

Title

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Abstract: *In recent years, business reality television shows have gained immense popularity among young audiences, especially students pursuing commerce and management education. One such influential program is Shark Tank India, which showcase real-life entrepreneurs pitching their business idea to experienced investors. The show combines entertainment with practical business knowledge, making it highly engaging for students. Commerce students in Mumbai, being part of India's financial and commercial hub, are naturally inclined towards entrepreneurship, finance, and business management.*

Keywords: Exposure to shows like Shark Tank introduces them to concepts such as start-ups, funding, valuation, negotiation, marketing strategies, and risk-taking in a simplified and relatable manner.

I. INTRODUCTION

In recent years, business reality television shows have gained immense popularity among young audiences, especially students pursuing commerce and management education. One such influential program is Shark Tank India, which showcase real-life entrepreneurs pitching their business idea to experienced investors. The show combines entertainment with practical business knowledge, making it highly engaging for students. Commerce students in Mumbai, being part of India's financial and commercial hub, are naturally inclined towards entrepreneurship, finance, and business management. Exposure to shows like Shark Tank introduces them to concepts such as start-ups, funding, valuation, negotiation, marketing strategies, and risk-taking in a simplified and relatable manner. The format of Shark Tank makes business learning interesting by presenting it in the form of storytelling. Students are able to connect with real entrepreneurs, their struggle, failures and success stories.

This emotional connection helps in better understanding of business realities compared to traditional textbooks.

Moreover, the show encourages innovation and problem-solving by highlighting unique ideas that address real market needs. For commerce students, such exposure broadens their thinking beyond conventional job-oriented career paths and introduces them to self-employment and startup culture.

II. CONCEPT OF SHARK TANK AND FINANCIAL LITERACY

Shark Tank is a business reality show where entrepreneurs present innovative business ideas to a panel of investors known as "Sharks". The investors decide whether to invest in business in exchange for equity. The show highlights real-world business challenges such as funding, constraints, competitive markets, scalability, and profit-making.

Financial literacy refers to the ability to understand and effectively use financial skills such as budgeting, saving, investing, and understanding financial products. For commerce students, financial literacy is essential as it forms the foundation of subjects like accounting, economics and finance.

Through Shark Tank, students are exposed to practical applications of theoretical concepts studied in classrooms. Terms like equity dilution, return on investment, debt financing, break-even-point, and profit margins become easier to understand when seen in real business scenarios. Thus, the show plays an important role in enhancing student's financial awareness. Shark Tank also demonstrates the importance of financial discipline and business planning. Entrepreneurs are often questioned about their cost structure, revenue model, and future growth plans, which emphasizes the need for proper financial management. For students, observing these discussions helps in developing analytical thinking. It enables them to evaluate business ideas critically rather than emotionally. The show thus acts as



an informal learning platform where students can observe real-time financial decision-making by experienced investors.

III. NEED FOR STUDY

Commerce students often remain theoretical in nature, with limited exposure to real-life business situations. This creates a gap between academic knowledge and practical understanding. The increasing popularity of Shark Tank among students makes it necessary to examine its educational impact.

Mumbai is home to numerous colleges offering commerce education and is also a major startup and financial centre. Understanding how media influence students' financial and entrepreneurial thinking is important for educators and policymakers. The study helps identify whether such business reality shows can be used as supplementary learning tools. It also helps determine whether students are motivated towards entrepreneurship or merely consume the show for entertainment purposes.

With the rise of digital media and online streaming platforms, students today are increasingly influenced by visual content. Business reality shows have the potential to shape perceptions, attitudes, and career goals. Hence, studying their impact becomes relevant in the modern education system.

Additionally entrepreneurship is being promoted by government and educational institutions as a solution to unemployment. Understanding whether shows like Shark Tank India actually motivates students to think entrepreneurially helps in evaluating their long term social and economic impact. Commerce students in Mumbai, who are surrounded by a competitive and opportunity-driven economic environment, are particularly influenced by such content.

This study is needed to examine whether such informal learning platforms complement formal commerce education. Since the show simplifies complex business concepts for mass audiences, it is important to understand whether students develop only surface-level- knowledge or a deeper conceptual understanding. Additionally, the study helps determine if repeated exposure to such shows builds analytical thinking, confidence in business discussions, awareness about funding and investment mechanisms.

Furthermore, as educational institutions explore innovative teaching methods, this study becomes relevant in identifying whether business reality shows can be used as case-study-based learning tools. The need also arises to understand differences in perception among students based on academic level, background, and career goals. Hence, the study contributes to evaluating the evolving relationship between media, education and students' learning behavior.

IV. STATEMENT OF PROBLEM

Despite the popularity of Shark Tank among commerce students, there is limited academic research on its actual impact on student's financial literacy and entrepreneurial mindset. Although many students claim to gain business knowledge from Shark Tank, it is important to assess the depth and accuracy of such learning. Television content is often edited for entertainment, which may oversimplify complex financial concepts. Therefore, the problem lies in identifying whether the knowledge gained is sufficient and meaningful enough to influence a student's academic understanding and career decisions. This research attempts to bridge this gap by analyzing students' perceptions and learning outcomes.

Research Problem:

Does the exposure to a business reality show like Shark Tank actually improve financial literacy and entrepreneurial awareness among commerce students in Mumbai, or is it primarily a source of entertainment.

Commerce students in Mumbai are increasingly influenced by business-oriented media content, yet there is insufficient empirical evidence to assess its actual academic and psychological impact. Although Shark Tank India presents practical business scenarios, it is uncertain whether students critically analyze these scenarios or consume them passively as entertainment.

The core problem addressed in this study is the lack of clarity regarding the extent to which such exposure translates into improved financial literacy, entrepreneurial thinking, and informed decision making among commerce students.



There is also concern that the dramatized nature of reality television may create unrealistic expectations about entrepreneurship, such as quick success or simplified challenges. Therefore, the problem lies in evaluating whether Shark Tank India serves as an effective learning influence that shapes student's understanding of business realities or whether its impact remains limited and potentially misleading. This study seeks to bridge this gap by systematically analyzing student's perceptions, learning outcomes and behavioral influence arising from the show.

V. AIM AND OBJECTIVES OF THE STUDY

Aim of the study

To analyze the impact of Shark Tank TV show on the financial literacy and entrepreneurial mindset of commerce students in Mumbai. The study aims to examine whether students feel more confident discussing business ideas and financial concepts regularly watching Shark Tank, thereby improving their overall commercial awareness. To analyze whether Shark Tank India creates any linkage between theoretical commerce education and contemporary business practices as perceived by students. To study the extent to which commerce students in Mumbai relates the content of the Shark Tank to their academic subjects and classroom discussions.

Objectives of the Study

1. To study the level of awareness about business and entrepreneurship among commerce students.
2. To analyze whether watching Shark Tank improves understanding of financial concepts.
3. To examine the influence of Shark Tank on student's interest in entrepreneurship.
4. To identify whether students perceive Shark Tank as an educational tool as entertainment.
5. To understand the role of media in shaping business-related career aspirations.
6. To understand the level of awareness and viewership of Shark Tank India among commerce students in Mumbai.
7. To identify the limitations or misconceptions created by business reality shows among commerce students.
8. To evaluate student's perception regarding the educational value of the show as compared to traditional classroom learning.

The study also focus on understanding behavioral change among students after watching the show. These include changes in saving habits, interest in investing, and curiosity towards startup case studies.

VI. SCOPE AND LIMITATIONS

Scope of the Study

The study is limited to commerce students studying in colleges located in Mumbai. It focuses specifically on the impact of Shark Tank on student's financial knowledge, entrepreneurial interest, and business awareness. The research considers students who actively watch or are familiar with the show. It allows future researchers to expand the research to other cities or academic streams such as management, engineering, or arts students. It also opens opportunities to compare the impact of different business related media content.

Limitations of the Study

1. The study is limited to a small sample size of commerce students.
 2. Responses are based on a student's personal opinions and may be subjective.
 3. The study focuses only on one television show and not other business-related media
 4. Time constraints may affect the depth of the research.
 5. The rapidly changing nature of media content and business trends may affect the long term relevance of the findings.
- Despite these limitations, the study provides valuable insights into the educational influence of business reality shows.



VII. CONCLUSION

Shark Tank has emerged as more than just a television show for commerce students. It serves as a bridge between theoretical knowledge and practical business understanding. While entertainment remains a key element, the exposure to real life challenges and financial decision making contributes positively to student's learning experience. The show has the potential to inspire young minds and promote financial awareness if viewed with an educational perspective. The study highlights the importance of integrating practical exposure while it may not replace formal education, it serves as a supportive learning tool that complements academic knowledge.

