

The Role of Entrepreneurship Cells Among College Students in Shillong

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Abstract: Entrepreneurship is very important for the economy and employment creation, particularly among youths. The present study "The Role of Entrepreneurship Cells in Encouraging Entrepreneurship and Self-Employment among College Students in Shillong" investigates the role of Entrepreneurship Cells (E-Cells) in fostering entrepreneurial minds among college students in Shillong, Meghalaya. This study intends to evaluate the role of E-Cells in enhancing the entrepreneurial skills of the students and their perceptions regarding the activities carried out by E-Cells along with the hurdles faced in making proper use of the resources made available. From literature review on this topic, it has been established that entrepreneurship education and institutional involvement plays an important role in molding the entrepreneurial intentions of the students. It has been found that the E-Cells help the students gain awareness, develop their skills, and become innovative by organizing workshops and providing training programs. However, lack of awareness and insufficient funding among other constraints may impede student participation in these programs. Therefore, it was concluded that proper institutional assistance, greater student participation, and enhanced resource availability will play a crucial role in promoting self-employment among the youths.

Keywords: *Entrepreneurship Cells (E-Cells), Entrepreneurship, Self- Employment, College Students.*

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I. INTRODUCTION

Entrepreneurship has long been acknowledged as an important factor in economic growth (Schumpeter 1912; Baumol 1968). The term 'entrepreneur' originates from the French word 'entreprendre', which originally referred to a person who undertakes or leads an activity, particularly a military expedition (Love, 2013, p.21). However, the concept gained wider recognition after its use by Joseph Schumpeter in the 1940s, when the term began to be commonly used with a stronger emphasis on innovation and economic development (Kates, 2015). In contemporary understanding, an entrepreneur is an individual who undertakes business activities, assumes risks, and seeks to earn a profit by managing and operating a business. This concept is closely related with the ideas of enterprising individuals and entrepreneurial opportunities. Entrepreneurial opportunities are defined, as situations in which new goods, services, raw materials, or methods of organization can be introduced and sold at prices higher than their production cost. (Hisrich, Peters, & Shepherd, 2017, p.6).

Entrepreneurship also refers to the process of initiating and developing new business activity. According to the Global Entrepreneurship Monitor Report (Reynolds et al. 1999), entrepreneurship includes any effort to create a new venture, such as starting a self-employment activity,

establishing a new business organization, or expanding an existing enterprise. An individual, a group of individuals, or an established business organization undertakes these activities. Youth entrepreneurship has gained increasing attention from both scholars and policymakers in recent years. This has become an important concern for governments because of its potential role in addressing unemployment among young people. According to Lawan et al. (2015), promoting entrepreneurial activities among the youth is an effective approach to reducing youth unemployment. Therefore, in order to motivate and inspire graduates into considering entrepreneurship as their future careers, many educational institutions have initiated entrepreneurship education. The government also has realized the importance of fostering entrepreneurial activities among citizens particularly among the youth to contribute to the generation wealth and economic development of the region. Agarwal et al. (2016).

➤ *Meaning of Entrepreneurship*

Entrepreneurship is the process of starting up, running and growing a business in order to generate profits. This process starts from discovering possible opportunities in the market place, organizing necessary resources, and taking reasonable risks in an effort to convert ideas into profit making activities. Thaneesha et al. (2025).

➤ Definition

A.H. Cole defines entrepreneurship as the deliberate efforts of an individual or a group of individuals who work together to initiate, manage, and expand a business to produce or distribute economic goods and services to generate profit.

Joseph A. Schumpeter defines entrepreneurship as founded on purposeful and organized innovation. It involves not only independent entrepreneurs but also company executives and managers who actively perform innovative roles within organizations.

Stevenson and Jarillo state that entrepreneurship can be describe as the process in which individuals identify and pursue opportunities, even when they do not currently process or control the resources required to exploit those opportunities.

Fred Wilson Entrepreneurship refers to the ability or skill of transforming an innovative idea into a successful business venture.

➤ Types of Entrepreneurship

There are different types of entrepreneurship:

• Small Business Entrepreneurship

Small business entrepreneurship refers to the process of starting a business with the primary aim of earning a livelihood rather than expanding it into a large corporation or franchise. In this type of entrepreneurship, the business often reflects the skills, interests, and efforts of the entrepreneur. Initially, such businesses usually rely on personal savings to sustain operations, although they may later require loans or financial assistance to continue growing. A key characteristic of small business entrepreneurship is the entrepreneur's desire for independence and selfreliance in managing and operating a business.

• Scalable Start-up Entrepreneurship

This focuses mainly on innovation and rapid growth. It involves individuals or teams that develop a unique business idea with the intention of expanding it on a large scale. This type of entrepreneurship is often associated with technology-driven environments, such as Silicon Valley. Companies such as Google, Netflix, and Airbnb are examples of businesses that began as startups and quickly expanded to generate significant revenue. To achieve such growth, scalable start-ups often depend on venture capital, external investors, and substantial funding to enter larger and international markets.

• Large Company Entrepreneurship

Large company entrepreneurship refers to established organizations that continue to grow and remain competitive by introducing new products or services in their existing markets. Instead of creating entirely new businesses, these companies focus on innovation within their existing structures. Its aim is to identify innovative opportunities to build upon existing strength of the organization and sustain its competitiveness.

• Social Entrepreneurship

Social Entrepreneurship is, when the entrepreneurs create products or services that solve some social issue. Entrepreneurs engaged in this type of entrepreneurship are motivated not only for profit but also by the desire to create a positive impact in the society. They also aim to improve lives through a sustainable business practices. In the recent year, this type of entrepreneurship gain popularity especially among businesses that focusses on protecting the environment.

➤ Profile of Shillong

Shillong is popularly known as the “Scotland of The East”. It is the capital city of Meghalaya and it serves as the main administrative centre of the East Khasi Hills District. It is located in the North Eastern part of India, and surrounded by the beautiful green hills and a refreshing climate.

Shillong has become an important place for higher education in Northeast India. Many institutions offer courses like management, medicine, fashion, language, arts and science. Some of the colleges also played an important role in preparing leaders and skilled professionals in many different fields.

In Shillong Entrepreneurship has been increasing over time as this growth is being supported by the government, educational institutions, many young people are now choosing to start their own business or work instead of relying only on government jobs.

Business activities in Shillong were seeing in many areas especially in tourism, hotel and restaurants, food, handicrafts, music, fashion, and online services. Many local entrepreneurs often mix traditional culture with modern ideas to create unique products and services that attracts locals and visitors also. Young people are motivated to start their own ventures through training programs, workshops, and government schemes these also support their business and skill development. Because of this, entrepreneurship is gradually helping in economic growth and creating job opportunities.

➤ Area of Study

The current study took place in Shillong, which is the capital city of Meghalaya. The current study will be centred on Entrepreneurship Cells among the college students in Shillong in order to understand the prevailing dynamics of entrepreneurship and how they create new opportunities for young people in terms of job creation and economic development.

It is observed that the current trend has shifted towards self-employment and innovation from dependence on government sector jobs.

➤ Need and Justification of the Study

Entrepreneurship has become one of the key tools for creating employment opportunities and ensuring economic growth, particularly in areas that lack formal sources of employment. Most college graduates in Shillong rely on jobs

in government departments and the private sector. This makes it very important to promote entrepreneurship and self-employment among students. It is believed that the Entrepreneurship Cells (E-Cells) at colleges should be able to create entrepreneurial spirit, creative attitude, leadership skills, and willingness to take risks among students, but it is crucial to assess whether E-Cells are successful in playing this role.

The study is also crucial to gauge the reactions of students about Entrepreneurship Cells since their participation and feedback make these initiatives successful. Students might also encounter problems like lack of knowledge, lack of financial support, absence of guidance, and fear of failure. As some of these barriers that prevent students from engaging in entrepreneurship-related activities. Knowing about these barriers can help institutes take appropriate steps and improve the functioning of E-Cells.

Hence, the study becomes justified because it focuses on assessing the efficacy of E-Cells in Shillong Colleges and suggests ways to increase their effectiveness in promoting entrepreneurship among young people.

➤ *Statement of the Problem*

The present study is entitled “The Role of Entrepreneurship Cells among College Students in Shillong.”

➤ *Operational Definition of the Term*

- *Entrepreneurship Cells (E-Cells):*

In this study, an Entrepreneurship Cells refers to a dedicated department or institutional unit within a college that promotes entrepreneurial awareness and practice among students. It provides a structured platform for idea development, mentorship, and venture creation, thereby fostering entrepreneurial culture and encouraging self-employment pathways.

- *College Students:*

In this study, college students are defined as individuals enrolled in higher education institutions who form the population under investigation, particularly in relation to their participation in E-Cells and exposure to entrepreneurial activities.

➤ *Objectives*

- To examine the role of E-Cells in developing an entrepreneurial mind-set among college students.
- To evaluate students' perceptions of E-Cells activities and programs.
- To identify the challenges faced by students in utilizing E-Cells resources.
- To suggest strategies for improving the effectiveness of E-Cells

➤ *Research Question*

- How do E-Cells contribute to developing an entrepreneurial mind-set among college students?
- What are the perceptions of college students regarding the activities and programs conducted by E-Cells?
- What challenges do students face in utilizing the resources and opportunities provided by E-Cells?
- What strategies can improve the effectiveness of E-Cells in encouraging entrepreneurship and self-employment among college students?

➤ *Delimitation of the Study*

The present study is delimited to college students from the selected colleges.

This study is limited to colleges that have established Entrepreneurship Cells (E-Cells) in Shillong.

II. REVIEW OF RELATED LITERATURE

The review of the related literature is an assessment that evaluates past studies about a certain research topic. These sources are books, journals, articles, theses, and papers presented in various conferences (Samanth, 2024). One major goal of review of related literature is to become aware of the extent of the studies done, the approaches employed by the researchers, and their results (Malkhede, 2026). Through a literature review, a researcher can see the gaps found in previous studies, prevent redundancy, and capitalize on the information available. Moreover, researchers will be able to compare experimental and theoretical studies.

Furthermore, it provides background information, clarifies key terms, and supports the development of the research objectives and hypotheses.

In conclusion, a review of the related literature is essential in research as it provides a strong foundation, ensuring that the study is relevant, justified, and grounded in existing knowledge (Samanth, 2024; Malkhede, 2026).

➤ *Studies Conducted Abroad*

Premand et al (2012) conducted a study on “Entrepreneurship training and self-employment among universities graduates: Evidence from a randomized trial in Tunisia.” As there is a high rate of unemployment and low demand for job opportunities, the researcher conducted entrepreneurship training, allowing the youth to participate. The findings of this study show an increase in self-employment among participants, as they were more likely to start their own business, and there also, a shift from wage employment to self-employment.

Guo (2015) conducted a study on “Research on the improvement of college students' entrepreneurial ability in university entrepreneurship education”. This study was conducted in China to explore the role of entrepreneurship programs in developing an entrepreneurial mindset among students while also identifying ways in which universities can reform teaching methods to support innovation and

employment goals. The findings of this study indicate that entrepreneurship education plays an important role in strengthening students' entrepreneurial awareness, practical abilities, and creativity. The research also suggest that universities could enhance their curricula through proper training, create a conducive environment, and assist students to prepare themselves for self-employment.

Szaban, Lubasinska (2018) conducted a study on "self-employment and entrepreneurship: A theoretical approach." This study is carried out to examine self-employment from the perspective of entrepreneurship in general. The method used to conduct this study is critical analysis of selected literature. Findings from this study indicate considerable difference between the definitions of entrepreneurship and self-employment in the academic theory and their definition according European Union. It emerges that entrepreneurship has a lot to do with innovation, risk taking, and growth whereas self-employment is limited to people running their business alone.

Odehale et al (2019) conducted a study on "Entrepreneurship education and students' views on self-employment among international post graduate students in universiti Utara Malaysia".

This study aims to examine the influence of entrepreneurship education, such as education on communication skills, technical knowledge, and innovation, on students and how they view self-employment. The method used in this study is that the researchers distributed a questionnaire and administered to 260 post-graduate students in universiti Utara Malaysia. The results or the findings of this study show that entrepreneurship education influences students' views on self-employment.

Sriyakul, Jermisittiparsert (2019) conducted a study "The Role of Entrepreneur Education in Shaping Student's Views on Self-Employment: A study of University Students in Thailand." The main aim of this study was to explore how entrepreneurship education influences the perceptions of Thai university students towards self-employment. It specifically investigates the impact of factors such as technical knowledge, innovation, and communication skills, and develops a model to show the relationship between these variables. The results indicate that technical knowledge and innovation significantly shape students' attitudes toward selfemployment.

Hua, Zheng, and Fan (2022) conducted a study on "The impact of entrepreneurial activities and college students' entrepreneurial abilities in higher education: A meta-analytic path". This study aims to examine the relationship between university entrepreneurial activities and college students'. The main objective was to determine whether entrepreneurial activities conducted by universities significantly enhance students' entrepreneurial competencies and identify the key factors influencing this relationship. The findings show a strong positive correlation between university entrepreneurial abilities, with different types of activities contributing to varying degrees. Overall, this research highlights the

important role of universities in developing students' entrepreneurial skills.

Zhu et al (2022) conducted a study on Entrepreneurship or Employment. A survey of college students' sustainable entrepreneurial intentions. This study aimed to examine whether college students prefer entrepreneurship or traditional employment and to identify the factors influencing their sustainable entrepreneurial intentions. The research focused on university students in Hangzhou, China, forming the target population, and collected data from a large sample of 4900 students through a structured questionnaire survey. The findings revealed that entrepreneurship education, participant in entrepreneurial activities, supportive institutional environments and personal background factors significantly influenced students' intentions to pursue sustainable entrepreneurship

Haule, Nduku, and Wambiya (2023) conducted a study on the Impact of promoting entrepreneurship on self-employment readiness of undergraduates in Northern Tanzanian universities". This study aims to answer the research question of how entrepreneurship culture influences undergraduate readiness for self-employment. This is a mixed-methods research, which means that the researcher collected both qualitative and quantitative data for the study. This study found that there is a positive relationship between cultivating an entrepreneurial culture and student readiness for self-employment, and that the level of entrepreneurial culture increases and the number of undergraduates and alumni expressing self-employment increases.

Fan et al. (2024) conducted a study on "How entrepreneurship education affects college students' entrepreneurial intention: samples from China". This study aimed to examine how entrepreneurship education influences students' entrepreneurial intentions and to understand the psychological and social mechanisms that explain this relationship. The study data were collected using an online questionnaire from 22 universities in China. The findings of this study indicate that college-level entrepreneurship education has a positive impact on students' entrepreneurial intentions. In addition, to the aforementioned points, this paper adds to the existing knowledge about the impact of the combination of educational, psychological, and social factors on the formation of entrepreneurial intentions and a strong self-employment orientation.

Casanovas et al (2025) conducted a study on "Entrepreneurial motivational profiles among university students: The role of universities in fostering entrepreneurship". As can be inferred from the title of this research, its main objectives was to identify the motivational profiles of university students that were engaged in entrepreneurial activities and to examine the impact of sociodemographic factors, university influence, and environmental influence on these motives. The data used in this research were collect by means of the 2021 Global University

Entrepreneurial Spirit Students' Survey (GUESS) in Spain. Of all the students surveyed, only 1694 that were actively engaged in their own entrepreneurial projects were select as participants for this study. The author divided the students into three distinct groups depending upon their motivation toward entrepreneurship. Moreover, the relationships between motivational profiles and sociodemographic variables, as well as two indexes representing university and environmental influence were analysed.

➤ *Studies Conducted in India*

Birajdar and Wagh (2016) conducted a study on "A study of working of entrepreneurship development cell in engineering colleges." The major objective of this study is to analyse the kinds and numbers of trainings done by entrepreneurship development cells, availability of fund support and mentorship for the aspiring student's entrepreneurs, analysis of proper documentation of students venture activities, and the number of business formed due to the support from entrepreneurship development cell. The method used in this research is empirical. Out of 22 engineering colleges attached to Savitribai Phule Pune University, 18 were randomly sampled and analysed. From the result of the study, it can be concluded that entrepreneurship development cells tend to work more on making students aware than on developing proper entrepreneurship training and planning. There were few cases of financial assistance and guidance on how to get funds, mentorship was less organized and student's ventures documentation was rare.

Patil (2019) conducted a study on developing entrepreneurial skills among students through an entrepreneurship development programme for college. Data were collect from 33 commerce colleges and 74 MBA institutes using cluster and stratified sampling techniques. The findings show that Entrepreneurship Development Programmes (EDP) motivate students to start a business, enhance skills such as problem solving, communication, leadership, confidence, and risk tolerance, and encourage innovative ideas. However, colleges face challenges such as a lack of funds, skilled resource persons, modern ICT facilities, and administrative support. Students show interest in manufacturing, agriculture, services, and trading and suggest more practical, technology-oriented syllabuses with incubation support, alumni involvement, and stronger institutional backing to promote self-employment.

Soam et al. (2023) conducted a study on "Students perspectives on Entrepreneurship and its Intention in India" the objective of this study is to understand the interest of agricultural students in entrepreneurship also to provide an accurate research report for decision makers to develop entrepreneurship in India. The methods used in this study are cluster sampling and simple random sampling, and the data were collect from 1797 agricultural students and 17 state agricultural universities out of 74 students studying for a bachelor's/ master's degree. The findings of this study indicate that the majority gives less preference to entrepreneurship due to a lack of motivation from family

members. However, 78% of the students showed interest in becoming entrepreneurs.

Guria (2024) conducted a study titled "An analysis of the Role of Entrepreneurship in Economic Development." This study aimed to examine the relationship between entrepreneurship and economic development and understand how entrepreneurship is associated with innovation, job creation, and overall economic growth. The methodology used in this study involved the use of both qualitative and quantitative techniques. The sample group for this study involved both male and female aged between 26 and 35 years having a bachelor degree. The results from this study indicate that there is a positive correlation between entrepreneurship and economic development, which suggests that entrepreneurship, helps in the growth of the economy.

Rai, Prasad and Murthy (2024) conducted a study on "Role of Higher Educational Institutions in India in the Promotion of Entrepreneurship." This study highlights how higher education institutions in India, particularly those related to engineering and management, helps to promote entrepreneurship. This study also shows how students' intentions towards becoming entrepreneurs are shape by the support systems provided in educational institutions. Data for this study were collect from 27 higher education institutions in India, and the finding is that educational institutions have a major impact in promoting Entrepreneurship through academic support.

Rekha, Shetty, and Thaneesha (2025) conducted a study on "A study of higher education institutions in developing entrepreneurial skills." This research attempts to explore the meaning of entrepreneurship and its significance, the key entrepreneurial skills required to succeed, and the role played by the educational institutions in encouraging entrepreneurial skills among students. In this research, primary and secondary data were gathered. The findings of this research indicate that 32.1% of the respondents have made a decision to go on a business on their own, while 12.5% of the respondents states that they are not interested at all, while 55.4% are uncertain about it. Respondents were in agreement regarding the importance of entrepreneurship education, with 87.5% of the respondents stating that there are entrepreneurship programs in their institutions. Financial problems were identify as one of the significant barriers, and most respondents expect financial assistance from institutions. Furthermore, 73.2% of the respondents viewed financial freedom as important motivation for entrepreneurship.

Purohit, Buche (2025) conducted a study on "Role of EDC (Entrepreneurship Development Cell) in creating Entrepreneurial Ecosystems in HEI in Pune." This research focuses on the role played by the Entrepreneurship Development Cell in the creation of an entrepreneurial ecosystem in Higher Education institutions. This study seeks to determine whether there is any correlation between the resources provided by the EDC (Employment Development Cell) and entrepreneurship cell in Higher Education Institutions in Pune. Data were collect from 100 respondents

who are part of Entrepreneurship Development Cell through questionnaires. The results indicate that Entrepreneurship Development Cell facilitates entrepreneurship development in Higher Education Institutions by providing students with necessary resources, training, and networking. However, some limitations such as insufficient funds and low students involvement exist.

➤ *Studies Conducted in Northeast*

Debbarma et al (2022) conducted a study on “Determinants of entrepreneurial intention among young graduates of Northeast India” the objectives of this study is to understand the influence of determinants factors like policies, previous experiences, self-efficacy etc. on entrepreneurial intentions among the young graduates. A total number of 114 samples from Northeast India were chose for this study, and a questionnaire was use. Partial Least squares (PLS) was use to assess the validity and reliability of the factors. The findings of this study provide a clear understanding that entrepreneurial education plays a vital role in developing entrepreneurial intentions and has a positive influence on attitude, self-efficacy, and perceived reliability.

Tep, Sethupathy (2024) conducted a study on “Entrepreneurship Education in Nagaland: A Study of college students in Dimapur District.” This study aims to determine the awareness and effectiveness of entrepreneurship education and suggest measures to strengthen it. This study found that entrepreneurship education is very important, as it is the way to address the problem of unemployment. Therefore, it is important for the educational sector to provide skill development workshops and seminars. It is also important to have continuous efforts to build students’ confidence.

Gope (2024) conducted a study on “Factors Influencing the Youth’s Attitude towards Entrepreneurship in North-East India”. The main objective of this study is to determine the variables that influence or encourage young people in the northeast region to choose entrepreneurship. This study were conduct on 200 undergraduate students from different colleges in the states of Tripura and Assam, and descriptive statistics was use to analyse the data. This study found that factors such as the business environment, business support, government support, knowledge and skills, innovation and creativity, leadership quality, and motivation affect entrepreneurial activities and the mind-set of the youth for heading to entrepreneurial endeavours.

Passah and Panda (2025) conducted a study on “Exploring Entrepreneurial intention among university students in Northeast India: the impact of urban-origin and family income” to explore how the residence place influences the entrepreneurial intention of university students in Northeast India. This study also examines family income as a moderating variable to understand the impact of the relationship between the places of residence and entrepreneurial intention. The researchers used a questionnaire as a tool to collect data, and structural equation modelling. The findings of this study indicate that urban origin indirectly influences students’ entrepreneurial

intentions. Family income also acts as a moderating factor in the relationship between personal attitude and entrepreneurial intention. In addition, high family income influences personal attitude toward entrepreneurial intention, whereas low family income affects behavioural control on entrepreneurial intention.

➤ *Research Gap*

From the above review of the related literature, it is evident that many researchers have examined the role of entrepreneurship education, training programmes, and institutional support in developing entrepreneurial intention and self-employment among students. Most of these studies focus on the general impact of entrepreneurship education rather than specifically examining the role and effectiveness of Entrepreneurship Cells (E-Cells) in colleges. Several studies have also conducted in different international contexts, such as Tunisia, China, Malaysia, Tanzania, and Spain, while relatively limited research has carried out in the context of Northeast India. Although some studies have discussed entrepreneurship development cells, they have largely concentrated on specific institutions, such as engineering colleges, and have not sufficiently explored student perceptions of E-Cells activities or the challenges faced in utilizing these resources. Moreover, there is a lack of research evaluating how E-Cells contribute to developing entrepreneurial mind-sets and promoting self-employment among college students. Therefore, further studies is needed to examine the role of E-Cells, understand students’ perceptions of their programs, identify the challenges faced by students, and suggest strategies to improve the effectiveness of E-Cells in higher educational institutions.

III. RESEARCH METHODOLOGY

Research methodology is a structured and organized approach to solving research problems. It involves the scientific study of how research is planned and executed, emphasizing the rationale for selecting specific methods and the overall structure of the research design (Samanth, 2024). Its purpose is to provide a systematic outline that directs the entire research process. Common research methodologies include qualitative, quantitative, mixed, descriptive, experimental, and exploratory approaches (Malkhede, 2026).

➤ *Research Design*

The research design is a structured framework of methods and techniques that guides the researcher in addressing the research problem logically and systematically (Khanday & Khanam, 2023).

For the present study, the descriptive survey method with a mixed approach were employed to examine how Entrepreneurship Cells (E-Cells) contribute to developing entrepreneurial mindsets among college students.

• *This Study Adopted a Mixed Approach.*

- ✓ Quantitative data were collected through closed-ended questions.

✓ Qualitative data were gathered through open-ended questions.

➤ *Population of the Study*

The population of the present study consists of 163 students who are members of the Entrepreneurship Cells (E-

Cells) in selected colleges in Shillong. The distribution of the population across institutions is present in the table below:

Table 1 Population of the Study

SL. NO	Name of the institution	Total
1	Lady Keane College	45
2	St. Mary's College	30
3	Shillong College	28
4	Synod College	60
	Grand Total	163

Sources: Institutional Records (2026)

➤ *Sample of the Study*

For the present study, the sample consists of 69 students who responded to the survey from among the larger population of students enrolled in the Entrepreneurship Cells

(E-Cells) of the selected colleges in Shillong. Although the entire population approached, the analysis based solely on the response received. This ensures that the findings represent the views of those students who actively participated in the study.

Table: 2 Sample of the Study

SL.NO	Name of the Institution	Total
1	Lady Keane College	15
2	St. Mary's College	5
3	Shillong College	4
4	Synod College	45
	Grand Total	69

➤ *Sampling Technique*

The present study attempted a census approach, in which all members of the defined population were invited to participate. However, participation was voluntary the final data were based on the responses received. Although a larger population of students were enrolled in the Entrepreneurship Cells, the effective sample comprised of 69 students who responded to the survey.

➤ *Description of the Tool*

For this study, the researcher prepared a self-developed questionnaire to collect data. The instrument, titled "Questionnaire on Entrepreneurship Cells and Student Perceptions of Entrepreneurial Activities" was design by the investigator to gather relevant information about the functioning of E-Cells in colleges. The questionnaire comprised both close- and open-ended items.

- Close-ended questions- in Close-ended the questionnaire involved twelve questions with a *yes/no* response and eight questions with structured statements requiring students to select from given choices.
- Open-ended questions- In open-ended the questionnaires involved two questions allowing the respondents the freedom to express their opinions, experiences, and suggestions in their own words.

Such an approach helped the researcher in gathering both qualitative and quantitative data related to students awareness, perception and participation in the E-Cells.

➤ *Development of the Tool*

The researcher followed various procedures in designing the questionnaire while using Google form as the data collection tool:

• *Step 1 Study of Relevant Literature*

The researcher to have knowledge about the topic and key areas referred various books, journals, and previous researches related to Entrepreneurship Cells.

• *Step 2 Clear Study Objectives*

Study objectives were established in a clear manner to design the questionnaire.

• *Step 3 Identifying Key Areas*

Various key areas, such as awareness, advantages of participation, and barriers were select according to the established study objectives.

• *Step 4 Preparing Questions*

36 questions were framed in simple English language which included both open-ended and close-ended questions allowing the respondents to select either 'Yes' or 'No', or give their insight statement.

• *Step 5 Expert Evaluation*

Expert evaluation of the questionnaires were done to make useful recommendations on how to improve the questions through comments and a rating scale.

• Step 6 Selection of Final Questionnaire Items

Through the process of expert evaluation, the questionnaire was improved and modified by removing questions that were irrelevant, ambiguous, and unrelated to the research objectives. 22 questions were included in the questionnaire. Other questions that are not meeting the criteria are rejected after the expert evaluation.

• Step 7 Formulating Google Form

The questionnaire designed using Google Form <https://forms.gle/uCMjvMaCbQahM49X7>. Questions that identified as compulsory hence respondents had to respond to all the questions asked.

• Step 8 Finalization and Distribution

After finalizing the questionnaire, a Google Form link was shared and distributed to the Entrepreneurship Cells of the selected colleges in Shillong.

➤ Validity

Validity refers to the extent to which a test measures what it is intended to measure (Kelly1927).

The validity of the questionnaire was measure based on the following:

• Face Validity:

The face validity of the Entrepreneurship Cells and Student Perceptions of Entrepreneurial Activities was reviewed and rated by experts, ensuring that each question were linked with the objectives and measures what it aimed to measure.

• Content Validity:

To check the content validity the questionnaire was given to the experts for rating, and the result are presented below.

Table 3 Percentage Showing Validity of the Questionnaire

Sl. No	Question on a rating scale	To a great extent	To quite an extent	To some extent	Not at all	Total
1.	The questions represent students' perceptions of the Entrepreneurship Cells activities.	65%	25%	10%		100%
2.	The questions covered various key aspects of entrepreneurship development among students.	64%	17%	19%		100%
3.	All questions represented the objectives of the study.	40%	55%	5%		100%
4.	The language used in the questions was simple and easy to understand.	40%	50%	10%		100%

➤ Distribution of the Items

Table 4 Distribution of Items

Objectives	Items no.
☐ To examine the role of E-Cells in developing an entrepreneurial mind-set among students.	4, 5,7
☐ To evaluate students' perceptions of ECells activities and programs.	1,2,3,6,8,9,10
☐ To identify the challenges faced by students in utilizing E-Cells resources.	11,12 ,13,14,15,16
☐ To suggest strategies for improving ECells effectiveness.	17,18,19,20,21,22

➤ Procedures for Data Collection

Before collecting data, the researcher obtained formal permission from the Head of the Department of Education at Synod College, Shillong, and from the principals of the selected colleges. Approval were sought to ensure the ethical conduct of the study and to facilitate access to the Entrepreneurship Cells.

After receiving the necessary permissions, the final questionnaire link are distributed to the Entrepreneurship Cells of the selected colleges, through which it were administered to the students. This ensured that all members of the target population had the opportunity to participate in the study.

IV. ANALYSIS AND INTERPRETATION

This chapter presents the interpretation of the data collected through the questionnaire survey.

The data collected was analysed by way of using percentages, and pie charts to have a clear and quantitative overview of the findings. The qualitative data was analysed based on the objectives of the study through thematic analysis and categorization of the responses. Simple statistical measures like calculating percentages were used in analysing quantitative data. All these techniques are essential in comprehensively describing the role played by Entrepreneurship Cells in fostering entrepreneurship.

➤ Data Analysis and Interpretation

• Objective 1

To examine the role of E-Cells in developing entrepreneurial mindsets among students.

Table 5 Creativity and Innovative Ability due to Entrepreneurship Cells.

Do Entrepreneurship Cells programs thinking?	help you develop creativi	ty and innovative
Option	Response	Percentage
Yes	67	97.1%
No	2	2.9%

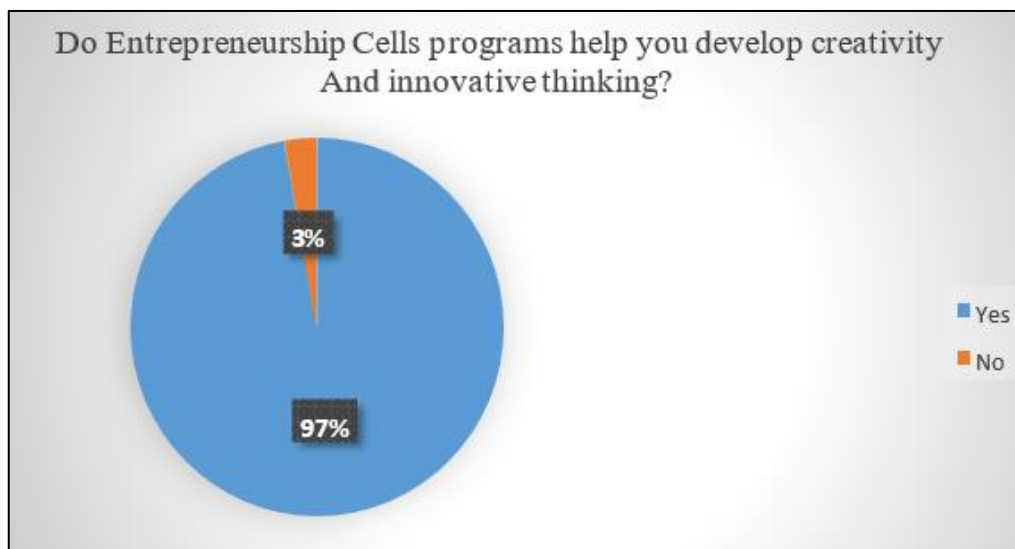


Fig 1 Creativity and Innovative Ability Due to Entrepreneurship Cells.

- Interpretation:**

It has been found out that 97.1% of students felt that E-Cells programs enabled them to be more creative and

innovative thinkers while only 2.9% of them disagreed with this notion. It shows that E-Cells play an important role in nurturing creative and innovative capabilities among students leading to entrepreneurship.

Table 6 Encouragement for Setting up a Venture Through Entrepreneurship Cells.

Does the Entrepreneurship Cells in your business?	college encourage you to c	onsider starting a
Option	Responses	Percentage
Yes	65	94.2%
No	4	5.8%

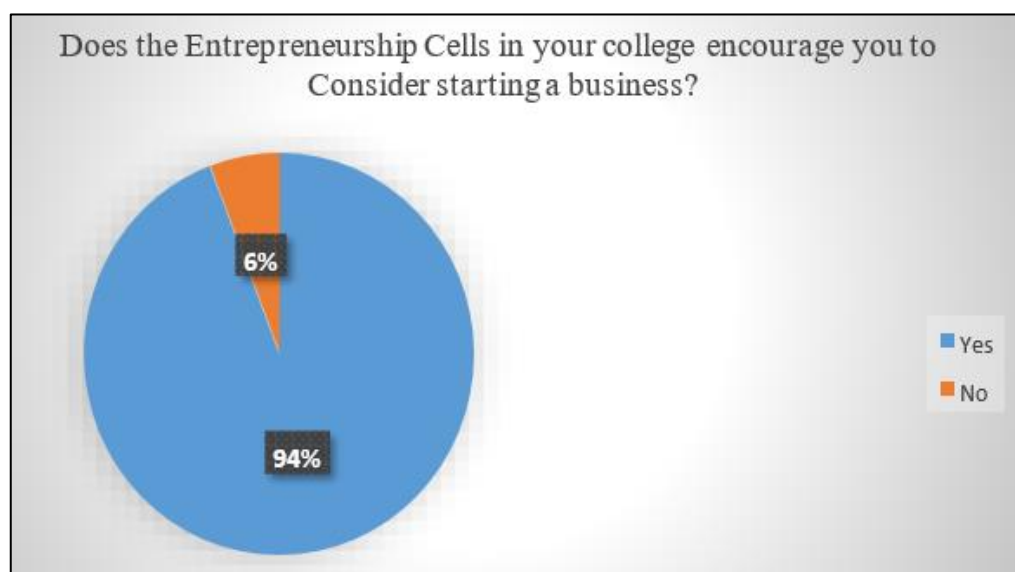


Fig 2 Encouragement for Setting up a Venture Through Entrepreneurship Cells.

- Interpretation:**

A large number of respondents 94.2% felt that E-Cells encourages them to think about setting up to start their own business ventures while 5.8% disagree with this statement. It means that E-Cells motivate students towards entrepreneurship.

Table 7 Role of Entrepreneurship Programs in Developing Problem Solving Abilities.

Do you believe that Entrepreneurship Cells programs help you develop problem-solving skills related to business?		
Option	Response	Percentage
Yes	65	94.2%
No	4	5.8%

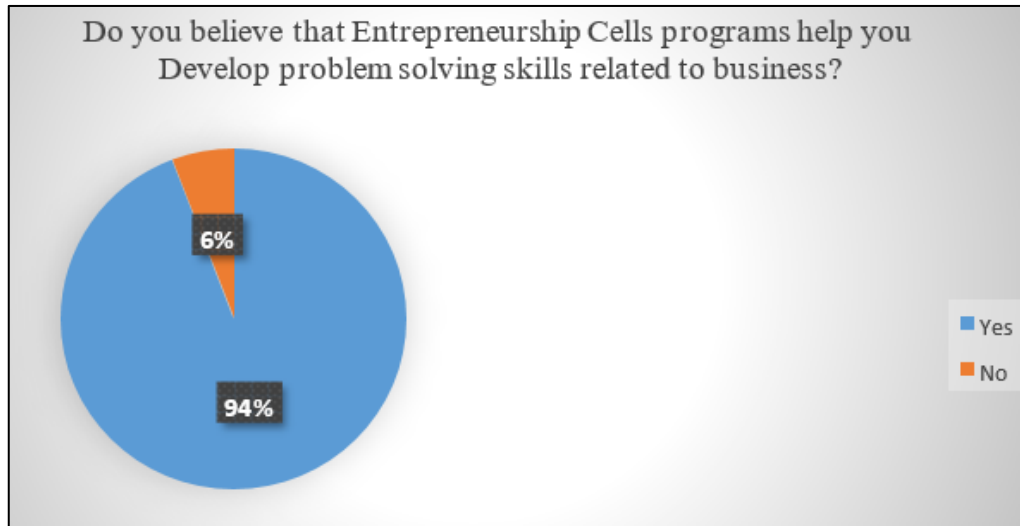


Fig 3 Role of Entrepreneurship Programs in Developing Problem Solving Abilities.

- Interpretation:**

The majority of the respondents 94.2% agreed that E-Cells initiatives assisted in cultivating problem-solving skills in connection with businesses only 5.8% were opposed to this. This clearly underscores the importance of E-Cells in developing solutions to entrepreneurial problems.

- Objectives 2**

To evaluate students' perceptions of E-Cells activities and programs.

Table 8 Familiarity of the Students with the Activities of the Entrepreneurship Cells.

Are you familiar with the activities conducted by the Entrepreneurship Cells at your college?		
Option	Response	Percentage
Yes	58	84.1%
No	11	15.9%

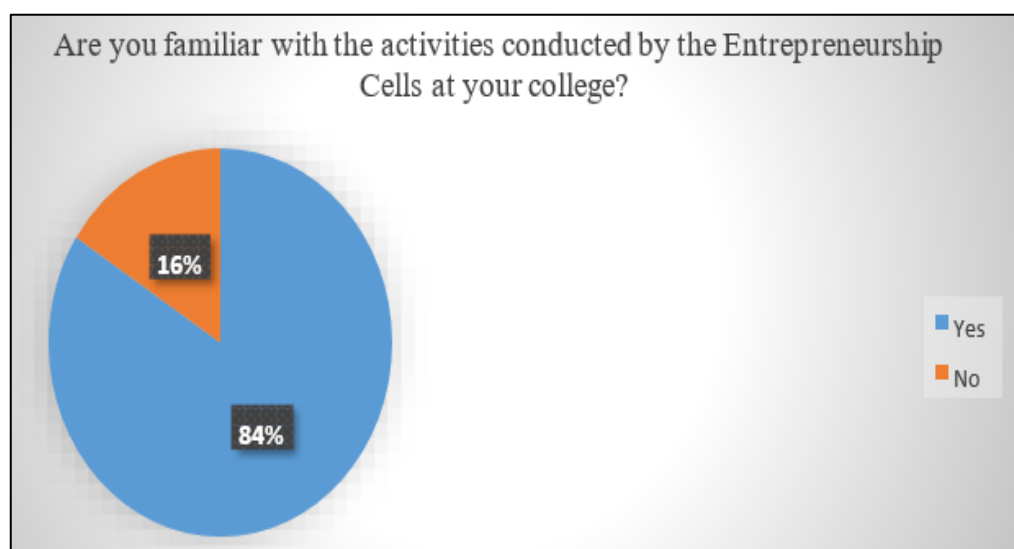


Fig 4 Familiarity of the Students with the Activities of the Entrepreneurship Cells.

- Interpretation:**

Out of all the respondents, 84.1% were familiar with the activities of the Entrepreneurship Cells, while 15.9% were not.

Table 9 Participation of Students in Entrepreneurship Cells Activities.

Have you participated in any activities of the Entrepreneurship Cells in your college?		
Option	Response	Percentage
Yes	34	49.3%
No	35	50.7%

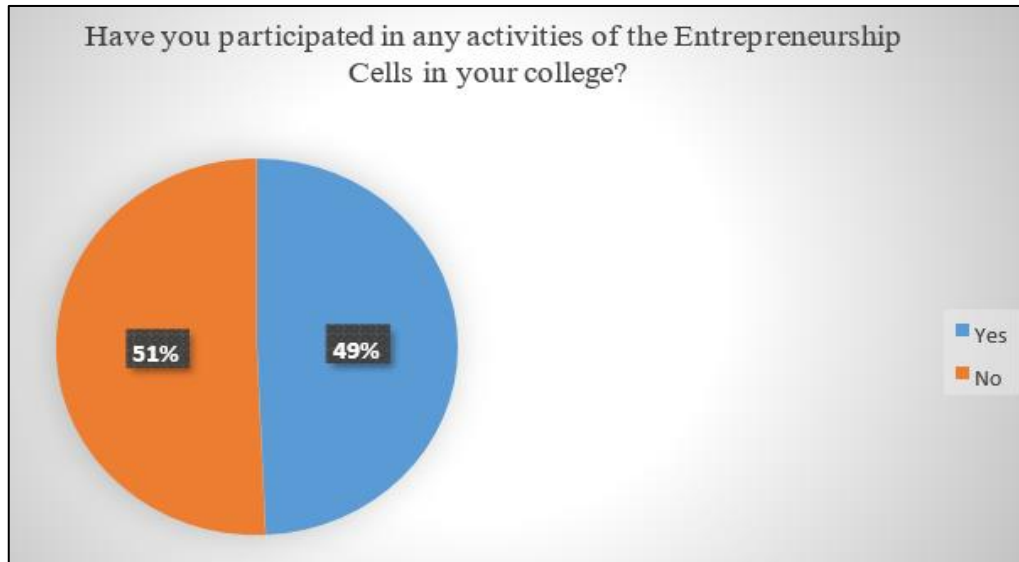


Fig 5 Participation of Students in Entrepreneurship Cells Activities.

- Interpretation:**

A majority of students, which 49.3%, had participated in the Entrepreneurship Cells activities, whereas 50.7% had

not participated. The above information indicates that there is a moderate level of participation among the students in E-Cells activities.

Table 10 Student's View Regarding the Entrepreneurship Cells Programs.

Are the Entrepreneurship Cells programs interesting and engaging?		
Option	Response	Percentage
Yes	64	92.8%
No	5	7.2%

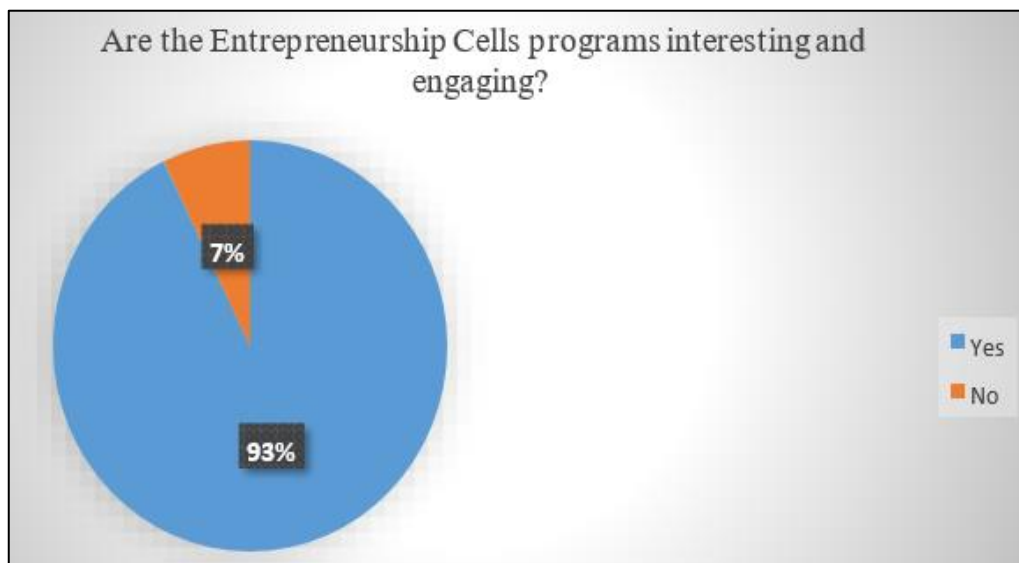


Fig 6 Student's View Regarding the Entrepreneurship Cells Programs

- Interpretation:**

Majority of the respondents 92.8% says that Entrepreneurship Cells programs were quite interesting and

engaging whereas only 7.2% did not agree. This clearly implies that E-Cells programs attract students and help them to stay engaged and interested.

Table 11 Acquaintance with Workshops and Seminars of Entrepreneurship Cells.

Do you find the workshops and seminars informative?	Responses conducted by the Entrepreneurship Cells	Percentage
Option	Response	Percentage
Yes	56	81.2%
No	13	18.8%

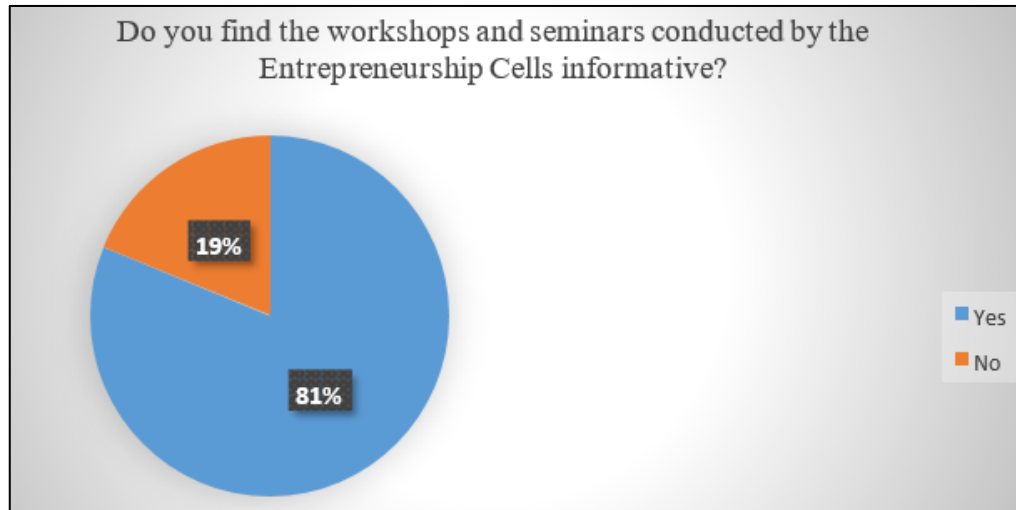


Fig 7 Acquaintance with Workshops and Seminars of Entrepreneurship Cells.

- Interpretation:**

According to the survey results, 81.2% of the respondents believed that the workshops and seminars were

informative, whereas 18.8% did not find them so. Therefore, it can be concluded that workshops and seminars held by E-Cells are indeed helpful in imparting information to the students.

Table 12 Practical Knowledge Given by Entrepreneurship Cells in Setting up Business.

Do you agree that the Entrepreneurship programs provide practical knowledge about starting business?	Responses provide practical knowledge about	Percentage
Option	Response	Percentage
Yes	67	97.1%
No	2	2.9%

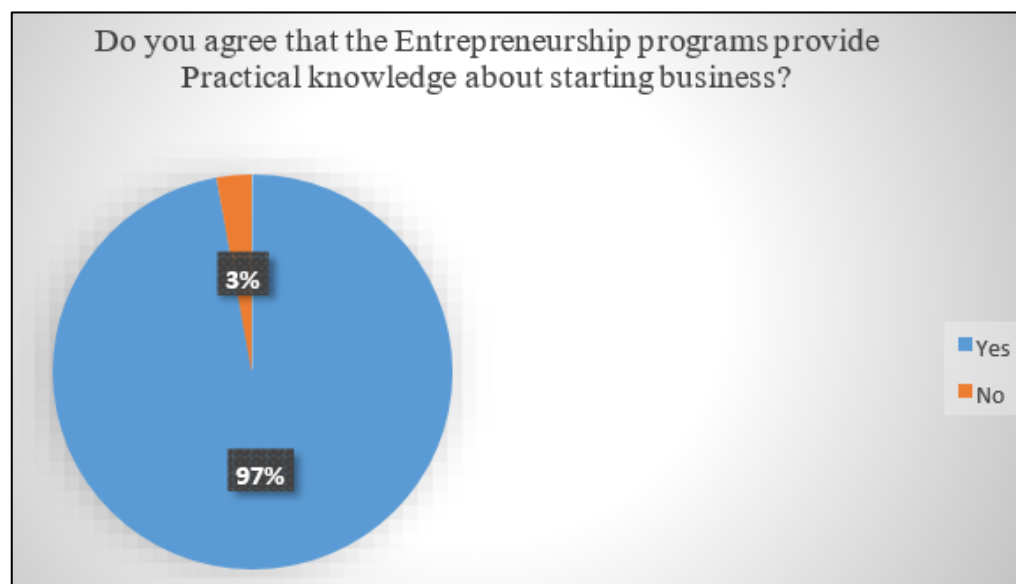


Fig 8 Practical Knowledge Given by Entrepreneurship Cells in Setting up Business.

- Interpretation:**

Out of all the respondent 97.1% believed the E-Cells offer practical knowledge about setting up businesses, while only 2.9% of the respondents opposed their viewpoint.

Table 13 Opportunities for Entrepreneurial skill development through Entrepreneurship Cells.

Options	Response	Percentage
Yes	59	85.5%
No	10	14.5%

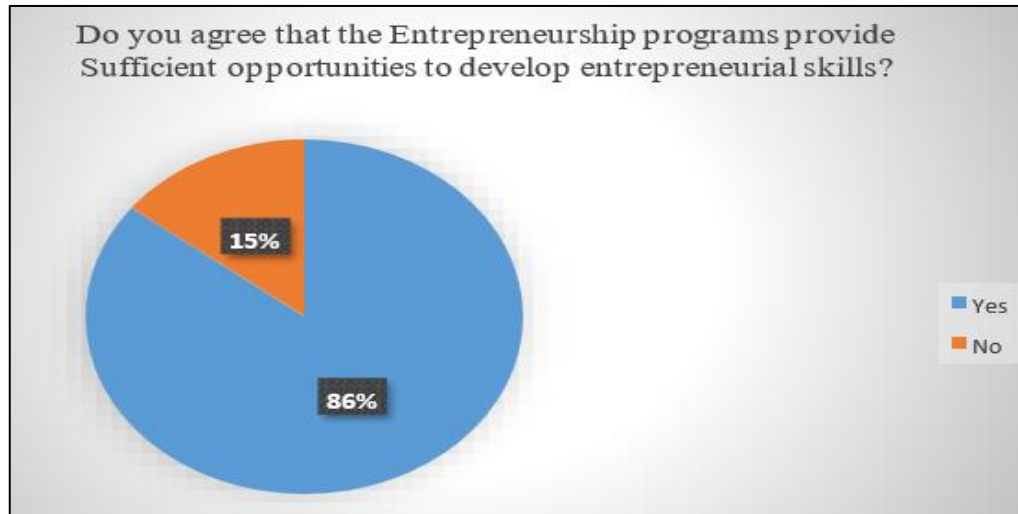


Fig 9 Opportunities for Entrepreneurial Skill Development Through Entrepreneurship Cells.

- Interpretation:**

The vast majority of the respondents 85.5% were of the opinion that entrepreneurship cells offer many opportunities

for entrepreneurial skill development while the remaining 14.5% did not agree. This clearly means that E-Cells facilitate the skill development of students.

Table 14 Opportunities for Interaction with Entrepreneurs.

Option	Response	Percentage
Yes	56	81.2%
No	13	18.8%

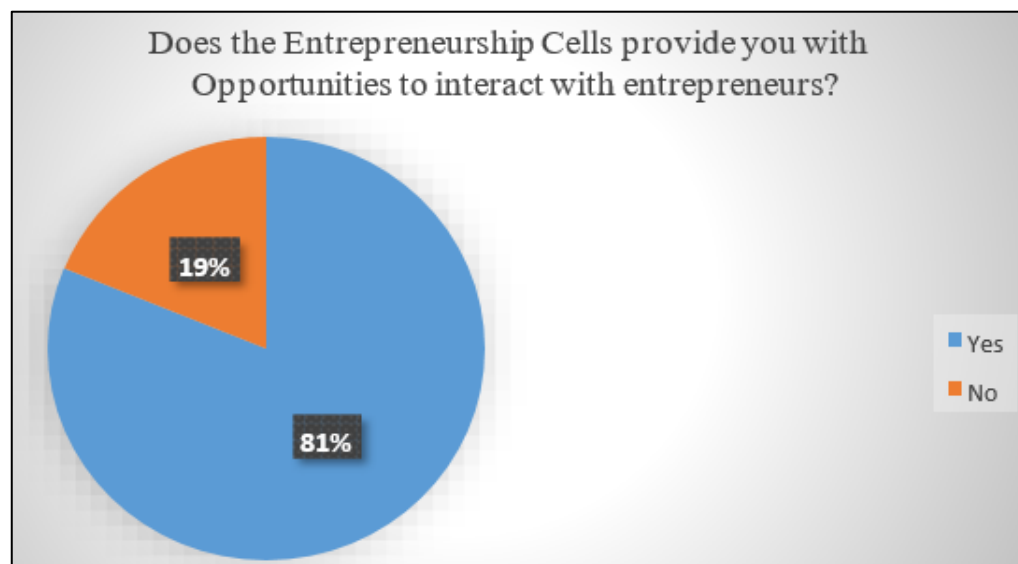


Fig 10 Opportunities for interaction with entrepreneurs.

- Interpretation:**

As many as 81.2% of the respondents felt that there are many opportunities for interacting with entrepreneurs through E-Cells, while 18.8% of them disagreed with this statement.

- Objective 3**

To identify challenges faced by students in utilizing E-Cells resources.

Table 15 Problems Related to Access to Information on Activities of the Entrepreneurship Cells.

Is it difficult for you to access information about the Entrepreneurship Cells activities?	If Yes, what could be the reason.	
Option	Response	Percentage
Lack of proper announcements	22	31.9%
Information not shared on time	6	8.7%
Limited use of social media/ online platforms	28	40.6%
Lack of communication from organizers	13	18.8%

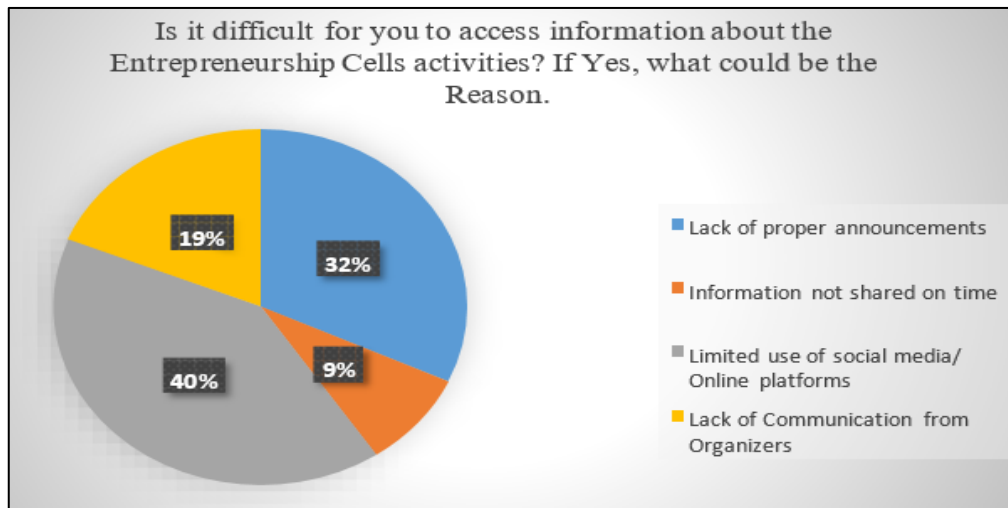


Fig 11 Problems Related to Access to Information on Activities of the Entrepreneurship Cells

- Interpretation:**

The major problem faced by the students with regard to their access to information on activities of the Entrepreneurship Cells was the limited utilization of social networking sites and other digital means 40.6%. Some of the

other problems identified were lack of proper announcements of events 31.9%, poor communication from organizers 18.8% and delay in dissemination of information 8.7%. These results reflect the necessity for better communication systems and more utilization of digital means to convey information.

Table 16 Participation in activities of Entrepreneurship Cells.

Do academic workloads prevent you from participating in Entrepreneurship Cells activities?	If Yes, please indicate the reason(s)	
Option	Response	Percentage
Busy class schedule	28	40.6%
Assignments and examinations	12	17.4%
Activities scheduled during class hours	16	23.2%
Lack of time management	13	18.8%

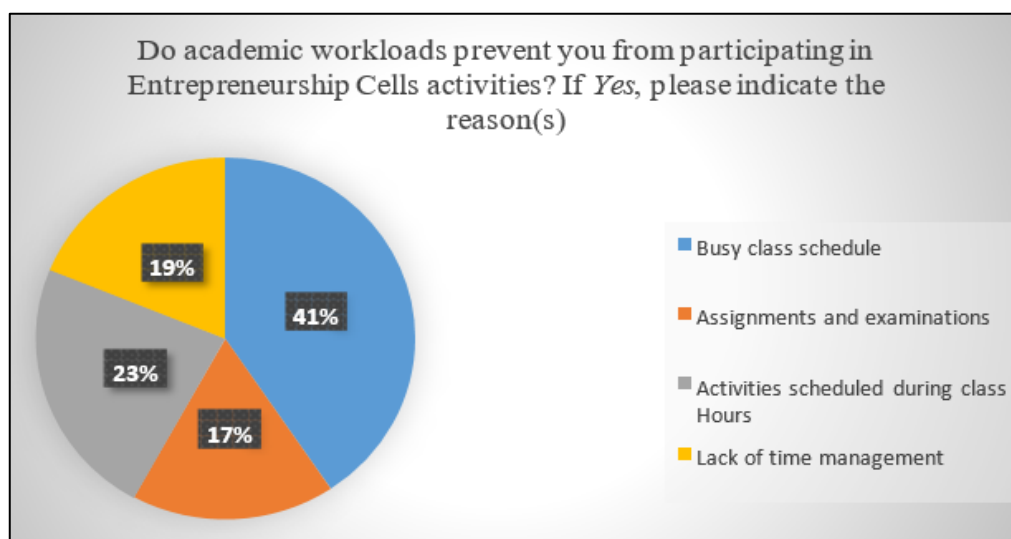


Fig 12 Participation in Activities of Entrepreneurship Cells.

- Interpretation:**

The major issue preventing students from joining in the activities of the Entrepreneurship Cells was their busy

academic schedule 40.6%. Other causes for non-participation were timing of the events during classes 23.2%, poor time management 18.8% and other academic responsibilities like assignment writing and exams 17.4%.

Table 17 Opportunities for Participating in E-Cells Activities.

Do you feel that there are limited opportunities to participate in E Cells activities? If Yes, please indicate the reason(s)		entrepreneurship
Option	Response	Percentage
Only selected students are involved	18	26.1%
Limited number of programs conducted	22	31.9%
Lack of student's participation	24	34.8
Inadequate coordination	5	7.2%

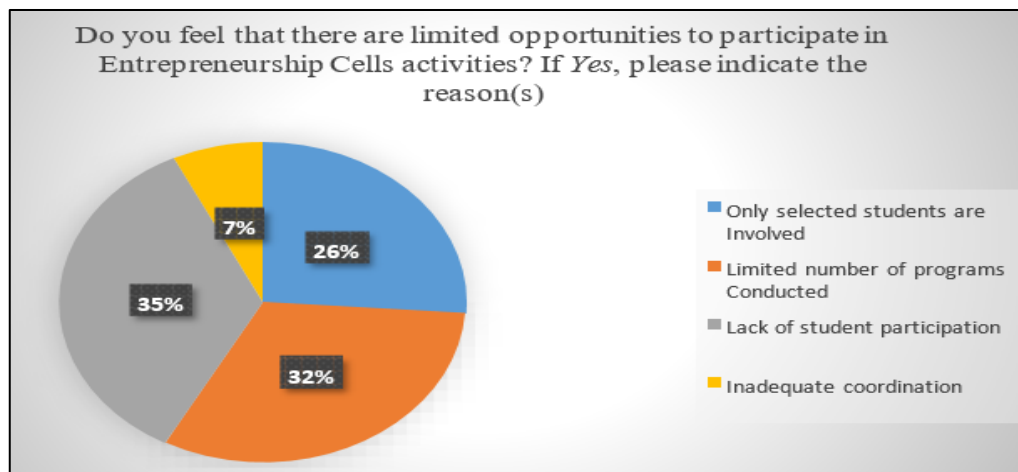


Fig 13 Opportunities for Participating in E-Cells Activities.

- Interpretation:**

The majority of participants 34.8% believed that the non-participation of students posed a barrier to participation in E-Cells activities. Other reasons include the conduct of few

programs 31.9%, involvement of selected students only 26.1%, and poor coordination 7.2%. This indication that participation of more students and good coordination are important for improving effectiveness of E-Cell activities.

Table 18 Mentor's Guidance

Do you feel that the Entrepreneurship Cells provides limited guidance from mentors?		If Yes, please indicate the reason(s)	
Option		Response	Percentage
Lack of experienced mentors		8	11.6%
Limited interaction with entrepreneurs		36	52.2%
Few mentorship sessions		21	30.4%
Insufficient faculty support		4	5.8%

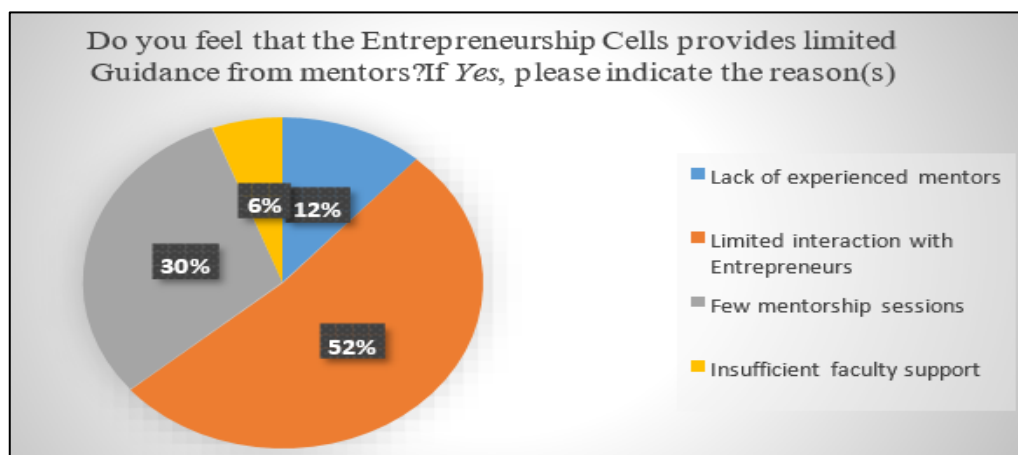


Fig 14 Mentor's Guidance

- Interpretation:**

Over half of the respondents 52.2% considered the limited interaction with entrepreneurs as the greatest problem in mentoring. The other problems were conducting fewer

mentoring sessions 30.4%, inadequate availability of experienced mentors 11.6%, and poor faculty involvement 5.8%. These findings suggest that improvement of mentor's interaction and mentor's sessions is needed in the process of providing mentor's guidance at E-Cells.

Table 19 Difficulty in Organizing Activities of the Entrepreneurship Cells.

Do you find the schedule of Entrepreneurship Cells activities inconvenient?	If Yes, please indicate the reason(s)	
Option	Response	Percentage
Activities scheduled during class hours	28	40.6%
Activities scheduled during examinations	14	20.3%
Too few sessions conducted	13	18.8%
Poor scheduling/ coordination	14	20.3%

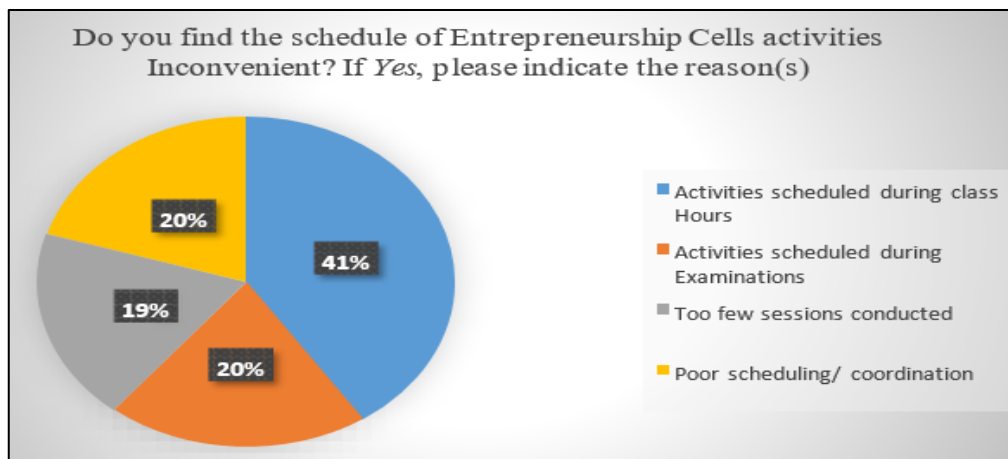


Fig 15 Difficulty in Organizing Activities of the Entrepreneurship Cells.

- Interpretation:**

The greatest number of participants 40.6% stated that it is difficult for them to attend activities as the activities were

organized during class timings. Some of the problems were related to organizing activities during exams, poor scheduling and coordination, and infrequent activities.

Table 20 Participation Constraints in Entrepreneurship Cells Programs.

Do you think financial constraints limit participations in Entrepreneurship Cells programs?	If Yes, please indicate the issue(s)	
Option	Response	Percentage
Registration fees	2	2.9%
Cost of project development	18	26.1%
Lack of funding support	32	46.4%
Lack of sponsorship	17	24.6%

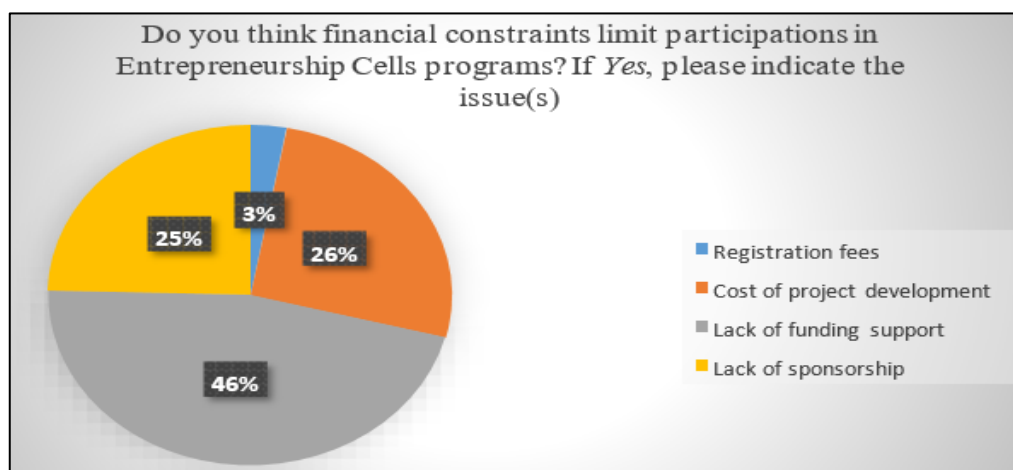


Fig 16 Participation Constraints in Entrepreneurship Cells Programs.

- Interpretation:**

It appears that most participants 46.4% consider a shortage of financial assistance as the main reason for hindering the participation in Entrepreneurship Cells programs. Financial hindrances apart from this includes high

cost of project development 26.1%, lack of sponsors 24.6%, and high fees of registration 2.9%.

Objectives 4

To suggest strategies for improving effectiveness of E-Cells.

Table 21 Organizing Entrepreneurship Workshops by Entrepreneurship Cells

Do you agree that the college should organize more Entrepreneurship workshops through the Entrepreneurship Cells?		Percentage
Option	Response	Percentage
Yes	65	94.2%
No	4	5.8%

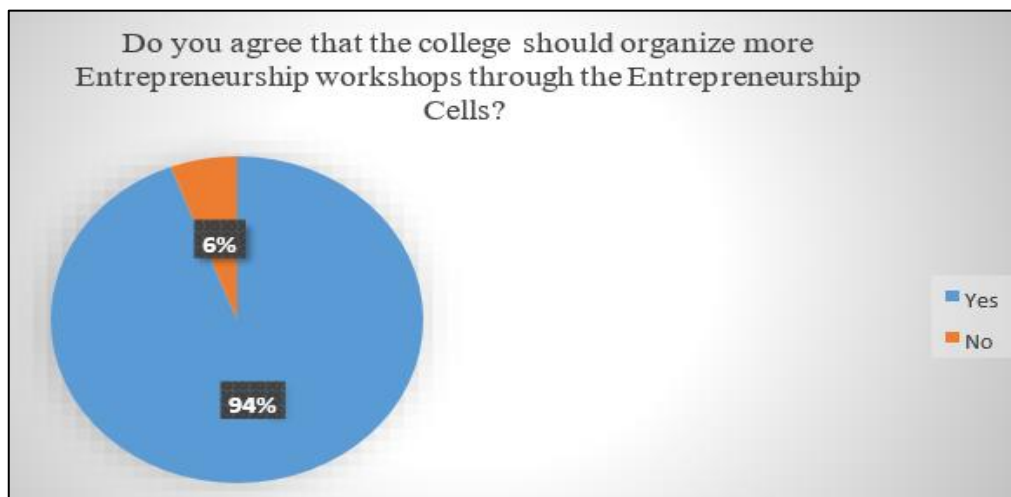


Fig 17 Organizing Entrepreneurship Workshops by Entrepreneurship Cells.

- Interpretation:**

From the Table 21 that a huge majority 94.2% of the respondents agreed that the help of ECells in colleges must organize entrepreneurship workshops and just 5.8% of the respondents disagreed with the same.

Table 22 Co-Operation Between E-Cells and Industries/Start-Ups.

Do you agree that the Entrepreneurship Cells should collaborate more closely with industries and start-ups?		Percentage
Option	Response	Percentage
Yes	65	94.2%
No	4	5.8%

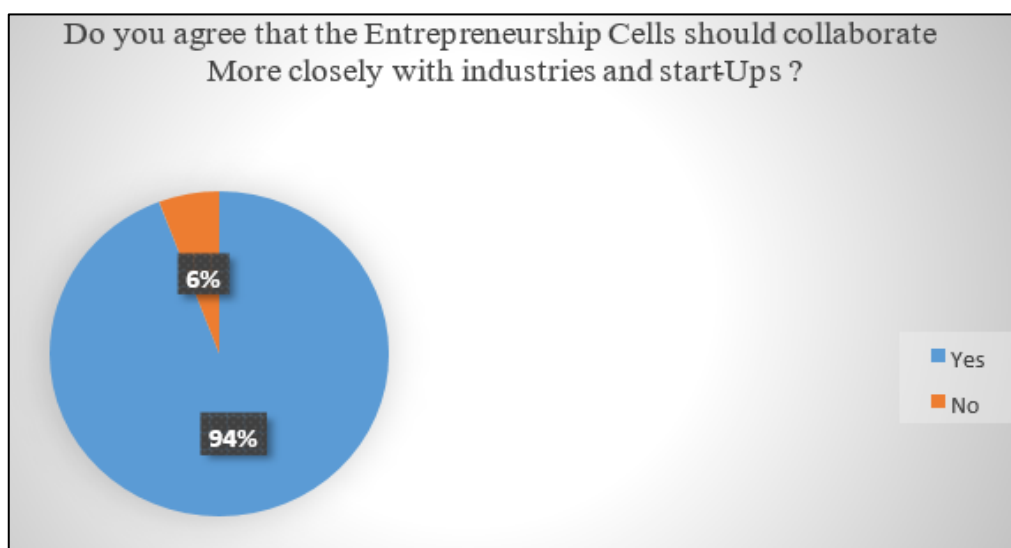


Fig 18 Co-Operation between E-Cells and Industries/Start-Ups.

- Interpretation:**

A significant majority 94.2% believed that more entrepreneurship workshops should organized in colleges with the help of E-Cells while the remaining 5.8% believed otherwise.

Table 23 Students Opinions Regarding Expansion of Entrepreneurship Cells Training Programs.

In your opinion, should the Entrepreneurship Cells expand its training programs to strengthen students' entrepreneurial skills?	If yes, please indicate the type of training needed (tick any)	
Options	Responses	Percentage
Business Management Skills	25	36.2%
Financial Management	14	20.3%
Leadership Skills	12	17.4%
Community and Pitching skills	18	26.1%

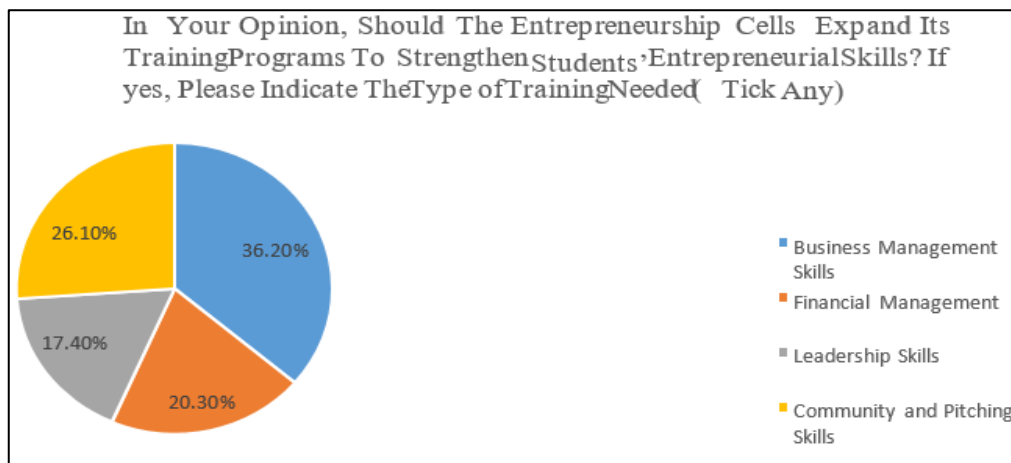


Fig 19 Students Opinions Regarding Expansion of Entrepreneurship Cells Training Programs.

- Interpretation:**

From the Table 23 and figure 19 we can see that the students are indicating the types of training needed in order

to strengthen the entrepreneurial skills of the students where, 36.20% considers business management skills, 26.10% indicate community and pitching skills, 20.30% financial management and 17.40% indicate leadership skills.

Table 24 Financial Support for Students' Start-ups

Do you think financial support should provide for students start-ups?	If Yes, please indicate the type of support needed.	
Options	Responses	Percentage
Seed Funding	12	17.4%
Start-ups Grants	19	27.5%
Information on Government Scheme	28	40.6%
Investor Connections	10	14.5%

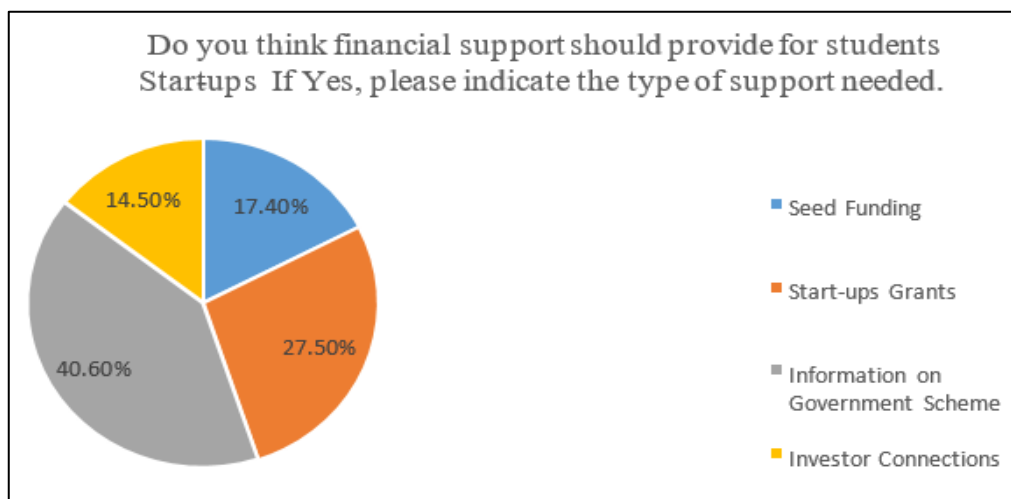


Fig 20 Financial Support for Students' Start-Ups

- *Interpretation:*

From Table 24 and Figure 20 shows the types of supports needed 40.60% information on government schemes, 27.50% start-ups grants, 17.40% Seed funding and 14.50% says about investor connections.

➤ *Qualitative Analysis of Suggested Activities for Strengthening the Entrepreneurship Cells.*

- *Question:*

Do you feel organizing business competitions and innovation challenges would strengthen the Entrepreneurship Cells impact?

It is evident from the responses that there exists considerable excitement among the students regarding activities based on competition and experiential learning. Many students were of the opinion that holding business competitions and innovation challenges will add to the strength of the Entrepreneurship Cells.

- *Themes Identified Through the Suggested Activities Include:*

- ✓ Innovation challenges emerged quite prominently because of the students need for an arena to implement their innovative ideas in solving existing issues.
- ✓ Many because of their ability to build skills such as articulation and presentation skills realized the importance of business plan and start-up pitch challenges.
- ✓ Field visits were found to be particularly valuable to students to their practical learning aspects.
- ✓ Case study exercises were recommended to develop analytical and decision making abilities in business settings.
- ✓ New and emerging activities like hackathon, product prototyping, and other kinds of creative competitions (start-up ideas generation and problem-solving etc.) are gaining popularity among students.

➤ *Qualitative Analysis of Students' Feedback for Improving Entrepreneurship Cells Activities.*

- *Question: Do You Believe Collecting Regular Feedback from Students can Improve Entrepreneurship Cells Activities?*

The responses collected indicate that students consider regular feedback an important element for improving the activities of the Entrepreneurship Cells. Students stressed that the feedback will enable them to improve the effectiveness, engagement, creativity and innovations of the activities.

➤ *Emerging Themes*

- Effectiveness of Programme – The respondents states that by collecting regular feedback from the students it enhance the overall effectiveness of the activities conducted by the programme.
- Participation of Students – By collecting regular feedback from the respondents, it will enable the students to

participate more in the various programmes of the Entrepreneurship Cells.

- Creativity and Innovation – The students consider feedback as a means of generating ideas and fostering innovation through creative processes.
- Planning and Decision-making – A few students have indicated that feedback may help the organization make decision and plan activities effectively.
- Identifying Challenges and Requirements – The feedback process allows identifying issues faced by students and their requirements.
- Development of Soft Skills – Some students pointed out that feedback can contribute towards building soft skills among themselves.

In general, the students perceive the process of feedback as collaborative which increase innovation, participation, and skill enhancement, thus making the Entrepreneurship-Cell an even more dynamic and student-focussed project.

V. FINDING AND DISCUSSION

This chapter highlight the findings, discussions, and recommendations for future studies in relation to the Entrepreneurship Cell and how it contributes to promoting entrepreneurship and self-employment among college students in Shillong. All the important results of the data analyses will be discuss in connection with the aims of the study. This chapter will also make practical recommendations for future studies with regard to improving and developing Entrepreneurship Cell in different colleges so that their interests could be well catered for. This chapter marks the conclusion of the whole study through discussing some important aspects of entrepreneurship and the need for continuous development in this area.

➤ *Findings and Discussion*

- *Objective1: To Examine the Role of E-Cells in Developing Entrepreneurial Mind-Sets Among Students.*

- ✓ *Findings:*

The findings reveal that E-Cells play a significant role in developing an entrepreneurial mind-set among students. The majority of the respondents (97.1%) agreed that the Entrepreneurship Cells programs helped in developing creativity and innovative thinking, while 94.2% of the respondents stated that these programs encouraged them to start a business. In addition, 94.2% of the respondents believe that the E-Cells activities enhance their problemsolving skills related to business. These results show that E-Cells are highly effective in fostering entrepreneurial qualities such as innovation, creativity, and analytical thinking among students.

- ✓ *Discussion:*

The above findings indicate that the Entrepreneurship Cells played a significant role in developing an entrepreneurial mind-set and qualities among students and how it improves creativity and strengthens problem-solving

skills. This result is also very much in line with earlier studies conducted by Guo (2015), who pointed out that entrepreneurship programs play an important role in improving creativity and practical skills among students. Similarly, Hua, Zheng, and Fan (2022) found that participating in Entrepreneurship Cells activities helps students build important business-related abilities. Fan et al. (2024) also show that such programs increase students' interest and confidence in starting a business. The results of this study support the idea that E-Cells are truly helpful in developing an entrepreneurial mind-set among students.

- *Objective 2: To Evaluate Student's Perceptions of E-Cells Activities and Programs.*

✓ *Finding:*

From the data analysis, we can see that students generally have a positive opinion about the Entrepreneurship Cells (E-Cells) and the E-Cell activities were 84.1% of the respondents said that they are familiar with the E-Cells and the E-Cells activities and 92.8% of the respondents found them engaging and interesting. 81. Only 2% of the respondents felt that the workshops and seminars conducted by the E-Cells were informative, while a higher percentage (97.1 %) agreed that these programs provided useful practical knowledge about starting a business. In addition, 85.5% of the respondents believed that E-Cells offered enough opportunities to develop entrepreneurial skills, and 81.2% said they got a chance to interact with entrepreneurs. However, along with the positive feedback, only 49.3% of students actually participated in E-Cells activities, while 50.7% of the respondents did not show that participation was still not as high as expected.

✓ *Discussion:*

The findings show that the students have a strong awareness and positive perceptions of the Entrepreneurship Cells (E-Cells) programs, but their participation in these programs is moderate. According to the finding it shows that the result are closely related to Odewale et al. (2019) who found that the Entrepreneurship education positively shapes students' attitude towards self-employment this also relates with Sriyakul and Jernsittiparsert (2019) who emphasized the importance of knowledge and innovation in influencing students perceptions. There is a gap between student awareness and participation in these programs. Patil and Madhav (2019) also showed that participation is often limited because of students' interest. According to a past study conducted by Birajdar and Wagh (2016), such programs often focus more on awareness rather than engagement. Thus, the present study both supports and extends previous research.

- *Objective 3: To Identify the Challenges Faced by Students in Utilizing E-Cells Resources.*

✓ *Finding:*

This finding highlighted several challenges faced by students in utilizing E-Cells resources. One of the major issues was the limited use of social media or online platforms, where 40.6% of the respondents agreed, followed by lack of proper announcements (31.9 %), poor communication

(18.8%), and delays in information sharing (8.7%). Academic pressure is another major issue or barrier that limits the students' participation in E-Cells activities where 40.6% of the students are reporting of busy class schedules, 23.2% of the students are mentioning that these programs are clashes with class timings, 18.8% of the students are facing time management issue, and 17.4% are being occupied with assignments and exams. In addition, 34.8% felt that lack of student participation limited the opportunities while 31.9% pointed out that there are limited number of programs conducted. More than half (52.2 %) of the respondents said that there was a lack of interaction with entrepreneurs, and 46.4% identified a lack of funding support as a major financial barrier.

✓ *Discussion:*

From the finding, we can see that the students are facing multiple barriers including communication gaps, academic pressure, limited mentorship, and financial constraints that reduce their ability to utilize the E-Cells resources and to fully benefit from it. Although E-Cells are effective, practical and institutional issues restrict their impact. Financial constraint, time constraints and limited institutional supports are the major issues for the students', this finding is supported by Rekha et al. (2025), Patil and Madhav (2019). Birajdar and Wagh (2016) also reported that lack of support system and mentorship affect the students' ability to utilize the E-Cell resources. Soam et al. (2023) highlighted that external factors also play an important role in influencing student participation. Thus, these findings are supported and closely related to previous research.

- *Objective 4: To Suggest Strategies for Improving the Effectiveness of the E-Cells.*

✓ *Finding:*

Based on the data collected, the findings show that the students say that it is necessary to take the feedback from the students to improve the E-Cells activities; they also suggest some of the strategies and strongly support on how to improve the effectiveness of the E-Cells. Majority of the respondents (94.2%) said that the Cells should organize more workshops and have strong collaboration with the industries and start-ups. The students also suggested some ideas, such as expanding the training in the field of business management, communication, financial literacy, and leadership, as these are the criteria that will help them to improve to be an entrepreneur. They also stressed the need for financial support through government schemes, grants, seed funding, and investor connections. The respondents also recommended hosting more practical activities, such as competitions, innovation challenges, hackathons, and exposure trips.

✓ *Discussion:*

The findings show that the students are not only aware of the limitations of the ECells activities, but they also show the importance of collecting regular feedback from the students. By collecting regular feedback, they can improve E-Cells activities. They also show a strong demand to improve the effectiveness of E-Cells by creating structured and

supportive entrepreneurship programs through practical and skilled-based approaches. Rai, Prasad, and Murthy (2024), who stress the importance of institutional support in promoting entrepreneurship, support this finding. Another study by Casanova et al. (2025) supported this finding, highlighting that universities play an important role in shaping students' entrepreneurial mind-sets. To promote entrepreneurship among students, it has been found out that institutional and financial support and structured training programs can improve selfemployment among students, as supported by the findings of Premand et al. (2012) and Guria (2024). Therefore, here we can see that these findings are closely related or connected with earlier research and it provides a clear direction for the improvement of the E-Cell.

➤ *Educational Implications*

The findings and discussion of the study show that there are several implications for educational institutions to improve the Entrepreneurship Cells within the college to meet the needs of the students and fill certain gaps related to communication, participation, mentorship, and support systems. Colleges must adopt more structured and practical activities to strengthen E-Cell in promoting entrepreneurship. The educational implications derived from this study are as follows:

- *Need of Integration of E-Cell Into Academic Curriculum:*

There is a need to integrate the E-Cells programs into the academic curriculum as colleges play an important role in developing an entrepreneurial skills among the students. If E-Cells activities are, integrate into the regular curriculum the students are able to learn both the entrepreneurship and academic subjects without pressure and overloaded.

- *Improving Student Participation:*

Even though the students are being aware about the E-Cells activities but we can see that their participation is moderate this is because there are some barriers that stopping them from participating in these activities. Therefore, colleges in order to increase the participation of students in E-Cells they should conduct their activities at a convenient times such as after class, free periods so that the students can participate without affecting their studies.

- *Use of Social Media and Online Platforms:*

One of the barriers that stop the students from participating in E-Cells activities is the lack of social media and online platforms. In the 21st century, technology is advancing, and many people have more access to social media and online platforms. Therefore, using social media and online platforms can also improve the effectiveness of the E-Cells, making it easy for students to access the information provided by the Cells and to increase participation.

- *Increase Mentorship, Industries, and Start-up Collaboration:*

The study highlighted that there are limited interactions with entrepreneurs or a lack of mentorship sessions. Institutions should invite entrepreneurs and organize mentorship sessions between students and entrepreneurs to provide relevant information and guidance to improve

entrepreneurship. Collaboration with industries and start-ups allows students to have exposure to real-world experiences and direct learning from professionals and business workers.

- *Financial Support for Student Start-Ups:*

Financial constraints are one of the barriers that limit students in entrepreneurship; institutions should provide financial support, start-up grants, seed funding, and sponsorship to support students' entrepreneurial ideas. Institutions should also create awareness among students about government schemes that can support them in turning their ideas into reality.

- *Practical and Experiential Training:*

Practical and experiential training is needed because students prefer hands-on learning methods such as workshops, seminars, competitions, and innovation. Institutions should shift from theory-based methods to practical methods, where students can develop an interest and build their entrepreneurial skills.

- *Skill-Based Training Program:*

The findings show that there is a need to develop skillbased training programs, such as communication, financial literacy, leadership, and business management skills, to build students personalities. Institutions should provide and develop these training programs to build students' skills and personalities.

- *Collecting Regular Feedback from Students:*

The students believe that collecting regular feedback from students can improve E-Cells activities. Therefore, institutions should collect regular feedback from students and use it to improve the effectiveness and functioning of the E-Cells.

➤ *Recommendations*

Based on the findings of this study, the following recommendations are proposed:

- *Integration of Entrepreneurship activities into the curriculum:* Colleges should include E-Cells activities into academic curriculum so that the students can take part without facing any academic pressure.
- *Improve student participation:* Institutions should organize more engaging and inclusive activities so that students can take part, and every student should be ensure an equal chance to participate.
- *Flexible timing or scheduling of activities:* Institutions should plan activities and schedule them at a suitable time to avoid clashes with class timings and examinations.
- *Strengthen communication and information sharing:* The Entrepreneurship Cells should make proper use of social media and online platforms to share information.
- *Improving mentorship and industry interaction:* Mentorship and industry interaction should conducted so that students can have exposure to real-world experiences and involve experienced entrepreneurs so that they can learn directly from professionals.

- Providing financial support for student start-ups: Institutions should provide seed funding and financial support for students with the skills, and institutions should provide students with knowledge of government schemes and funding.
- Organizing more competitions and innovation-based activities: Entrepreneurship Cells should organize more activities that are practical, business plans, competitions, hackathons, and innovation challenges so that students can have practical exposure and encourage creative thinking.

VI. CONCLUSION

The study “Entrepreneurship Cells: Encouraging Entrepreneurship and Self-Employment among College Students in Shillong” clearly shows the increased significance of entrepreneurship as an alternative career choice for young people. As per the findings, it is clear that Entrepreneurship Cells (E-Cells) have a major influence in promoting the awareness of entrepreneurship, skill building and positive attitude towards self-employment among college students. With the help of different activities like workshop and training programs conducted by the E-Cells, it becomes easier for students to come up with innovative ideas.

Nevertheless, it is also evident from the findings that some of the challenges like lack of awareness, finance, guidance and fear of failure restrict the effective participation of students in E-Cells. But, regardless of the above constraints, the impact of E-Cells is positive in terms of promoting entrepreneurship among the youth. It can be said that increasing the institutional support, resources and student participation will make the E-Cells more effective in future.

Hence, E-Cells are a very important method for encouraging entrepreneurship.

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