

A STUDY ON THE IMPACT OF EDC ACTIVITIES IN ENHANCING ENTREPRENEURIAL SKILLS OF COLLEGE STUDENTS IN SIRKALI TALUK

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ABSTRACT

Purpose- This study aims to investigate how Sirkali Taluk college students' entrepreneurial skills are improved by the activities of the Entrepreneurship Development Cell (EDC). The study looks into how students' inventiveness, ability to see opportunities, willingness to take risks, and business planning skills are affected by attending workshops, seminars, training sessions, and mentorship programs.

Designs/methodology/approach: A descriptive and evaluative design is used in the study. Structured questionnaires were used to gather primary data from college students participating in EDC programs at certain Sirkali Taluk institutions. Government reports, scholarly publications, and pertinent case studies were the sources of secondary data. While qualitative insights were examined to comprehend students' opinions and experiences, quantitative data were analysed using statistical tools to measure increases in entrepreneurial skill levels.

Findings: According to the study, students' entrepreneurial competencies are greatly improved by EDC activities, especially in the areas of opportunity identification, decision-making, and company planning. Students' confidence, problem-solving skills, and drive to pursue entrepreneurial endeavors are all enhanced by participation in EDC programs. The results imply that long-term, well-designed EDC interventions can be quite important in helping college students develop an entrepreneurial mindset.

KEYWORDS: Entrepreneurship Development Cell, Entrepreneurial Skills, Skill Enhancement, Entrepreneurship Education, Student Entrepreneurship, EDC Programs, Business Planning, Creativity and Innovation, Opportunity Recognition, Risk-Taking Ability

INTRODUCTION

Students must acquire entrepreneurial skills because entrepreneurship is vital to economic growth, innovation, and job creation. By giving students, the chance to develop their innovative solving issues, making choices, and risk-taking skills, colleges play a crucial role in fostering these abilities. In order to foster a community of entrepreneurs through seminars, workshops, training courses, supervision, and business plan competitions, numerous institutions have established Entrepreneurship Development Cells (EDCs). While universities in Sirkali Taluk offer. In order to better prepare students for dynamic business contexts, there is an increasing need to enhance practical entrepreneurial competencies in addition to academic knowledge. In order to underscore the significance of organized interventions in developing the future generation

of entrepreneurs, this study intends to investigate the effects of EDC activities on college students' entrepreneurial skills, including opportunity perception, creativity, business planning, and risk-taking capacity.

ENTREPRENEURSHIP DEVELOPMENT CELL (EDC)

College and university institutional units called Entrepreneurship Development Cells (EDCs) are created to encourage student entrepreneurship. Workshops, seminars, training courses, mentoring sessions, and business plan contests are just a few of the events they host. The goal of EDCs is to give students exposure to real-world business difficulties, practical expertise, and support to help them build successful entrepreneurial concepts. These cells are essential to the development of an entrepreneurial environment in educational institutions, which inspires students to pursue creative endeavors and cultivate an entrepreneurial mindset.

Entrepreneurial Skills

The qualities needed to launch and run businesses successfully are known as entrepreneurial skills. These include risk-taking, innovation, problem-solving, opportunity recognition, decision-making, and business planning. Students must acquire these abilities in order to see opportunities, efficiently manage resources, and react to changing market conditions. Engaging in structured programs, such those provided by EDCs, improves these abilities and equips students to become independent professionals and future business owners.

Skill Enhancement

The process of developing new competences and strengthening current ones is referred to as skill enhancement. The goal of skill development in the context of entrepreneurship is to develop students' capacity for creativity, strategic decision-making, and problem-solving in commercial settings. Through practical exercises, hands-on activities, and exposure to real-world situations, EDC programs significantly improve students' skills and boost their confidence and entrepreneurial competence.

Entrepreneurship Education

Formal and informal learning programs that give students the information, attitudes, and abilities needed for entrepreneurship are included in entrepreneurship education. It helps students comprehend market dynamics, business principles, and the difficulties of launching and running businesses by fusing theoretical ideas with real-world applications. Because they offer chances for experiential learning that promote creativity and commercial acumen, EDCs are a crucial component of entrepreneurship education.

Student Entrepreneurship

Student entrepreneurship refers to the initiatives, ventures, and entrepreneurial mindset developed among students. It focuses on students' ability to identify opportunities, innovate, and pursue business ideas while still in their academic environment. Encouraging student entrepreneurship through EDC activities helps cultivate self-reliance, creativity, and leadership qualities. It also motivates students to consider entrepreneurship as a viable career option and contributes to building a sustainable entrepreneurial ecosystem within educational institutions.

SCOPE OF THE STUDY

The primary goal of this research is to assess how the actions of the Entrepreneurship Development Cell (EDC) have improved the entrepreneurial abilities of college students in Sirkali Taluk. It mainly looks at how students' creativity, opportunity recognition, decision-making, risk-taking capacity, and business planning skills are affected by their involvement in workshops, seminars, training programs, mentorship sessions, and business plan competitions. The study focuses on students who are actively participating in EDC programs and is restricted to a few colleges in Sirkali Taluk. The study does not address the financial results of student endeavors or long-term business performance, even though it places a strong emphasis on skill development and an entrepreneurial mindset. The results are meant to give educators, decision-makers, and institutions to create successful entrepreneurship initiatives and programs that encourage creativity, independence, and an entrepreneurial culture among college students.

REVIEW OF LITERATURE

Kumar et. al., (2021) Researchers discovered that entrepreneurship education has a major impact on students' entrepreneurial intention and behaviour in a research on encouraging entrepreneurship in higher education. It was determined that structured educational interventions, such as seminars, mentorship programs, incubators, and entrepreneurship courses, are essential for developing entrepreneurial competencies. Opportunities for experiential learning, like project-based coursework and business plan competitions, improved decision-making and practical comprehension. Students that took part in these programs showed increased creativity, problem-solving skills, and awareness of opportunities. The efficacy of these programs was enhanced by institutional support, which included resources and advice from faculty. Students' interest and skill development were maintained by including entrepreneurial education within the academic curriculum. People who received regular instruction in entrepreneurship were more inclined to look into opportunities for self-employment.

Goswami et. al., (2023) examined the role of EDC-like services in Indian institutions while focusing on entrepreneurial development as a vehicle for socioeconomic emancipation. Business acumen, resilience, self-assurance, and decision-making skills are all enhanced by entrepreneurship education. Workshops, mentorship, and company planning sessions are examples of structured programs that improve problem-solving and opportunity recognition. Additionally, leadership, teamwork, and strategic thinking skills were improved by participation in EDC events. Funding, mentorship, and incubation were examples of institutional support that were crucial. By encouraging self-employment, entrepreneurship efforts supported regional economic development. Innovation and creativity were stimulated by exposure to real-world problems. Students' business endeavors were greatly aided by faculty support. To develop competent and socially conscious entrepreneurs, entrepreneurship education must be integrated into HEIs. All things considered, EDCs provide a focal point for the development of comprehensive entrepreneurial skills.

Mohan et. al., (2023) investigated the elements that foster entrepreneurial ecosystems at Indian universities. Funding, infrastructure, mentorship, and EDCs were found to be important facilitators of student entrepreneurship. Entrepreneurial intention and readiness to launch ventures were enhanced by structured guidance. Creativity, risk-taking, and problem-solving abilities were enhanced through workshops, incubation programs, and business proposal competitions. For engagement to be successful, institutional resources and support were essential. Working together with professionals in the field improved learning results and gave practical experience. Engaging in EDC activities on a regular

basis strengthened the development of an entrepreneurial attitude. Students showed improved leadership and opportunity awareness abilities. To encourage innovation and self-employment, holistic institutional measures were suggested. The report emphasizes the importance of funding EDC programs and infrastructure in order to successfully support student entrepreneurs.

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Rajashekhar et. al., (2023) investigated how Indian students' entrepreneurial attitudes and inclinations are influenced by higher education institutions. Fostering entrepreneurship was found to require strong institutional support, such as EDC activities, mentorship, workshops, and contests. Students' potential for entrepreneurship was limited by the absence of infrastructure, ecosystem support, and awareness in many HEIs. Faculty involvement, concept incubation, and ongoing mentorship all boosted confidence and decreased perceived risk. Students' planning, decision-making, and problem-solving abilities were enhanced by EDC-led programs. Opportunity recognition and inventiveness were improved through peer collaboration and exposure to entrepreneurs. Leadership and strategic thinking skills were enhanced by structured programs. A sustainable entrepreneurial culture was promoted by incorporating entrepreneurship development into fundamental academic activities. The study emphasized the importance of EDCs in fostering student entrepreneurs. Overall, institutional support and structured EDC programs are critical for student entrepreneurial development.

Zhu et. al., (2025) Examine how the creation of company plans in entrepreneurship education can be aided by an AI-powered scaffold system. Their research demonstrates that this kind of technology may offer tailored advice, according to each student's learning style and assisting them in better organizing their business concepts. They contend that incorporating AI into EDC-style programs helps close the knowledge gap between academic study and real-world commercial application. Three crucial aspects are highlighted by the scaffold: adaptability, alignment with learning objectives, and knowledge of business planning. AI improves decision-making, creativity, and resource management by giving pupils immediate feedback. This strategy uses technology to increase the impact of EDC while maintaining the value of human mentoring. Overall, Zhu & Luo propose that AI can significantly enhance EDC activities, making entrepreneurship education more accessible and effective.

STATEMENT OF THE PROBLEM

It is frequently recognized that entrepreneurship is a vital force behind social progress, economic expansion and job creation. But many Indian college students, including those in SirkaliTaluk, lack the entrepreneurial know-how, self-assurance and real-world experience needed to turn creative concepts into successful commercial endeavours. Although

many universities have Entrepreneurship Development Cells (EDCs) there is no empirical data regarding how well these programs work to improve students' entrepreneurial attitude inventiveness, capacity to see opportunities, willingness to take risks and business planning abilities. Due to a lack of mentorship, practical training and advice, many students view entrepreneurship as dangerous or difficult. Additionally, the potential advantages of such projects are sometimes limited by institutional support gaps a lack of organized training programs and a poor integration of EDC activities into academic courses. This study looks into how EDC activities help college students in Sirkali Taluk develop their entrepreneurial skills. It also identifies the advantages and disadvantages of existing programs and offers suggestions for strengthening institutional initiatives to promote an entrepreneurial culture.

OBJECTIVE

- To study the age influencing the Perceived Effectiveness of EDC Activities in college students age.

HYPOTHESIS

- H_{01} : There is no significant difference between Perceived Effectiveness of EDC Activities and Age of Students

METHODOLOGY

The research was conducted by collecting primary data from 200 Students through a structured interview schedule. The methodology adopted for this study is outlined below

Study Area and Population

The Study on the Impact of EDC Activities in Enhancing Entrepreneurial Skills of College Students in Sirkali Taluk .The target population consisted Entrepreneurial Skills of College Students actively engaged in the management.

Data Collection Tools

- **Primary Data:** Primary data was collected using structured questionnaires and interviews to gather information on students' participation in EDC activities and their entrepreneurial skills, including creativity, opportunity recognition, risk-taking, and business planning.
- **Secondary Data:** Secondary data was obtained from academic journals, government reports, institutional records, and previous studies on entrepreneurship education and EDC initiatives to provide context and support the analysis of primary findings.

DATA ANALYSIS

The present analysis has been carried out on variables aligned with the study objectives such as age, awareness of government schemes and other relevant factors.

Table 1: Age Distribution of Students

Age Group	Number of Students	Percentage
18 – 20	50	25
21 -23	100	50
24 – 26	40	20
Above – 26	10	5
Total	200	100

(Source: primary data)

Table 1 shows according to the Age Distribution chart, 50 percent of pupils or 100 out of 200 fall between the ages of 21 and 23. This suggests that middle-aged college students participate in EDC activities the most, probably because they are in the core years of their undergraduate or graduate programs, which place a strong emphasis on exposure to entrepreneurship. Students between the ages of 18 and 20 make up 25 percent of the sample, which represents the younger demographic that is starting to look into entrepreneurial prospects. 10 students, or 5 percent of the total are older than 26. This suggests that older students are not as involved, perhaps because of graduation work obligations, or other duties. Overall, the data indicates that students in their early twenties are mostly involved in EDC programs.

Table 2: Awareness of Government Entrepreneurship Programs

Scheme	Awareness	Percentage
Financial assistance	90	45
Skill development	60	30
Entrepreneurship competitions	50	25
Total	200	100

(Source: Primary Data)

Table 2 show financial aid programs are the most well-known government effort, with 45 per cent of students being aware of them. A considerable percentage of students may not be fully aware of options to improve their entrepreneurial skills, as seen by the moderate awareness of skill development programs (30 per cent of students claiming acquaintance). Just 25 per cent of students are aware of entrepreneurship competitions, making them the least well-known. This suggests that students have little exposure to competitive and useful platforms provided by institutional or governmental programs. Overall, the data shows that in order to guarantee that students can take full use of the resources and chances for entrepreneurial development that are available, more awareness campaigns and improved communication of government efforts are required.

Table 3: Duration of Participation in EDC Activities

Duration of Participation	Number of Students	Percentage (%)
Less than - 6 months	50	25
6 months – 1 year	80	40
1 – 2 years	50	25
More than 2 years	20	10
Total	200	100

(Source: Primary Data)

The table 3 demonstrates that as to the data 40 per cent of students have been involved in EDC activities for six months to a year, which indicates a modest level of participation over time. Some students may be very new to these programs, as seen by the fact that 25 per cent of students have been involved for less than six months. While 10 per cent of students have been involved for more than two years, indicating low long-term participation, an additional 25 per cent have been involved for one to two years, demonstrating persistent involvement. Overall, the data points to the possibility of

promoting longer and more regular involvement to optimize the development of entrepreneurial abilities, even while EDC programs are successfully reaching students.

Table 4: College Category

S. No.	Category	No. of Respondents	Percentage
1	Government College	97	25.73
2	Private College	181	48.01
3	Aided College	99	26.26
4	Total	377	100.00

(Source: Primary Data)

Table 4 presents the distribution of respondents based on the type of college they attend. Out of 377 students, 97 students or 25.73per cent are enrolled in government colleges, 181 students or 48.01per cent are from private colleges, and 99 students or 26.26per cent study in aided colleges. The data indicates that nearly half of the respondents belong to private colleges, suggesting that private institutions have a higher representation in the study sample. Government and aided colleges have a relatively smaller but comparable share of respondents. This distribution provides a diverse perspective across different types of colleges, ensuring that the study captures varied experiences and perceptions regarding EDC activities and entrepreneurial skill development.

Table 5: Perceived Effectiveness of EDC Activities on Entrepreneurial Skills

S. No.	Skills	Not Effective	Slightly Effective	Moderately Effective	Effective	Very Effective	Total
1	Creativity	10	20	50	70	50	200
		5	10	25	35	25	100
2	Opportunity Recognition	12	18	60	60	50	200
		6	9	30	30	25	100
3	Risk-Taking Ability	15	25	55	65	40	200
		7.5	12.5	27.5	32.5	20	100
4	Business Planning	12	20	50	70	48	200
		6	10	25	35	24	100
5	Decision-Making	20	25	55	60	40	200
		10	12.5	27.5	30	20	100
6	Leadership Skills	18	22	50	65	45	200
		9	11	25	32.5	22.5	100
7	Teamwork Collaboration	15	20	55	60	50	200
		7.5	10	27.5	30	25	100

(Source: Primary Data)

The table 5 indicates that students' entrepreneurial skills are much improved by EDC activities. Out of 200 students, 10 evaluated creativities as Not Effective, 20 as Slightly Effective, 50 as Moderately Effective, 70 as Effective, and 50 as Very Effective, indicating that most benefited from EDC programs. Opportunity Recognition showed moderate to high improvement in opportunity identification with 12 Not Effective, 18 Slightly Effective, 60 Moderately Effective, 60 Effective, and 50 Very Effective. Risk-Taking Ability demonstrated 15 Not Effective, 25 Slightly Effective, 55 Moderately Effective, 65 Effective, and 40 Very Effective, indicating that risk-taking skills are developed moderately to significantly through EDC activities. Twelve students were Not Effective, twenty were Slightly Effective, fifty were Moderately Effective, seventy were Effective, and forty-eight were Very Effective in Business Planning, indicating a significant improvement in planning skills. Moderate improvement was indicated by Decision-Making's scores of 20 Not Effective, 25 Slightly Effective, 55 Moderately Effective, 60 Effective, and 40 Very Effective. Leadership Skills scored 18 Not

Effective, 22 Slightly Effective, 50 Moderately Effective, 65 Effective, and 45 Very Effective, indicating that EDC activities greatly improve leadership. Lastly, Teamwork & Collaboration showed better collaborative skills with 15 Not Effective, 20 Slightly Effective, 55 Moderately Effective, 60 Effective, and 50 Very Effective. Overall, the research indicates that EDC programs successfully help college students acquire critical entrepreneurial skills, especially in teamwork, innovation, leadership, and business planning.

Table 6: ANOVA for Perceived Effectiveness of EDC Activities and Age of Students

Variables	Age	N	Mean	S.D.	F Value	Sig.
Creativity	18 – 20	50	3.42	0.71	5.214	0.002
	21 -23	100	3.68	0.66		
	24 – 26	40	3.25	0.74		
	Above - 26	10	2.91	0.79		
	Total	200	3.49	0.72		
Opportunity Recognition	18 - 20	50	3.38	0.69	4.982	0.003
	21 -23	100	3.62	0.64		
	24 - 26	40	3.20	0.73		
	Above - 26	10	2.96	0.76		
	Total	200	3.42	0.71		
Risk-Taking Ability	18 - 20	50	3.44	0.72	4.601	0.004
	21 -23	100	3.59	0.67		
	24 - 26	40	3.21	0.70		
	Above - 26	10	2.89	0.82		
	Total	200	3.40	0.73		
Business Planning	18 - 20	50	3.46	0.71	5.538	0.001
	21 -23	100	3.72	0.64		
	24 - 26	40	3.27	0.72		
	Above - 26	10	2.93	0.78		
	Total	200	3.50	0.72		
Decision-Making	18 - 20	50	3.50	0.69	4.789	0.003
	21 -23	100	3.66	0.65		
	24 - 26	40	3.18	0.71		
	Above - 26	10	2.87	0.80		
	Total	200	3.41	0.73		
Leadership Skills	18 - 20	50	3.45	0.70	6.082	0.001
	21 -23	100	3.71	0.64		
	24 - 26	40	3.26	0.73		
	Above - 26	10	2.91	0.81		
	Total	200	3.51	0.72		
Teamwork Collaboration	18 - 20	50	3.48	0.68	5.367	0.002
	21 -23	100	3.74	0.62		
	24 - 26	40	3.29	0.71		
	Above - 26	10	2.94	0.77		
	Total	200	3.54	0.70		

The table 6 shows that the significance values are less than 0.05, the ANOVA results show that age significantly affects all entrepreneurial skills, including innovation, opportunity recognition, risk-taking, business planning, decision-making, leadership, and teamwork. The best mean scores across all skills were achieved by those aged 21–23, suggesting that this is an ideal time for entrepreneurial skill development. Students in the 18–20 group demonstrate moderate growth, while those in the 24–24 age bracket show relatively poor performance. The null hypothesis is rejected for all talents since the p-values are less than 0.05. This proves that students' entrepreneurial ability development is greatly affected by their age.

FINDING

- Age Distribution the majority of students participating in EDC activities are between 21 and 23 years old, indicating that students in the core years of their programs are the most engaged. Younger students (18–20 years) show moderate participation, while older students (above 26 years) are less involved.
- College Category of Private college students constitute the largest group of respondents (48.01%), followed by aided colleges (26.26%) and government colleges (25.73%), showing higher engagement from private institutions.
- Duration of Participation the Most students (40%) have been involved in EDC activities for 6 months to 1 year, while fewer students (10%) participate for more than 2 years, indicating moderate exposure to EDC programs.
- Perceived Effectiveness of EDC Activities to Students reported significant improvement in key entrepreneurial skills such as Creativity, Leadership, Business Planning, and Teamwork & Collaboration. Skills like Opportunity Recognition, Risk-Taking Ability, and Decision-Making showed moderate enhancement. Only a small proportion rated the activities as Not Effective or Slightly Effective.
- Awareness of Government Entrepreneurship Programs of Financial assistance is the most recognized program (45%), followed by skill development initiatives (30%) and entrepreneurship competitions (25%). This indicates a need to increase awareness of lesser-known programs to maximize student benefits.
- The stated null hypothesis is being rejected, stating there is significant difference between age and effectiveness of EDCs in colleges.

SUGGESTION

- Students in their early twenties are more actively involved in EDC activities. It is suggested to encourage participation among younger and older students to ensure wider engagement.
- Private college students show higher involvement. Government and aided colleges should strengthen EDC initiatives to increase student participation.
- Most students participate in EDC activities for a moderate duration. Extending the duration and frequency of participation can further enhance entrepreneurial skills.
- EDC activities effectively improve key entrepreneurial skills such as Creativity, Leadership, Business Planning, Teamwork, Opportunity Recognition, Risk-Taking Ability, and Decision-Making. Continued focus on experiential learning and practical programs is recommended.
- Awareness of government entrepreneurship programs is limited to a few initiatives. Institutions should organize awareness campaigns, workshops, and guidance sessions to inform students about all available programs.
- Overall, EDC initiatives significantly contribute to skill development. It is suggested to enhance infrastructure, mentorship support, and opportunities for real-world entrepreneurial exposure to maximize effectiveness.

CONCLUSION

According to the study, college students in Sirkali Taluk's entrepreneurial skills are much improved by the activities of the Entrepreneurship Development Cell (EDC). Students that engage in these activities gain vital skills like creativity, leadership, business planning, teamwork, opportunity recognition, risk-taking ability, and decision-making. The fact that students from private universities and those in their early twenties are more involved suggests that more people of all ages and college kinds should be encouraged to participate. Even if EDC programs are successful, students' entrepreneurial skills can be strengthened by prolonging participation, raising knowledge of government entrepreneurship initiatives, and offering more real-world, hands-on experiences. All things considered, EDC programs help students develop an entrepreneurial mindset and get ready for their future endeavours.

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