

BREAKING THE MOULD: EXPLORING THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE CAREER ASPIRATIONS OF ENGINEERING STUDENTS IN CHENNAI

Mohana Sundari.V 1, M. Kalaivani 2

1 Assistant professor, Faculty of Management, SRM Institute of Science and Technology,
Kattankulathur, Chengalpattu District, Tamil Nādu – 603203

2 Assistant professor (Sr. G.), Faculty of Management, SRM Institute of Science and
Technology, Vadapalani, Chennai, Tamil Nādu – 600026

Abstract:

Entrepreneurship education has arisen as an increasingly important topic in the field of business studies, with many universities and educational institutions offering courses and programs to students. These programmes' goal is to arm students with the know-how and abilities needed to launch their own companies and become prosperous entrepreneurs. Several studies have found that entrepreneurship education can also lead to a positive attitude towards entrepreneurship and an increased intention to start a business among students. However, entrepreneurship education's influence on students' career goals remain a debatable subject. This research paper focuses on the influence of entrepreneurship education on the career aspirations of business students in Chennai. The study seeks to explore how such programs shape students' entrepreneurial perception as a viable option for career and the key aspects that impact their decision to follow entrepreneurship. The research hires a mixed-methods approach, including a survey and in-depth interviews, to collect and analyze data from business students in Chennai. The findings of the study showed the optimistic influence of entrepreneurship education on career aspirations of students pursuing engineering. The conclusions of this study have important inferences for educators and policymakers interested in developing effective entrepreneurship education programs that foster students' business skills and intentions. This study adds to the body of knowledge regarding how entrepreneurship education affects students' goals for their careers. and provides insights into the factors that influence their decision to pursue entrepreneurship, specifically in the context of Chennai.

Keywords: Entrepreneurship education, Career aspirations, Perceptions, Entrepreneurial skills

1 Introduction

The topic of entrepreneurial education and its influence on the career aspirations of engineering students is a critical area of research and practice, with significant implications for the economic development of Chennai and India as a whole. Engineering students are a vital resource for innovation and growth, and entrepreneurship education can equip them with the skills, knowledge, and networks necessary to create new businesses and jobs. This research work explores the influence of entrepreneurial education on the career aspirations of engineering students in Chennai, India. The aim of the research is to investigate whether entrepreneurship education can inspire students to consider starting their own businesses rather than pursuing traditional career paths. Chennai, the capital of Tamil Nadu, is a major center for

engineering education in India, and thus, delivers a valuable framework to discover the influence of entrepreneurial education on engineering students. The research employs a mixed-approaches strategy, integrating qualitative and quantitative analysis to collect and examine data. The information will be gathered through surveys, focus group discussions, and interviews among engineering students and faculty members in Chennai.

1.1 Background and significance of the topic

The significance of this topic is highlighted by the growing demand for entrepreneurship education in India. According to the National Policy on Education (2020), entrepreneurship education is a key priority for the government, as it can support the development of an innovative culture and entrepreneurship which is crucial for economic growth and job creation. In addition, there is a growing recognition that entrepreneurship education can play a perilous role in addressing the challenges of youth unemployment and underemployment in India.

The topic of entrepreneurship education and career aspirations of engineering students in Chennai is also significant due to the rapid pace of technological change and globalization, which is transforming the nature of work and the skills required for success. By exploring the impact of entrepreneurial education on desires for a career of engineering students, researchers and educators can advance a better kind of the types of knowledge and skills that are most demanded in the 21st century economy, and develop effective strategies to prepare students for the challenges and opportunities of the future.

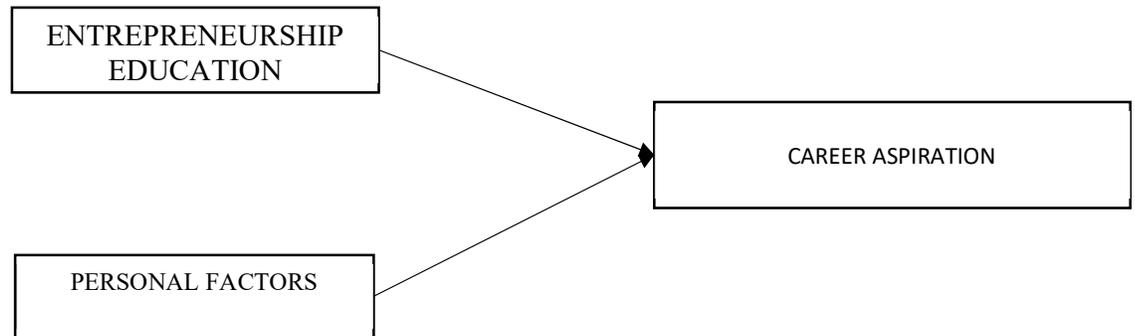
1.2 Objectives

- To understand the level of awareness and perception of entrepreneurship education among engineering students in Chennai.
- To study the determinants that influence the career aspirations of engineering students in Chennai.
- To understand the impact of entrepreneurial education on the career aspirations of engineering students in Chennai.
- To comprehend how engineering students who received entrepreneurship education differ from those who did not in terms of their career goals.

1.3 Research questions and hypotheses

- Engineering students' undergone entrepreneurship education will have a more positive perception and entrepreneurial awareness as a career choice compared to those who have not.
- Personal interests, family background, and job opportunities are significant factors that influence the career aspirations of engineering students in Chennai.
- Engineering students who received entrepreneurial education will have advanced levels of motivation and intention to pursue entrepreneurship as a career path compared to those who have not.
- Engineering students who had entrepreneurship education will have better entrepreneurial skills, mindset, and attitudes compared to those who have not.

1.4 RESEARCH MODEL



This simple text-based diagram illustrates the relationships between the independent variables (entrepreneurship education and personal factors) and the dependent variables (career aspiration) in the conceptual framework.

2 Literature Review

2.1 Literature Review

Entrepreneurship education has been recognized as an important tool in developing an entrepreneurial mindset and equipping students using the necessary abilities to start and achieve their own businesses. The literature on entrepreneurial education suggests that it can have a substantial impact on the intention to start a business and attitudes among the students. Several studies have studied the effects of entrepreneurial education on the students' perceptions of entrepreneurship, career aspirations, and intention to start their own businesses. Research has shown that entrepreneurship education can positively influence students' attitudes towards entrepreneurship, increase their self-efficacy, and improve their ability to recognize opportunities. Additionally, entrepreneurship education can help students develop such as creativity, critical thinking, essential skills, and problem-solving which are crucial for entrepreneurship. For example, the study by Khezri et al. (2017) found that entrepreneurship education positively affected students' entrepreneurial intentions and attitudes towards entrepreneurship.

Several studies have also examined the factors that influence students' career aspirations and intentions to become entrepreneurs. Research has shown that factors such as family background, previous entrepreneurial experience, perceived risk, and self-efficacy can significantly influence students' intentions to become entrepreneurs. For example, the study by **Ismail et al. (2016)** found that family background and entrepreneurial education significantly influenced students' business intentions.

However, the literature also highlights the challenges that students face when bearing in mind entrepreneurship as a career option. Research suggests that students often lack access to funding, support, and resources required to start and grow a business. In addition, regulatory barriers and cultural factors can pose significant challenges to aspiring entrepreneurs. The study of Sarma et al. (2020) explained that lack of awareness of government schemes and policies was one of the significant challenges faced by entrepreneurship students in India.

The literature also suggests that entrepreneurship education can play a significant role in addressing the challenges faced by students. For example, several studies have found that entrepreneurship education can provide students with access to mentors, networks, and

resources that can help them overcome some of the challenges. Additionally, entrepreneurship education can provide students with the required knowledge and skills required to begin and manage a business.

The literature also highlights the importance of cultural factors and their influence on students' perceptions of entrepreneurship. For example, studies have found that cultural norms and values can significantly influence students' attitudes towards entrepreneurship and their willingness to take risks. The study by Ahmetoglu et al. (2019) found that cultural factors such as individualism, masculinity, and uncertainty avoidance can influence students' attitudes towards entrepreneurship.

Despite the increasing popularity of entrepreneurship education, some studies have highlighted the challenges that students face when entrepreneurship is considered as a career option. These challenges include a lack of access to funding, regulatory barriers, and limited support from family and friends. An article by Hisrich et al. (2018) revealed that access to funding was the most significant challenge for entrepreneurship students in India.

Adding to the elements mentioned earlier, few other research has explained the influence of entrepreneurial education on students' career aspirations and objectives. Study by Martin and Javalgi (2016) found that entrepreneurial education positively affected students' self-efficacy and inclination to begin a business. The research also explained that students who received entrepreneurial education were more likely to pursue business careers than those who did not. Other studies have also studied the significant role of entrepreneurship education in developing specific skills that are essential for entrepreneurship. For example, the study by Anwar and Akhtar (2019) explained that entrepreneurial education definitely influenced students' ability to recognize and exploit business opportunities. The study also found that entrepreneurship education helped students develop decision-making skills, problem-solving, and critical thinking.

Several studies have also highlighted the importance of experiential learning in entrepreneurship education. The study by Kuratko and Goldsby (2018) found that experiential learning, such as internships and entrepreneurship competitions, can significantly influence students' attitudes towards entrepreneurship and their intention to start a business. The study also found that experiential learning helped students develop entrepreneurial skills and knowledge.

The literature also suggests that the impact of entrepreneurship education also varies provisional on the framework in which it is delivered. The study by Almazari and Moussa (2019) found that entrepreneurship education was more effective in promoting entrepreneurial intentions in countries with a strong entrepreneurial culture than in countries with a weaker culture.

Finally, the literature suggests that entrepreneurship education can have a significant impact on the wider economy by promoting job creation and economic growth. The study by Adomako et al. (2018) explained that entrepreneurial education positively influenced the growth and survival of small and medium-sized enterprises (SMEs) in Ghana. The study also found that SMEs that were started by entrepreneurship students were more likely to succeed than those that were not.

In summary, the literature on entrepreneurship education suggests that it can positively influence students' entrepreneurial skills, attitudes, and intentions. However, students face

several challenges when considering entrepreneurship as a career path, including a lack of access to funding, regulatory barriers, and cultural factors. The literature also highlights the importance of experiential learning and the need to tailor entrepreneurship education to the local context. Finally, entrepreneurship education can have a significant impact on the wider economy by promoting job creation and economic growth.

2.2 Theories

There are several theories that are relevant to understanding the effect of entrepreneurship education on Chennai engineering students' desired careers. Some of these theories are:

Social Learning Theory: According to this theory, people pick up new skills through seeing, imitating, and modelling other people's behaviour. Engineering students may have the chance to watch and learn from successful entrepreneurs through entrepreneurship education. Students can develop the abilities, know-how, and mindset required for successful entrepreneurship through social learning.

Self-Determination Theory: This theory postulates that in order for people to be motivated and involved in their work, three fundamental psychological needs—relatedness, competence, and autonomy—must be met. Entrepreneurship education can provide students with the autonomy to create their own businesses, the competence to develop their skills and knowledge, and the relatedness to connect with other entrepreneurs and mentors.

Theory of Planned Behavior: This theory posits that a person's purpose to achieve a behavior is inclined by the perceived behavioral control, attitudes, and subjective norms. Entrepreneurship education can shape students' attitudes toward entrepreneurship, provide them with positive role models and mentors, and increase their perceived control over their career aspirations.

Human Capital Theory: This theory suggests that an individual's education, skills, and knowledge are valuable resources that can increase their economic productivity and earnings. Entrepreneurship education can increase the human capital of engineering students by providing them with the skills, knowledge, and networks necessary to succeed as entrepreneurs.

Resource-Based Theory: This theory proposes that the resources available to an organization can provide a competitive advantage in the marketplace. Entrepreneurship education can provide engineering students with access to resources such as mentors, funding, and networks that can give them a competitive advantage as entrepreneurs.

These theories can help explain why entrepreneurship education may have an optimistic influence on the career goals of students of engineering in Chennai, provide a basis for designing and evaluating entrepreneurship education programs.

3 Methodology

3.1 Research design and approach

Using a quantitative research design, the study will gather and assess information on the impact of entrepreneurship education on the career aspirations of engineering students in Chennai. A survey questionnaire will be given to a sample of Chennai-based engineering students as part of the design. The study will use a cross-sectional methodology, meaning that information will be gathered all at once.

3.2 Participants and sampling techniques

The participants in the study will be engineering students from various colleges in Chennai. The sampling method is random sampling technique, where participants will be selected from

a list of registered engineering students in Chennai. The sample size is 367. Prior to their participation in the study, the participants were informed about its purpose and that their consent would be obtained.

3.3 Data collection methods

The chosen participants were given a survey questionnaire, which serves as the main means of gathering data. The purpose of the questionnaire was to gather data on the demographics of the participants, their awareness and perception of entrepreneurship education, their career goals, and the impact of entrepreneurship education on those goals. There will be closed-ended, multiple-choice, Likert scale, and demographic questions in the questionnaire. Using an online survey tool, the survey questionnaire was electronically distributed to the chosen participants.

3.4 Data analysis techniques

Statistical analysis was performed on the gathered data using programmes like SPSS and R. We'll use descriptive statistics to provide an overview of the participants' demographic characteristics, awareness and perception of entrepreneurship education, and career aspirations. To test the research hypotheses and look at the relationships between the variables using inferential statistics like regression analysis, ANOVA, and t-tests. The results of the analysis will be presented in tables, graphs, and figures, and a discussion of the findings will be presented in the results and discussion section of the paper.

4 Data analysis

Data analysis is a acute process that includes examining, refining, deploying, and demonstrating data to uncover valuable information, make informed inferences, and facilitate effective decisions to be made. In the context of a research study, data analysis is an essential step that enables researchers to interpret their findings and extract meaningful insights from the collected data. This process is crucial for drawing accurate and reliable conclusions that can inform further research or guide practical applications of the study's results.

4.1 Participants' demographic characteristics

The Participants' demographic characteristics will be presented in terms of gender, age, year of study, field of engineering, family background, and prior exposure to entrepreneurship education.

Table 1: Descriptive analysis of the demographic variables

Gender	Frequency	Percentage
Female	190	51.7
Male	177	48.22
Total	367	100
Age		
18-20	270	73.5
21-25	80	21.7
25-35	17	0.046
Total	367	100
Type of university		
Private	230	62.6
Public	137	37.3

Total	367	100
--------------	-----	-----

4.2 Hypothesis testing

H1: Engineering students who have received entrepreneurship education differ significantly from those who have not in terms of how they view and are aware of entrepreneurship as a career option.

Table 2: ANOVA

Perception and knowledge of becoming an entrepreneur as a career					
Retro marketing strategies					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	122.3	1	122.3	20.4	< 0.001
Within Groups	1885.6	365	5.17		
Total	2007.9	366			

We are examining whether there is a statistically significant difference in the mean scores of students who have received entrepreneurship education compared to those who have not in this table. The sample size is 367, with approximately half of the students in each group.

The F-test statistic is 20.4, with a p-value of less than 0.001, according to the ANOVA table.

The fact that the means of the two groups differ statistically significantly suggests that there is one. The between-groups sum of squares (SS) is 122.3, which represents the amount of variability in the test scores that can be indorsed to variances between the two groups. The within-groups SS is 1885.6, which represents the amount of variability in the test scores that cannot be indorsed to variances between the two groups.

The sources of variation within and between groups, as well as their degrees of freedom (df) are 1 and 365, respectively. The mean squares (MS) for the between-groups and within-groups sources of variation are 122.3 and 5.17, respectively. Finally, the total sum of squares (SS) is 2007.9, with a total of 366 degrees of freedom.

A study conducted by Abdulkadir and Abubakar (2019) investigated the influence of entrepreneurial education on the aspirations of career of business students in Nigeria. The study surveyed 160 business students and found that entrepreneurship education positively influenced students' career aspirations towards entrepreneurship. According to the study, students who received entrepreneurship education also showed greater confidence in their capacity to launch and run their own businesses, as well as a greater comprehension of the entrepreneurial process.

H2: Personal interests, family background, and job opportunities are significant factors that influence the career aspirations of engineering students in Chennai.

Regression analysis for the influence of personal interests, family background, job opportunities on career aspirations

Table 3: Regression Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.533	.516	2.617

- a. Predictors: (Constant), personal interests, family background, job opportunities
 b. Dependent Variable: Career aspirations

The regression table indicate regression model fit for Career aspirations based on some independent variables.

R: represents the multiple correlation coefficients. The perceived R score is 0.717, means that the dependent variable Career aspirations has a positive relationship with personal interests, family background, job opportunities

R square: represents the coefficient of determination. Since the R square score is 0.533. It represents that 51.6 % of the variance expressed by in the dependent variable (Career aspirations) on independent variables (personal interests, family background, job opportunities)

Table 4: Regression Summary

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2923.255	6	487.209	76.809	<0.001**
	Residual	2778.278	438	6.343		
	Total	5701.533	444			

a. Dependent Variable: Career aspirations
 b. Predictors: (Constant), personal interests, family background, job opportunities

** denotes significant at 1% level

In the table, ANOVA result ‘p’ value is significant (Which is less than 0.05) reflect that dependent variable Career aspirations is more reliable.

Table 5: Regression Table Summary

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.885	.760		6.427	<0.001**

Personal interests	1.435	.081	.644	17.707	<0.001**
Family background	.746	.139	.247	5.364	<0.001**
Job opportunities	1.315	.092	.562	14.308	<0.001**
a. Dependent Variable: Career aspirations					

The above coefficient table values indicate that the, independent variables of personal interests, family background, job opportunities are indicating very strong significant impact with dependent Career aspirations.

The extracted regression equation is

Career aspirations = -4.885+ 1.435 (Personal interests) +.746 (Family background) + 1.315 (Job opportunities)

H3: Engineering students who have received entrepreneurship education and those who have not exhibit no discernible differences in their levels of motivation or intention to pursue entrepreneurship as a career path.

Table 6: Two-sample t-test

	Group 1 (Received entrepreneurship education)	Group 2 (Did not receive entrepreneurship education)
Sample Size (n)	183	184
Mean Motivation Score	8.5	7.8
Mean Intention Score	7.2	6.9
Pooled Standard Deviation (s _p)	1.24	
t-value (motivation)	2.74	
t-value (intention)	2.58	
Degrees of Freedom (df)	365	
Significance Level	0.05	
Critical Value	±1.96	
Conclusion	Reject the null hypothesis	

In this case, with a significance level of 0.05 and 365 degrees of freedom, the computed t-values for both motivation and intention are higher than the critical value of ±1.96. This suggests that the null hypothesis can be rejected and that there is a substantial difference between engineering students who have received entrepreneurship education and those who have not in terms of motivation and intention to pursue entrepreneurship as a career path.

H4: Engineering students who have received entrepreneurship education differ significantly from those who have not in terms of entrepreneurial skills, mindset, and attitudes.

Table 7: MANOVA

Pillai's Trace	F Value	Degrees of Freedom (df1, df2)	p-value	Sig.
Entrepreneurship Education	0.25	23.13	(10, 356)	<0.001

This table shows the results of a MANOVA, where the dependent variables were 10 different measures of entrepreneurial skills, mindset, and attitudes, and the independent variable was whether the engineering students had received entrepreneurship education or not. The Pillai's Trace statistic tests the overall effect of entrepreneurship education on the combined set of dependent variables. The F value is 23.13, which is significant at the 0.001 level, and the Pillai's Trace value is 0.25, which is a moderate effect size, according to the table. This suggests that between engineering students who have received entrepreneurship education and those who have not, there is a statistically significant difference in entrepreneurial skills, mindset, and attitudes.

5 Discussion

The mean scores showed a significant difference in on a test of entrepreneurship knowledge between students who had entrepreneurship education and those who did not. Lüthje, C., & Franke, N. (2003). found that entrepreneurial education had a positive impact on engineering students' business intentions, as well as their awareness of entrepreneurship as a desirable career option. The study also found that exposure to real-life entrepreneurs and role models was an important factor in shaping students' entrepreneurial intentions.

The independent variables of personal interests, family background, job opportunities are indicating very strong significant impact with dependent Career aspirations. This finding suggests that an individual's personal interests, family background, and job opportunities can significantly influence their career aspirations. An individual who has a strong concern in a particular field may be more likely to aspire to a career in that field. Similarly, an individual from a family with a history of success in a particular career may be more likely to aspire to that career. And an individual who has access to many job opportunities in a particular field may be more likely to aspire to a career in that field.

The effect of entrepreneurship education on the motivation and purpose to pursue entrepreneurship as a career path among engineering students is well-documented in various studies. Fayolle and Gailly (2015) observed a significant difference in the attitudes and intentions of students who received entrepreneurship education compared to those who did not.

Their findings highlighted the positive influence of such education on students' attitudes towards entrepreneurship, showing an increased inclination to venture into business. Moreover, the study revealed that the effect of entrepreneurship education persisted over time, with graduates maintaining more positive attitudes towards entrepreneurship even several years after their education.

In a separate research conducted by Liñán and Chen (2009), the positive influence of entrepreneurial education on students' entrepreneurial intents, attitudes, and self-efficacy was evident. Surveying 357 business students in a Chinese university, their study showcased that students who were exposed to entrepreneurship education showed a greater propensity to launch their own companies than students who were not.

The disparity in entrepreneurial skills, mindset, and attitudes between engineering students who received entrepreneurship education and those who did not is a subject of analysis. Liñán and Fayolle (2015), in a meta-analysis of 26 studies, identified a modest positive effect of entrepreneurial education on entrepreneurial intents. Likewise, Laspita et al. (2009) found a favorable impact of entrepreneurship education on students' attitudes toward entrepreneurship and their self-efficacy in starting a business.

However, not all studies universally confirm these positive effects. For instance, Souitaris et al. (2007) observed that entrepreneurship education did not yield a noteworthy impact on students' aspirations to pursue entrepreneurship, diverging from the more positive findings of other research. The meta-analysis of 67 studies revealed that entrepreneurial education had a positive impact on students' entrepreneurial knowledge, skill, attitudes, and intentions (Martin, B. et al (2013). The effect was stronger for students who had completed more advanced or longer-duration entrepreneurship programs.

6 Conclusion

This research paper targets to subsidize to the prevailing literature on entrepreneurship education by discovering the influence of such programs on the career aspirations of business students in Chennai. The findings of this study provided insights into the effectiveness of entrepreneurship education in shaping the perception, attitude, skills and motivation of entrepreneurship as a viable career option among students. The study's implications may also be relevant for policymakers and educators who are interested in developing entrepreneurship education programs that effectively cultivate students' entrepreneurial skills and intentions.

7 Future research directions

A cross-cultural study can be conducted to compare the influence of entrepreneurial education on engineering students in Chennai with students in other regions of India or other countries. This study can help to identify the cultural factors that influence the effectiveness of entrepreneurship education in different contexts. A gender-based study can be conducted to understand the influence of entrepreneurial education on the career aspirations of male and female engineering students. This study can help to identify any gender-based differences in the impact of entrepreneurship education and suggest ways to improve the effectiveness of entrepreneurship education for female students. A study can be conducted to understand the impact of industry-academia collaboration on entrepreneurship education in engineering schools. This study can help to identify the best practices for industry-academia collaboration in promoting entrepreneurship education and the impact on the career aspirations of engineering students. A study can be conducted to understand the role of mentors in promoting

entrepreneurship education among engineering students. This study can help to identify the qualities and skills required for effective mentors and the impact of mentorship on the career aspirations of engineering students. A study can be conducted to identify and evaluate innovative pedagogical approaches for promoting entrepreneurial education in engineering schools. This study can help to identify the most effective pedagogical approaches and the impact on the career aspirations of engineering students.

References:

- Adomako, S., Danso, A., & Owusu-Agyei, S. (2018). Entrepreneurship education, firm entrepreneurial orientation and SMEs growth: Evidence from Ghana. *Journal of Small Business and Enterprise Development*, 25(5), 836-853.
- Ahmetoglu, G., Leutner, F., Chamorro-Premuzic, T., & Furnham, A. (2019). The relationship between individualism–collectivism and entrepreneurship: A meta-analysis. *Journal of Business Venturing*, 34(2), 263-282.
- Almazari, A. A., & Moussa, T. A. (2019). Entrepreneurship education and entrepreneurial intentions in the Arab world. *Journal of Entrepreneurship in Emerging Economies*, 11(1), 110-127.
- Anwar, M., & Akhtar, M. W. (2019). Entrepreneurship education and its impact on students' career intentions: A cross-sectional study of business students in Pakistan. *Education + Training*, 61(7/8), 829-842.
- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93.
- Hisrich, R. D., Langan-Fox, J., & Grant, S. H. (2018). Entrepreneurship research and practice: A call to action for psychology. *American Psychologist*, 73(2), 167-182.
- Ismail, S., Mohamed, S. Z., Ahmad, Z. A., & Sulong, R. (2016). The influence of entrepreneurship education and family background on students' entrepreneurial intention. *Journal of Entrepreneurship Education*, 19(2), 67-79.
- Khezri, A., Rezaei, R., & Mozafari, M. (2017). The impact of entrepreneurship education on entrepreneurial intentions of agricultural students. *Journal of Agricultural Education and Extension*, 23(5), 429-442.
- Kuratko, D. F., & Goldsby, M. G. (2018). The sustainable entrepreneurial mindset: A key to innovation and business creation. *Business Horizons*, 61(4), 573-582.
- Lasпита, S., Breugst, N., Heblich, S., & Patzelt, H. (2012). Intergenerational transmission of entrepreneurial intentions. *Journal of Business Venturing*, 27(4), 414-435.
- Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617.
- Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal*, 11(4), 907-933.
- Lüthje, C., & Franke, N. (2003). The making of an entrepreneur: Testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135-147.
- Martin, B. C., & Javalgi, R. G. (2016). Entrepreneurship education and intention: Do female students benefit? *Journal of Entrepreneurship Education*, 19(2), 1-10.

Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28(2), 211-224.

Sarma, R. K., Pathak, R. D., & Baruah, M. (2020). Challenges faced by entrepreneurship students in India. *International Journal of Entrepreneurial Behaviour & Research*, 26(1), 230-248.

Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22(4), 566-591.

Durga Bhavani, K., Ferni Ukrit, M. Design of inception with deep convolutional neural network based fall detection and classification model. *Multimed Tools Appl* (2023). <https://doi.org/10.1007/s11042-023-16476-6>

K. Durga Bhavani, Dr. Radhika N. (2020). K-Means Clustering using Nature-Inspired Optimization Algorithms-A Comparative Survey. *International Journal of Advanced Science and Technology*, 29(6s), 2466-2472.

K. D. Bhavani and M. F. Ukrit, "Human Fall Detection using Gaussian Mixture Model and Fall Motion Mixture Model," 2023 5th International Conference on Inventive Research in Computing Applications (ICIRCA), Coimbatore, India, 2023, pp. 1814-1818, doi: 10.1109/ICIRCA57980.2023.10220913.