

Empowering Futures: An Analytical Study of Skill and Entrepreneurial Trait Development by the Innovation and Entrepreneurship Development Centre (IEDC) In the Central Region of Kerala

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Abstract

Nations acknowledge the pivotal role of entrepreneurship as a key driver for economic development and prosperity. In the state of Kerala, this recognition has manifested through the establishment of the Innovation and Entrepreneurship Development Centre (IEDC) by the Kerala Startup Mission in various educational institutions. The objective is to foster innovation and entrepreneurial acumen among college students, providing a platform for skill and talent development. The primary focus of this study lies in comprehending the support and programs offered by IEDCs in colleges, examining the extent to which these centers provide skill enhancement programs and sessions to refine entrepreneurial traits among their members. The research also delves into the satisfaction levels of IEDC members regarding the programs offered by each center in the central region of Kerala. The study underscores that the skills and entrepreneurial qualities gained by IEDC students have a positive impact on their satisfaction with the program.

Key words: Entrepreneurial Traits, Innovation & Entrepreneurship Development Centre (IEDC), Members' Satisfaction, Relation between Skill Development, Skill Development.

1. Introduction

India faces a significant challenge with a high unemployment rate among educated youth, posing both social and economic concerns. Addressing this issue requires a focus on fostering entrepreneurship to stimulate economic growth and job creation. The government plays a crucial role in encouraging innovation and investing in the training of the next generation of workers. Entrepreneurship involves dynamic processes of idea generation, modification, and execution, requiring adaptability and a commitment to implementing original and creative solutions. Entrepreneurs significantly impact a nation's economic progress, serving as a vital remedy against unemployment, poverty, and positioning the country for globalization to achieve comprehensive economic advancement. Entrepreneurial development becomes a key component in the battle against unemployment, offering a valid method to drive economic progress and prosperity by generating new employment opportunities. This is achieved by transforming innovative ideas into new business ventures or startups. Focusing on entrepreneurship development becomes a key strategy in combating unemployment. This

entails creating a conducive environment for the transformation of innovative ideas into new business ventures or startups. Government support is essential in providing a solid foundation for startups, acting as a catalyst for energy and optimism among the hardworking youth. Encouraging self-employment over traditional job-seeking becomes imperative, with the government inspiring and motivating talented individuals to pursue entrepreneurial paths. A startup, defined as a business in its initial stages with founders introducing a novel product or service and implementing a scalable business strategy, holds the potential for high growth. These technology-oriented ventures can significantly contribute to economic progress.

Kerala boasts a commendable literacy rate, positioning it as an ideal hub for the burgeoning startup community. The state has undertaken various policy initiatives to bolster this ecosystem, exemplified by the establishment of the Kerala Startup Mission (KSUM). As a key entity under the Department of Electronics and IT, the Kerala Startup Mission, formerly known as Techno Park-Technology Business Incubator (T-TBI), serves as the pivotal organization in the state's efforts to promote entrepreneurship. Functioning as the implementing body for the Kerala Technology Startup Policy, KSUM actively nurtures the state's startup ecosystem through a range of schemes and support programs. Originating in 2006, KSUM's primary objective is to catalyze technology-based entrepreneurship and cultivate the necessary infrastructure and ecosystem to support high-end technology-driven startup ventures. The Kerala Startup Mission stands as a cornerstone for the evolution of a dynamic startup ecosystem within the state. In the context of entrepreneurship, an ecosystem refers to a comprehensive framework encompassing both internal and external factors, entrepreneurial entities, and institutions such as venture capitalists, banks, firms, angel investors, universities, centers for incubation, and public sector agencies. This ecosystem facilitates the interaction and coordination of various elements, contributing to the performance of the local business environment (Mason and Brown, 2014). KSUM's latest endeavor, the Innovation and Entrepreneurship Development Center (IEDC), adds a new dimension to its initiatives in supporting and nurturing startups. One of KSUM's recent initiatives is the Innovation and Entrepreneurship Development Centre (IEDC), reflecting its ongoing commitment to shaping and enhancing the entrepreneurial landscape in Kerala.

To facilitate students' exploration and innovation, the Kerala Startup Mission has established Innovation and Entrepreneurship Development Centers (IEDC) across various educational institutions, including engineering, management, arts and sciences, medical institutions, polytechnics, and universities. These IEDCs are strategically placed in 341 institutions across the state, offering enthusiastic students the opportunity to learn, collaborate, and translate their creative ideas into tangible prototypes of products and services. The IEDC initiative is a pivotal project of the Kerala Startup Mission aimed at promoting entrepreneurship and innovation within the student and academic community across educational institutions in the state. Functioning as an umbrella program, it plays a crucial role in cultivating a culture of novelty within academic settings. Students with a keen interest in entrepreneurship can actively engage with the IEDC cell, becoming official members and benefiting from the resources and support provided by this initiative and partaking in the mission to promote innovation and entrepreneurial spirit.

The present study focuses on the role of IEDC in enhancing the skill development and entrepreneurial traits of its members. It examines the various talents acquired by individuals throughout their journey as IEDC members, particularly through participation in programs offered by each IEDC in the central region of Kerala, encompassing five districts. The study also evaluates the level of satisfaction among members regarding the diverse programs provided by each IEDC center. The research is concentrated on IEDC members in the central region of Kerala, covering the districts of Kochi, Kottayam, Trissur, Palakkad, and Idukki. The selection of this geographical area is motivated by the fact that the first IEDC commenced its operations in the district of Kochi. Additionally, several existing IEDCs have been actively conducting numerous skill and entrepreneurship

development programs for the benefit of both IEDC members and the broader student community. Therefore, it is essential to investigate the extent of active engagement of IEDCs in the central region of Kerala and assess the satisfaction levels of IEDC members with the programs offered.

2. Review of the Existing Research Work

Recognizing the pivotal role of innovation and technological advancement through startups in the economic progress of the nation, the government has recently formulated groundbreaking policies to cultivate a favorable environment for startups in India. In alignment with the national government, several state governments have also crafted regulations at the state level to support new businesses within their respective jurisdictions. Kerala, being one of the four states with a startup policy predating the inception of Startup India, has been at the forefront of fostering a conducive environment for startups. Startups are poised to play a vital role in India's future, offering creative solutions to the nation's challenges and generating significant employment opportunities for the emerging workforce. The government, acknowledging the importance of startups in national economic development, has introduced various innovative initiatives to establish a supportive ecosystem. The creation of KSUM (Kerala Startup Mission) is just one of the policy measures undertaken by the state of Kerala in this direction. Another significant initiative by the Kerala government is the establishment of a new nodal agency, Kerala Startup Mission, along with Innovation and Entrepreneurship Development Centres (IEDC). The programs conducted by IEDCs aim to enhance the skills of their members and cultivate entrepreneurial traits among students. The objective is to empower youth with the information and skills necessary for self-employment or securing jobs across diverse industries. Addressing the challenge of a lack of skilled workers, especially in developing countries, is crucial for fostering innovation in businesses. Students, through skill development, can reach their full potential, acquire valuable talents, and prepare for their chosen careers, thereby enhancing productivity and knowledge. This section explores how IEDC programs contribute to talent development by reviewing relevant studies.

Scuotto, V. & Morellato, M. (2013). They believed that having an entrepreneurial mindset is the key to students' willingness to launch new businesses. Informal networks of collaboration, digital proficiency, and invention are the motivating aspects that lead students to pursue entrepreneurship. The student's ability to launch a new business is facilitated through entrepreneurship programs.

Küttim, M. Kallaste, M., Venesaar, U. & Kiis, A. (2014). The study's objective was to determine the subject matter of college-level entrepreneurship instruction and how it affected students' entrepreneurial inclinations. The study found that there didn't appear to be much of a gender effect on entrepreneurial intention. Additionally, it was noted that entrepreneurship education fostered an entrepreneurial mindset that was evident either right away after finishing school or five years afterwards.

Fatoki, O. (2014). The study mainly focused on understanding the entrepreneurial intention among university undergraduates. And from the study, researcher found out that the university students are showing high intention towards entrepreneurship education, and also the study suggested that the government should take measures to prompt it.

Pandey, Neeraj K. (2018), studied about the startup ecosystem in a major Indian city and discovered that among Mumbai, New Delhi, and Chennai, Bangalore has the finest startup ecosystem. Additionally, it was observed that the founders' educational background has the least influence on the startup's fundraising in Chennai. The initial funding of a startup is least affected by the founder's gender, place of employment, and educational

background, respectively. Additionally, it was shown that private equity provides startups with more cash throughout their early stages than seed funding.

Aravind, D., Pradeep, M., & Satish, K. P. (2018) In Their Study " A Study On Attitude Of Undergraduate Engineering Students In Kerala Towards Startups" showed that engineering students have a favorable attitude about participating in startups. Student thought about starting a business is aided by IEDC programs and family support. They have recommended that many more educational awareness campaigns be undertaken in order to fully enlighten students about the regulations and resources available to support the growth of startups.

Lakshmi Sainath, K., & Tejasai, K. (2018) In their Study "Constructive Image Created By Start-Up India Initiative And Its Positive Implication With Reference To Young People In India" identified that majority of the respondents believe start-up India scheme is working in India and strongly agree that the Start-up India is a job creation for unemployed people.

Nambiar, R. S., & Balasubramanian, P. (2019) In their Study "The Impact Of Government Support On The Performance Of Startups In Kerala, India" identified that the bulk of the firms under consideration have received grant money, seed money, or marketing assistance from the government. It has been discovered that receiving business assistance in the form of workshops, training, etc. increases business success and boosts an entrepreneur's self-assurance.

Thomas, Jyotsna, K.I., George (2020) revealed that the start-up founders expressed their satisfaction with the amenities already in place at their incubation centre and stated that such support for incubation has prepared the way for many advantages for their start-up units, including mentoring, marketing, networking opportunities, and more. They had proposed that, given the crucial role incubators play in fostering start-ups by helping them with product development, feasibility studies, finding funding, necessary infrastructure, and a variety of other services, it would be preferable to upgrade the facilities at current incubators to keep up with the changing needs of the start-up sector along with creating new incubation centres that would accommodate more start-ups and to foster a supportive start-up ecosystem.

Abhilash N, DR. S. M. R. (2020). In his Study "Issues Faced by Youngsters to Become an Entrepreneur" found that Lack of start-up capital is the key obstacle for starting a business, followed by lack of financial support from financial institutions, Lack of awareness regarding the facilities provided by the Government, lack of business management skills etc. Majority of respondents felt that the growth of youth owned enterprises are increasing rapidly. Through the study it was also revealed that the Kerala start up mission provides lots of helping hands to the youngsters especially to women.

Mathew, D., Kurian, A., Reviews, R. J.-J. of C., (2020) In their Study "Role Of Kerala Startup Mission Boot Camps In Fostering Entrepreneurship Among College Students" revealed that KSUM Boot Camps have a significant role in fostering entrepreneurship among students. It was found that the students are satisfied with the services provided by Kerala Startup Mission Boot Camps.

Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). The survey found that students typically use creativity, risk-taking, tenacity, and other traits to describe successful entrepreneurs. The major motivator for students to start their own businesses is successful role models' entrepreneurial behaviour.

Zaring, O., Gifford, E., & McKelvey, M. (2021). The purpose of the study is to better understand how higher education benefits society. According to the researchers' summary, there is a lot of entrepreneurial education offered at Swedish higher education institutions.

The review of literature indicates that government and institutional policies, as well as institutes and programs dedicated to entrepreneurship development, significantly influence individuals' intentions to become entrepreneurs and the subsequent development of businesses. Moreover, it underscores the importance of initiating entrepreneurship development measures from a young age. Notably, there is a lack of comprehensive research into the impact of Kerala Startup Mission on business growth and the cultivation of an entrepreneurial culture.

3. Statement of the Problem

In our nation, a significant portion of the population comprises the youth, often college students, who possess abundant innovative ideas, skills, and knowledge, making them potential successful entrepreneurs. Entrepreneurship has recently become an appealing option for college students seeking wage employment, with a rise in educated employment encouraging them to consider self-employment as a viable career path. Recognizing individual entrepreneurial creativity as a vital factor in economic growth, it plays a crucial role in instilling confidence in life and elevating the standard of living for both individuals and the broader population. To foster innovation and entrepreneurial skills among college students, Kerala Startup Mission has established platforms called Innovation and Entrepreneurship Development Centers (IEDC) in numerous colleges. The expectation is that these cells will influence students' career choices, steering them towards entrepreneurship, and enhance their skills through various programs conducted in colleges. Therefore, this study offers insights into the attitudes and awareness of college students regarding entrepreneurship and IEDC. The current study specifically delves into the impact of IEDC programs on the development of members' skills, entrepreneurial traits, and their satisfaction with the training sessions. The focus is on IEDCs located in five districts within the state of Kerala.

4. Research Methodology

The research employs an empirical investigation conducted through the survey approach, targeting college students who are members of IEDC in the Central region of Kerala. The study was conducted in June 2022, with a sample size of 400 respondents. Primary data from the respondents serves as the main source of information, utilizing a multi-stage random sampling approach for data collection. The questionnaire was specifically designed to gather information on IEDC members' awareness and attitudes toward IEDC programs in the Central region of Kerala. Secondary data was sourced from various books, journals, magazines, and articles related to the subject. The percentage approach and structural equation modeling is employed for data analysis and interpretation, presenting statistically evaluated and examined data in this article.

The study aims to identify how IEDC programs contribute to the acquisition of skills and entrepreneurial traits among its members. Additionally, it focuses on assessing the satisfaction level of respondents regarding the programs offered by IEDC for acquiring various skills and entrepreneurial traits. Dependent variables for analyzing skills acquired include administrative skill, problem-solving, marketing skill, technical skill, decision-making skills, networking skill, critical thinking skill, diagnostic skill, presentation skill, and public speaking. Entrepreneurial traits are evaluated through variables such as passion for business, creativity, willingness to make sacrifices and assume risk, hard work, desire for high achievements, optimism, foresight, self-confidence,

innovative ability, technical knowledge and willingness to change, determination, courage and perseverance, and team spirit. The study also examines satisfaction-related variables like the method of conducting the program, timing of the program, and quality of resource persons, teaching methods used by resource persons, mentorship facility, faculty involvement, materials supplied in the program, and leadership camp to develop entrepreneurial skills.

4.1. Population

The study population comprises students who have joined or taken membership in each IEDC in the Central region of Kerala. The researcher selected samples from five districts in the Central area, namely Kochi, Kottayam, Trissur, Palakkad, and Idukki. In the central region of Kerala, there are 136 IEDCs, and the membership of students may vary from year to year. Over the years, there has been a consistent increase in the number of IEDCs, programs, and student memberships. The population of the study consists of 16,905 IEDC members. For the current investigation, a subset of data from these participants was collected.

4.2. Sample size

The sample size adhered to Yamane's recommendations, and the calculation using Yamane's equation resulted in 399, rounded up to 400. A multi-stage sampling method was employed for sample selection.\

4.3. Data collection

The study's sample consists of IEDC members from the Central area of Kerala. Both primary and secondary data were utilized. Primary data was obtained through standardized questionnaires filled out by the respondents. To gather theoretical frameworks on entrepreneurship, KSUM, and IEDC, secondary sources such as websites, annual reports, survey reports, books, journals, research articles, etc., were consulted.

4.4. Data analysis

In the realm of research, analysis and interpretation stand as pivotal components. Statistical tools play a crucial role in dissecting data, extracting findings, and formulating recommendations. The data undergoes analysis through SPSS, and conclusions are drawn utilizing the structural equation modeling method. Hypothesis testing was employed to pinpoint the significant connections between the variables studied.

5. Results and Discussions

In the current scenario of heightened unemployment, entrepreneurship is gaining increased importance in today's competitive world. Its impact on economic development is substantial, serving as a significant source of creative activities and employment opportunities. Government policies have evolved to encourage educated individuals to transition into employers or business owners, thereby reducing the government's traditional role as the primary employer. The study aimed to assess how the development of skills and enhancement of entrepreneurial traits among IEDC members influenced their satisfaction with the programs conducted by each IEDC in the Central zone of Kerala state.

The following discussion presents the research findings concerning the relationship between skill development, entrepreneurial traits, and the satisfaction of IEDC programs among its members.

Table 1: Demographic details of the respondents

Age	Frequency	Percent
Below 20	129	32.25
20 – 25	258	64.5
Above 25	13	3.25
Gender	Frequency	Percent
Female	128	32
Male	272	68
Locality	Frequency	Percent
Rural	151	37.75
Semi Urban	182	45.50
Urban	67	16.75

Source: Primary data

5.1. Objective

- (i) Investigating the impact of acquired skills on students' satisfaction with IEDC programs.
- (ii) Examining the influence of acquired entrepreneurial traits on students' satisfaction with IEDC programs

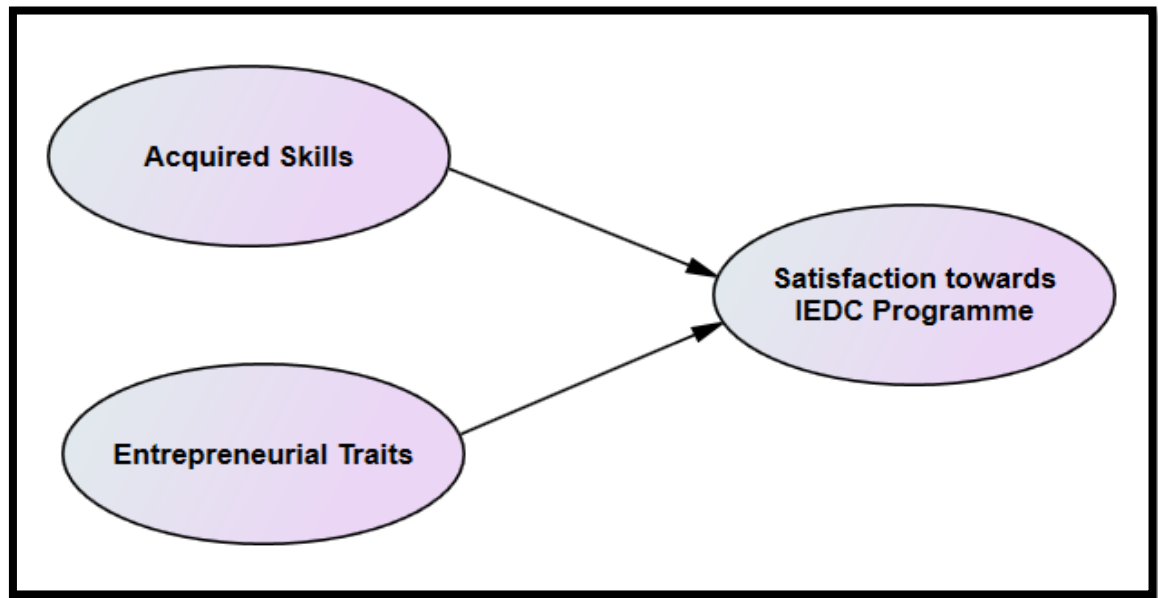
5.2. Variables and items

- Acquired skills (AS)- 10 items
- Entrepreneurial traits (ET)- 12 items
- Satisfaction towards IEDC programs- 8 items

5.3. Conceptual model

A conceptual model serves as a representation of a system, phenomena, or issue, illustrating the fundamental ideas, factors, connections, and assumptions at play. It can be presented in written or graphic form, guiding the formulation of study questions, hypotheses, methodologies, and analysis. In the central region of Kerala, IEDCs have organized diverse skill development and entrepreneurship programs for the benefit of their members, aiming to equip them with a range of skills and foster their development as talented entrepreneurs. This not only contributes to the career advancement of IEDC members but also paves the way for the establishment of new enterprises or business entities. In the Central area of Kerala, IEDC members have cultivated a spectrum of skills and entrepreneurial qualities through the programming offered by each IEDC. The conceptual model below illustrates the satisfaction of these members with the programs, as well as the skills and entrepreneurial traits they have acquired.

Figure 1: Conceptual model



Source: Author's elaboration

The theoretical model proposed for the study is presented in Figure 1. The current research seeks to examine the influence of skills and entrepreneurial traits acquired through participation in Innovation and Entrepreneurship Development Centre (IEDC) programs on members' satisfaction with these programs. Acquired skills encompass various capabilities gained by student members, including administrative skills, problem-solving skills, marketing skills, technical skills, decision-making skills, networking skills, diagnostic skills, and more. Entrepreneurial traits refer to the qualities and traits developed by members through IEDC programs, covering aspects such as passion for business, creativity, risk-taking ability, optimism, foresight, team spirit, and others. Conversely, satisfaction denotes the level of contentment among students with IEDC programs, reflecting their satisfaction with elements such as the program's method, timing, and quality of the resource person, teaching methods, materials used, and more.

6. Structural Equation Modeling

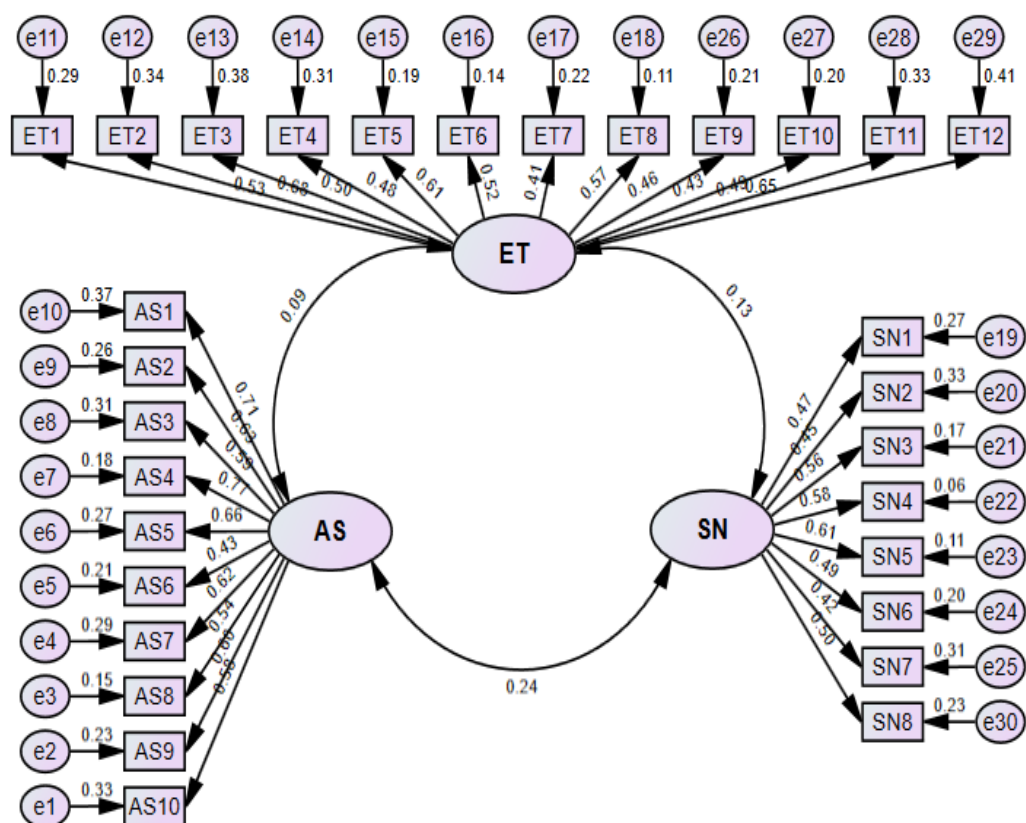
The objective of investigating the impact of skills and entrepreneurial traits on students' satisfaction with IEDC programs is accomplished through Confirmatory Factor Analysis and Structural Equation Modeling. Previous studies in this area indicate a positive correlation between acquired skills, acquired traits from a program, and satisfaction towards that particular program. Hence, this study was conducted to elucidate the influence of skills and entrepreneurial traits acquired by students through IEDC programs on their satisfaction with the assumption of a positive relationship between acquired skills, entrepreneurial traits, and satisfaction.

6.1. Measurement model

The current study, aimed at determining the impact of acquired skills and traits on students' satisfaction with IEDC programs, incorporates three primary constructs: acquired skills (AS), entrepreneurial traits (ET), and

Satisfaction towards IEDC programs (SN). The construct of acquired skills (AS) is assessed through 10 items, namely AS1, AS2, AS3, AS4, AS5, AS6, AS7, AS8, AS9, and AS10. Entrepreneurial traits (ET) are examined using 12 items, such as ET1, ET2, ET3, ET4, ET5, ET6, ET7, ET8, ET9, ET10, ET11, and ET12. The construct measuring Satisfaction towards IEDC programs (SN) comprises eight items, including SN1, SN2, SN3, SN4, SN5, SN6, SN7 and SN8.

Figure 2: Measurement model



Source: Extracted from AMOS output

The measurement model, presented in Figure 2, illustrates the constructs employed in the study, emphasizing their adequacy and suitability through confirmatory factor analysis. Acquired skills encompass items such as administrative skills, technical skills, marketing skills, decision-making skills, and more. Entrepreneurial traits include characteristics such as creativity, passion for business, risk-taking ability, and others acquired through the IEDC program. Satisfaction towards IEDC programs incorporates items related to satisfaction with the method of the program, its timing, resource person, teaching method, materials used, etc.

The Measurement model aims to establish the reliability and validity of the constructs used in the study based on certain indicators.

Table 2: Validity indices

Variable	AVE	CR	MSV
AS	0.632	0.975	0.268
ET	0.598	0.849	0.231
SN	0.574	0.717	0.249

Source: Extracted from AMOS output

Table 2 clearly indicates that the constructs utilized in the study meet the validity criteria. The construct validity, affirming the relevance of the constructs, is guaranteed with a Composite Reliability (CR) value exceeding 0.7. Convergent validity, ensuring that the variance explained by the factors significantly surpasses the error, is secured with an Average Variance Extracted (AVE) value greater than 0.5. Lastly, discriminant validity, demonstrating the distinctiveness of the constructs in the study from one another, is assured with a Maximum Shared Variance (MSV) value lower than the AVE. Consequently, all constructs in the study fulfill criteria for construct, convergent, and discriminant validity.

Table 3: Measurement model fit indices

Indices	Value	Criterion Value
CMIN/DF	3.428	<5
RMR	0.032	<0.050
GFI	0.942	>0.9
AGFI	0.938	>0.9
NFI	0.927	>0.9
CFI	0.959	>0.95
RMSEA	0.068	<0.080

Source: Extracted from AMOS output

Table 3 presents the fit indices for the measurement model. It is evident from the table that the model meets the required criteria values for fit. The Goodness of Fit Index, Adjusted Goodness of Fit Index, and Normed Fit Index values of the model are all greater than 0.9, adhering to the model fit criteria. Additionally, the Comparative Fit Index exceeds 0.95, further confirming the model's fit. On the other hand, the Root Mean Square Residual value is less than 0.05, the Root Mean Square Error Approximation value is less than 0.08, and the Chi-square value is also less than five, all aligning with the required standards. In conclusion, the measurement model is deemed fit based on these fit indices.

6.2. Testing of hypotheses

The current study, aiming to explore the impact of acquired skills and entrepreneurial traits on students' satisfaction with IEDC programs, posits the following alternative hypotheses based on previous literature in this area.

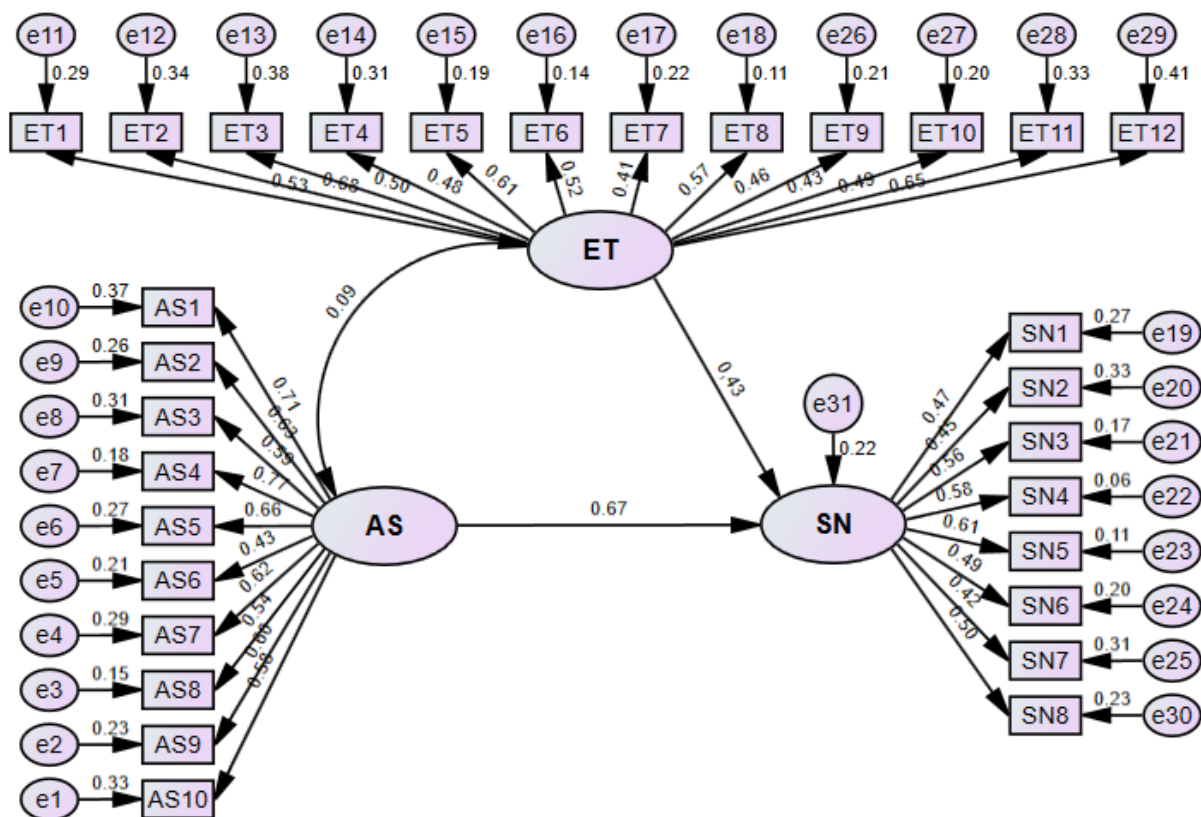
H1: Acquired skills of students from IEDC programs have a positive effect on their satisfaction towards IEDC programs.

H2: Acquired entrepreneurial traits of students from IEDC programs have a positive effect on their satisfaction towards IEDC programs.

6.3. Structural model

To investigate the impact of acquired skills and traits of students from IEDC programs on satisfaction towards IEDC programs, the study designates the former two variables as independent variables and the latter as the dependent variable. In other words, acquired skills and acquired entrepreneurial traits are treated as independent variables, while satisfaction towards IEDC programs is considered the dependent variable.

Figure 3: Structural model



Source: Extracted from AMOS output

Figure 3 illustrates the structural model with path analysis for the study. The model fit of the structural model is validated using the same indicators employed for the measurement model. In the structural model, fit indices such as GFI, AGFI, and NFI values all exceed 0.9, meeting the stipulated requirements, and the NFI value is also greater than 0.95. Additionally, the requirements for RMR, RMSEA, and Chi-square values to be less than 0.05,

0.08, and less than five, respectively, are fulfilled by the measurement model, indicating that the model is deemed fit.

Table 4: Hypotheses testing results

Hypotheses	Path	Path Coefficients	P-value	Decision
H ₁	Acquired skills → Satisfaction towards IEDC programme	0.67	<0.001**	Supported
H ₂	Entrepreneurial traits → Satisfaction towards IEDC programme	0.43	<0.001**	Supported

Source: Extracted from AMOS output

Table 4 presents the results of hypotheses testing for the variables. The p-value is less than 0.001, indicating that the null hypotheses are rejected at a 1% level of significance. This implies that acquired skills and entrepreneurial traits of students from the IEDC program exert a positive effect on students' satisfaction towards the IEDC program, and the alternative hypotheses H1 and H2 are accepted. The analysis makes it evident that the satisfaction towards the IEDC program is significantly influenced by the skills and entrepreneurial traits acquired by students through their participation in the IEDC program. The effectiveness of the program plays a crucial role in determining satisfaction.

7. Discussion and Conclusions

Entrepreneurs play a pivotal role in a nation's economy, and fostering entrepreneurship education at high school and college levels is crucial for economic advancement. Inspiring an entrepreneurial spirit is the key to job creation and enhancing competitiveness for economic growth. Supporting new businesses and ventures is essential to inject dynamism into economic activity, as entrepreneurship serves as a significant tool for promoting national economic growth. Initiatives like IEDC by Kerala Startup Mission should be communicated to college-level talent, fostering a startup culture in states like Kerala. Skill development is integral to career advancement, and academic curricula should include components for vocational education, with IEDC programs serving as a solution.

The current study aims to explore the impact of acquired skills and entrepreneurial traits on students' satisfaction with IEDC programs. It identifies and analyzes the involvement of IEDCs and their programs in the skill development and enhancement of entrepreneurial traits among student members, as well as their satisfaction with the programs. The analysis reveals a positive impact of acquired skills and entrepreneurial traits from IEDC programs on students' satisfaction. The study concludes that increasing skill enhancement and entrepreneurial development programs by IEDCs can lead to higher satisfaction levels among members, contributing to their career advancement and self-employment, ultimately addressing societal unemployment by creating a diverse range of job opportunities.

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