Nath (2006) “privatization, liberalization and globalization have converted entire globe as Village. In the modern era, there is lots of expansion of business opportunities, but at that time only technical knowledge does not lead to the development. Along with that commercial knowledge is also needed. Educational Institutions are now realizing the gap between what they impart to commerce students and employment market situation. Keeping in mind this present scenario, it becomes very essential for sustainability in market and commerce students can also become self supportive and face the problems of business world. According to Prakashraj P Kumavat (2015) the job market in India is reaching a saturation point, the availability of jobs may be exhausted in near future. Creating entrepreneurs will help India’s economic development as well as creation of new job opportunities. The education sector, by promoting entrepreneurial spirit could itself become a sustained growth sector. Commerce education provides a prospective fertile ground to develop entrepreneurial skills and abilities. Today every country needs entrepreneurs for 360 degree development of their respective nations. Commerce education could provide a hunting ground to identify the hidden entrepreneurs from the talented crop of the students. Pratiksha M. Modi (2014) is of the view that Integration of entrepreneurship education with the ongoing commerce curriculum is need of the hour for promotion of entrepreneurship in India. No literature is available on measurement of attitude of Commerce Post-Graduates of Rani Channamma University towards Entrepreneurship. Further, not much literature is available on measurement of entrepreneurial skills among Commerce Post-Graduates. This has motivated the researcher to take up the present study.

IV. RESEARCH METHODOLOGY

4.1: Universe and Population of Study: The students studying in 4th semester of PG programme in Commerce offered by Colleges affiliated to Rani Channamma University and located in Vijayapura and Bagalkote districts of Karnataka constitute universe and population of study

4.2 : Sampling Size & Method: The sample units to be covered by study are Pre-University, D.Ed., ITI Colleges run by BLDE Association in Vijayapura district. The sample colleges and sample respondents were selected based on random sampling method.

4.3: Sample Colleges and Sample Respondents: The sample colleges selected for the study are assigned with code number. The details of Sample Colleges and Sample Respondents are given below:

Name of College	College/PG Dept. Code	No. of Respondents
Rani Channamma University, PG Center, Vijayapura	C1	30
A S Patil College of Commerce (Autonomous), Vijayapura	C2	30
Sangameshwara College, Chadachan	C3	05
Basveshwar College of Commerce, Bagalkote	C4	10
S M Bhandari Commerce College, Bagalkote	C5	06
S V M Commerce College, Ilkal	C6	08
Rani Channamma University, PG Center, Jamakhandi	C7	20
S R Kanthi College, Mudhol	C8	05
D D Shirol Commerce College, Mahalingpur	C9	05
K A Lokapur College, Athani	C10	06
TOTAL		125

Source: Fieldwork

4.4: Type and Source of Data: The primary data was collected from Commerce Post-Graduates studying in 4th semester of Colleges located in Vijayapura and Baglakote districts affiliated to Rani Channamma University. Secondary data for the study was collected from admission records of Rani Channamma University, PG Commerce course syllabus of Rani Channamma University, Indian Commerce Association, etc. The data was also collected from other published print and electronic media such as journals and magazines, Government Reports, Research Reports, Research Papers, University Circulars, etc. The period of study is from July 2021 to December 2021. Field research method was adopted for the study. The study is descriptive in nature. The data collected was classified on the basis of variables both quantity and qualitative. The classified data was arranged

in tabular forms in order to facilitate a clear and simple expression of the analysis, and drawing conclusions. Data collected was analyzed with the help of data analysis tools such as percentage and ranking method.

4.5: Nature and Scope of the Study: The research is intended to be carried out in the Vijayapura and Bagalkote District. The scope of study is restricted to these 2 Districts.

V: RESULTS AND DISCUSSION

Table-1: Gender Profile of the Respondents

College/PG Dept Code	Gender	
	Male	Female
C1	11	19
C2	14	16
C3	02	03
C4	06	04
C5	04	02
C6	05	03
C7	08	12
C8	03	02
C9	02	03
C10	02	04
Frequency	57	68

Source: Fieldwork

It is evident from the table-1 that commerce post-graduate course is dominated by female as 54 percent of candidates pursuing commerce post-graduate course are female. The percent of male pursuing commerce post-graduate course is 46.

Table-2: Caste Profile of the Respondents

College/PG Dept Code	Caste			
	SC	ST	OBC	GM
C1	05	01	14	10
C2	02	-	09	19
C3	01	-	01	03
C4	01	-	03	06
C5	01	-	02	03
C6	01	-	02	05
C7	03	01	07	09
C8	-	-	01	04
C9	-	-	02	03
C10	01	-	02	03
Frequency	15	02	43	65

Source: Fieldwork

The table-2 depicts the caste profile of respondents. It is found from the table-2 that students belonging to general category [Marwari, Jains, Baniyas, Brahmin, Reddy, Lingayat, etc] are showing interest in pursuing commerce post-graduate course and they account for 52 percent of respondents. OBC such as Maratha, Agasa, Kshatriya, Ediga, Viswakarma, Badigar, Ganiga, Rajput, Pinjara, Pinjari, Nadaf, Ladaf, etc account for 34 percent of respondents. Only 12 percent of students belonging to SC category are pursuing commerce post-graduate course as against reservation of 15 percent. Only 2 percent of students belonging to ST category are pursuing commerce post-graduate course as against reservation of 7.5 percent

Table-3 reveals that 53 percent of commerce post-graduate came from rural background whereas remaining 47 percent of commerce post-graduates are from urban areas.

Table-3: Place of Origin of Respondents

College/PG Dept Code	Place of Origin	
	Rural	Urban
C1	21	09
C2	07	23
C3	05	-
C4	03	07
C5	04	02
C6	02	06

C7	13	07
C8	02	03
C9	05	-
C10	04	02
Frequency	66	59

Source: Fieldwork

Table-4: Parent's Educational Background

College/PG Dept Code	Parent's Education				
	Illiterate	Up to School	PUC	Under Graduates	Post-Graduates
C1	06	11	07	05	01
C2	-	01	06	14	09
C3	01	01	02	01	-
C4	-	02	04	03	01
C5	01	02	02	01	-
C6	-	01	02	04	01
C7	04	05	09	02	-
C8	-	01	02	02	-
C9	01	01	03	-	-
C10	01	02	02	01	-
Frequency	14	27	39	33	12

Source: Fieldwork

It is evident from the table-4 that there is no correlation between parental educational background and respondents' zeal to pursue commerce post-graduate course. 11 percent of respondents belong to illiterate family. So, they are the first generation learners. 22 percent of respondents' parental education background was school education. Only 10 percent of respondents' parental education background was post-graduates.

Table-5: Parent's Occupational Profile

College/PG Dept Code	Parent's Occupation			
	Agriculture	Labour	Self-Employment	Service (Govt. & Private)
C1	17	08	03	02
C2	08	-	15	07
C3	02	01	02	-
C4	03	-	05	02
C5	02	-	03	01
C6	02	01	04	01
C7	08	07	04	01
C8	03	01	01	-
C9	02	01	02	-
C10	03	01	02	-
Frequency	50	20	41	14

Source: Fieldwork

It is a customary estimation that the members of a certain social class and their children will replicate the class itself. As found by numerous researchers around the world, prevailing family occupation, as a specified social class has a significant influence on the career option of an individual. A person belonging to an entrepreneur/business family is highly predictable to choose commerce/management course than one hailing from non-entrepreneurial/business background. Contrary to earlier research, the majority of students [40 percent] hailing from agricultural background have opted commerce education followed by students belonging to business family who have accounted for 33 percent. It is astonishing to note that students belonging to labour family are also pursuing commerce education and they account for 16 percent of respondents.

Table-6: Parent's Income Profile

College/PG Dept Code	Parent's Monthly Income					
	< 10000	10001 to 20000	20001 to 30000	30001 to 40000	40001 to 50000	> 50000
C1	13	09	04	02	01	01
C2	00	01	04	06	08	11
C3	01	02	01	01	-	-
C4	-	01	01	02	03	03
C5	-	01	02	01	02	-
C6	-	-	02	01	02	03
C7	08	05	04	01	01	01
C8	01	02	02	-	-	-

C9	-	01	01	-	02	01
C10	01	02	01	-	01	01
Frequency	24	24	22	14	20	21

Source: Fieldwork

According to All India Rural Financial Inclusion Survey 2016-17 (NAFIS), the average monthly consumption expenditure of rural Indian households--agricultural and non-agricultural--was Rs 6,646 in 2015-16 compared to the average monthly income of Rs 8,059. That leaves Rs 1,413, the monthly surplus. Due to raising inflation rate, the average monthly consumption expenditure of rural Indian households--agricultural and non-agricultural was estimated to be Rs 11,000 in 2021-22 compared to the expected average monthly income of Rs 10,000. That leaves a negative monthly surplus that is the rural Indian households--agricultural and non-agricultural was depending on debt for meeting consumption expenditure. The monthly educational expenses of pursuing commerce post-graduate course is estimated to be Rs.5000/-. The study reveals that 29 percent of parents have taken loan from moneylenders, friends and relatives to help their daughter/son to pursue commerce post-graduate course. Approximately 71 percent of parents have sufficient income to cover-up the cost of higher education of their son/daughter. It is also evident from the table that the students pursuing commerce post-graduate course in private colleges belongs to financially sound families.

Perception about Entrepreneurship Education, Teaching Pedagogy and Learning Environment

Table-7: Perception about Entrepreneurship Education

College/PG Dept Code	Course Curriculum			
	Purely Theoretical Curriculum		Practical Oriented Curriculum	
	Male	Female	Male	Female
C1	04	06	07	13
C2	08	14	06	02
C3	02	03	-	-
C4	06	04	-	-
C5	04	02	-	-
C6	05	03	-	-
C7	08	12	-	-
C8	03	02	-	-
C9	02	03	-	-
C10	04	02	-	-
Frequency	46	51	13	15

Source: Fieldwork

It is evident from the table-7 that Course Curriculum of Entrepreneurship Development subject offered to Post-Graduate Commerce Students of Rani Channamma University is purely theoretical in nature. However, there is scope for course teachers to teach course from practical/real-life situation point of view. But, course teachers are reluctant to teach the practical aspects of entrepreneurship development course fearing that if practical questions are asked in internal exam/semester end exam then students may complain that the questions were out-of-syllabus. As the course was not taught practically hence 78 percent of respondents have stated that the Entrepreneurship Education is a purely theory subject. However, 67 percent of students pursuing commerce post-graduate course at PG center of Rani Channamma University, Vijayapura and 27 percent of students pursuing commerce post-graduate course at A S Patil College of Commerce, Vijayapura have reported that the practical aspects of entrepreneurship was taught in the classroom.

Table-8: Perception about Teaching Pedagogy Used

Teaching Pedagogy	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Lecture Method	30	30	05	10	06	08	20	05	05	06	125
Case Studies	30	30	-	-	-	-	-	-	-	-	60
Entrepreneurship Game	30	-	-	-	-	-	-	-	-	-	30
Group Discussion	30	-	-	-	-	-	-	-	-	-	60
Field based Presentation	30	-	-	-	-	-	-	-	-	-	30
Meet Entrepreneurs Program	-	-	-	-	-	-	-	-	-	-	-
Project Report	-	-	-	-	-	-	-	-	-	-	-
Industrial Tour	-	30	-	-	-	-	-	-	-	-	30
Participation/Conduct E-Fest	-	-	-	-	-	-	-	-	-	-	-
Earn while Learn Program	-	-	-	-	-	-	-	-	-	-	-

Attitude towards Entrepreneurship among PG Students of Rani Channamma University

Business Simulation Game	30	-	-	-	-	-	-	-	-	-	30
Entrepreneurial Lab	-	-	-	-	-	-	-	-	-	-	-

Source: Fieldwork

The table-8 depicts that except PG center of Rani Channamma University, Vijayapura and A S Patil College of Commerce, Vijayapura none of the other colleges have used modern teaching pedagogy to teach Entrepreneurship Development subject. The faculty member of A S Patil College of Commerce, Vijayapura has used only one modern method of teaching i.e. Case Studies and organized Industrial Tour for students. The funds for industrial tour were collected from students. The faculty member of PG center of Rani Channamma University, Vijayapura has used Case Studies, Entrepreneurship Game, Group Discussion, Field based Presentation and Business Simulation Game to teach Entrepreneurship Development subject. Funds are required for conducting i) Meet Entrepreneurs Program, ii) Industrial Tour and iii) Participation/ Conduct E-Fest. But colleges and university has not made budgetary provisions for the same and hence these events were not organized by college and PG departments of University. Further, Project Report is not incorporated in the curriculum hence none of the faculty members have taught project report preparation. None of the college and even University has set up the Entrepreneurial Lab. The students reported that university has not taken any initiative to implement Earn while Learn Program for commerce post-graduate students.

It is evident from the table-9 that except i) PG center of Rani Channamma University, Vijayapura (100 percent reported), ii) A S Patil College of Commerce, Vijayapura (43 percent reported) and iii) Basveshwar College of Commerce, Bagalkote (30 percent reported), other colleges do not have experienced faculty members handling Entrepreneurship Course. Funds have been earmarked for conduct of Entrepreneurship Fest Participation/Conduct in A S Patil College of Commerce, Vijayapura but no such event was conducted.

Table-9: Perception about Learning Environment

Learning Environment	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Teacher is experienced in teaching Entrepreneurship Course	30	13	-	03	-	-	-	-	-	-	46
Fund for Entrepreneurship Fest Participation/Conduct	-	18	-	-	-	-	-	-	-	-	18
Fund for Industrial Tour	-	22	-	-	-	-	-	-	-	-	22
Availability of Entrepreneurial Lab	-	-	-	-	-	-	-	-	-	-	-
College has strong policy towards promotion of Entrepreneurship Education	-	-	-	-	-	-	-	-	-	-	-
University has strong policy towards promotion of Entrepreneurship Education	-	-	-	-	-	-	-	-	-	-	-
Project Report is included in Curriculum	-	-	-	-	-	-	-	-	-	-	-
College/University has implemented Earn while Learn Program for Commerce Course	-	-	-	-	-	-	-	-	-	-	-

Source: Fieldwork

Benefits of Learning Entrepreneurship Course

Table-10: Benefits of Learning Entrepreneurship Course

Benefits	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Helped to develop basic life skills like problem-solving, innovative thinking, teamwork, etc	30	11	01	02	-	02	11	01	01	01	60
Helped to develop Leadership Skills	19	03	-	-	-	-	-	-	-	-	22
Helped to develop Communication Skills	23	04	-	01	-	-	02	-	-	-	30
Knowledge about the Market and its Uncertainties	15	01	-	-	-	-	-	-	-	-	16
Helped to Increase Knowledge horizon about Entrepreneurial world	27	02	-	-	-	-	02	-	-	-	31
Increase in Confidence level to Face Uncertain Future	18	02	-	-	-	-	-	-	-	-	20
Learnt Zeal and sustained determination towards doing work is a path to achieve long-term success	15	-	-	-	-	-	-	-	-	-	15

Learnt caste/parents' occupation/ parents' income/ place of Origin are not barrier to entrepreneurship	26	-	-	-	-	-	-	-	-	-	26
Learnt Preparation of Project Report	-	-	-	-	-	-	-	-	-	-	-
Knowledge about Govt schemes for promotion of Entrepreneurship	30	08	-	-	-	-	-	-	-	-	38
Knowledge about incentives offered by Govt. to Entrepreneurs	30	04	-	-	-	-	-	-	-	-	34

Source: Fieldwork

The table-10 depicts that students of Rani Channamma University, Vijayapura and A S Patil College of Commerce, Vijayapura have been immensely benefited from the entrepreneurship course as it has helped them to upgrade existing skill sets and develop new skill sets.

Entrepreneurial Intensions of Commerce Post Graduates

The Researcher has developed Thematic Apperception Test entitled ECITAT. 44 Pictures of drawings & Photographs, photographs with statements are used to measure the entrepreneurial intensions of Commerce Post Graduates

Table-11: Professional Attraction

Entrepreneurial Intensions	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Job	29	21	04	10	06	06	18	05	05	06	110
Entrepreneurship	01	09	-	-	-	02	-	-	-	-	12
Agriculture	-	-	01	-	-	-	02	-	-	-	03

Source: Fieldwork

It is astonishing to note that 88 percent of respondents are willing to do job after completion of commerce post-graduate course [table-11]. Only 10 percent of respondents expressed their desire to take up entrepreneurship as means of their livelihood and majority of them are from A S Patil College of Commerce, Vijayapura. The commerce post-graduate students are not attracted towards entrepreneurial career due to their parental background, parental income and negative attitude towards entrepreneurship. Agriculture is the primary source of livelihood for about 58 per cent of India's population and 40 percent of respondents belongs to agriculture family but only 2 percent of them are interested to take up agriculture as means of their livelihood.

Table-12: Attitude towards Entrepreneurship

Attitude	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Positive	11	19	-	02	-	04	03	01	-	-	40
Negative	13	07	03	06	04	03	14	02	04	04	60
Both	06	04	02	02	02	01	03	02	01	02	25

Source: Fieldwork

The table-12 reveals that majority of respondents [48 percent] have negative attitude towards entrepreneurship in spite of the fact that they have learnt entrepreneurship subject and are commerce post-graduates. Only 32 percent of respondents have positive attitude towards entrepreneurship and this attitude was developed after learning entrepreneurship subject.

Table-13: Responsiveness to Criticism

Response	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Positive	12	18	01	03	01	01	06	01	01	-	44
Negative	15	06	03	05	03	05	11	01	02	04	55
Both	03	06	01	02	02	02	03	03	02	02	26

Source: Fieldwork

The table-13 depicts that 44 percent of respondents are not willing accept criticism from teachers/parents/well-wishers. They react aggressively to criticism rather than taking it positively and towards self-development.

The table-14 demonstrates that 56 percent of respondents are not willing to receive any suggestions relating to their career path. They are also not willing to receive any suggestions from their teachers/parents/well-wishers relating to improving their skill sets and changing their attitude

Table-14: Responsiveness to Suggestions

Response	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Positive	09	11	-	02	-	01	04	01	-	-	28
Negative	14	16	04	06	04	05	12	02	03	04	70
Both	07	03	01	02	02	02	04	02	02	02	27

Source: Fieldwork

Table-15: Entrepreneurial Competencies Possessed by Commerce Post Graduates

Competencies	College/PG Dept Code										Frequency
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Hard Work	12	04	-	01	-	-	04	-	-	-	19
Creative Skill	02	08	-	01	-	-	01	-	-	-	12
Planning Skill	04	05	01	02	-	-	01	-	-	-	13
Forecasting Skill	-	02	-	-	-	-	-	-	-	-	02
Opportunity Grabbing Ability	01	04	-	01	-	-	-	-	-	-	06
Decisiveness	01	06	-	01	-	-	-	-	-	-	08
Problem Solving	02	02	-	-	-	-	-	-	-	-	04
Independence	02	11	01	01	01	02	01	-	-	-	19
Task-Oriented	09	02	-	-	-	-	-	-	-	-	11
Long-Term Focus	-	01	-	-	-	-	-	-	-	-	01
Adaptability	05	01	-	-	-	-	-	-	-	-	06
Persistence	03	02	-	-	-	-	-	-	-	-	05
Passion to become Entrepreneur	01	09	-	-	-	02	-	-	-	-	12
Empathy	18	04	2	03	02	01	04	02	03	01	40
Industry & Market Knowledge	01	09	-	01	-	-	-	-	-	-	11
Confidence Level	04	02	-	01	-	-	-	-	-	-	07
Risk Taking Ability	01	01	-	-	-	-	-	-	-	-	02
Communication Skills	02	07	-	02	-	-	-	-	-	-	11
Relationship Building & Mgt	17	19	4	06	03	04	04	02	02	01	52
Team Building and Work	04	06	-	02	-	-	-	-	-	-	12
Resource Mgt. Ability	-	-	-	-	-	-	-	-	-	-	-
Open-mindedness towards Learning	-	-	-	-	-	-	-	-	-	-	-
Open-mindedness towards People	02	01	-	01	-	-	03	-	-	-	07
Open-mindedness towards Failures	05	-	-	-	-	-	02	-	-	-	07

Source: Fieldwork

Table-16: Ranking of Entrepreneurial Competencies

Competencies	Rank	Percent
Hard Work	III	15.2
Creative Skill	V	9.6
Planning Skill	IV	10.4
Forecasting Skill	XII	1.6
Opportunity Grabbing Ability	IX	4.8
Decisiveness	VII	6.4
Problem Solving	XI	3.2
Independence	III	15.2
Task-Oriented	VI	8.8
Long-Term Focus	XIII	0.8
Adaptability	IX	4.8
Persistence	X	4
Passion to become Entrepreneur	V	9.6
Empathy	II	32
Industry & Market Knowledge	VI	8.8
Confidence Level	VIII	5.6
Risk Taking Ability	XII	1.6
Communication Skills	VI	8.8
Relationship Building & Mgt	I	41.6
Team Building and Work	V	9.6
Resource Mgt. Ability	-	-
Open-mindedness towards Learning	-	-
Open-mindedness towards People	VIII	5.6
Open-mindedness towards Failures	VIII	5.6

Source: Fieldwork

The data revealed the rank-wise competencies possessed by commerce postgraduate students to become an entrepreneur [table-15 and 16]. Rank-wise competencies were Relationship Building & Mgt (rank-1), Empathy (rank-2), Hard Work & Independence (rank-3), Planning Skill (rank-4), Creative Skill, Passion to become Entrepreneur and Team Building and Work (rank-5), Task-Oriented, Industry & Market Knowledge and Communication Skills (rank-6), strong decision making (rank-7), high Confidence Level, Open-mindedness towards People and Open-mindedness towards Failures (rank-8), seeing and acting on opportunities and Adaptability (rank-9), Persistence (rank-10), problem solving (rank-11), Forecasting Skill and Risk Taking Ability (rank-12) and Long-Term Focus (rank-13)

V. CONCLUSION

Entrepreneurship Education is not only a means to encourage young youth especially Commerce Post-Graduates to take up the entrepreneurial as career but at the same time to equip them with the attitudes and skills necessary to become entrepreneurs and to deal with the uncertain employment scenario prevalent the country. This paper seeks to examine attitude towards entrepreneurship students studying in colleges affiliated to Rani Channamma University. The majority of students perceive that financial hindrance is blockade to take-up entrepreneurship as means of livelihood. The need of the hour is conduct awareness program about incentives and financial support available for start-ups. The District Industries Center and Karnataka State Finance Corporation of Vijayapura district in collaboration with PG Dept. of Commerce, PG Center, Rani Channamma University, Vijayapura should organize such awareness program for the benefit of young students. The curriculum of Entrepreneurship Development subject offered to Post-Graduate Commerce Students of Rani Channamma University is purely theoretical in nature. In this regard, it is recommended that practical aspects should be incorporated in the syllabus. Further, pedagogy workshop should be conducted to train the faculty members on modern methods of teaching entrepreneurship. To make students market ready and to take-up entrepreneurship as career path, practical oriented questions should be asked in the question papers. This will enable the stakeholders to achieve the objectives New Education Policy (NEP) 2021 as the focus of NEP is to provide practical and solution-oriented knowledge to students. Otherwise, the NEP 2021 will become only a paper tiger.

Rani Channamma University as well as colleges offering PG course in Commerce should earmark funds for organizing i) Meet Entrepreneurs Program, ii) Industrial Tour and iii) Participation/ Conduct E-Fest. These are considered as self-learning mechanisms. Further, Business Plan Proposal should be incorporated as one of the practical subject in the curriculum of PG Commerce course and these plans should be evaluated by group of experts from DIC, KSFC/Banks and Academic experts. Venture capital fund should be provided to potential business plans. Colleges and University should create venture capital fund for financing viable business proposals. The University in collaboration with CEDOK should establish Entrepreneurial Lab for conducting business invention. The university is recommended to implement Earn while Learn Program for commerce post-graduate students.

It is practically not possible to inject positive attitude, skill of accepting criticism and suggestions, etc in the mind of PG Students of Commerce through theoretical course curriculum. Further, majority of students lack entrepreneurial competencies. So, practical oriented entrepreneurship course can be considered as one of the solution to this problem and university should relook into its curriculum. The practical oriented curriculum and practical oriented teaching pedagogy is expected to help students to upgrade existing skill sets and develop new skill sets but also explore entrepreneurial as one of the best career option. The ultimate aim of any education system is social and economic welfare of society which can be expected to be achieved if the recommendations made by researcher are implemented with true spirit

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