STUDY OF INSTITUTIONAL PROMOTED ENTREPRENURSHIP DEVELOPMENT IN INDIA

Ph.D. Thesis

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by

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DECLARATION

I, **Manish Kumar,** declare that this thesis titled, **"Study of Institutional Promoted Entreprenurship Development in India"** and the work presented in it, are my own. I confirm that:

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ABSTRACT

India is one of the most populous nations across the globe with the population of 1.37 billion. India has approximately 63.6 percent of its population within the age group of 15-64 years. With such large 'working population', India is at a winning edge against all other countries of the world in terms of 'demographic dividend'. However, the demographic dividend can be gained only if India is able to provide its population with adequate employment opportunities. One way of creating jobs in the Indian economy is by boosting entrepreneurship through an emphasis on Micro, Small and Medium Enterprises (MSMEs). These enterprises are desirable because they create more employment per unit of capital, enable citizens to create jobs for themselves and earn incomes with less state expenditure, and their growth can be widespread in all regions and in many sectors thereby making growth more inclusive. Thus, in order to attain sustainable growth in India with its demographic potential, high investment and savings, resources for infrastructure, and skill development initiatives, entrepreneurship specifically, are being perceived as key enablers for India's growth story, in terms of stimulating innovation and domestic demand, generating employment and creating new opportunities. India may become the largest economy in 25-30 years if there is a support system in the journey of building the entrepreneurship.

The government of India has taken several initiatives from time to time for entrepreneurship development viz; Credit Guarantee Fund Scheme for Micro and Small Enterprises, Credit Link Capital Subsidy Scheme for Technology Upgradation, National Skill Development Corporation, Entrepreneurship Development Scheme, Start-up India, Mudra Bank, ATAL Innovation Mission etc. In spite of several initiatives undertaken by the government, entrepreneurs still face certain problems like lack of availability of finance, lack of technical knowledge, lack of managerial

skills, lack of availability of raw materials and infrastructure, lack of awareness, lack of market linkage etc. which obstruct the growth and development of entrepreneurship in the country. In this context, the role of institutions becomes highly relevant especially educational institutions as these institutions have the potential to solve all the major problems of entrepreneurs through their Entrepreneurship Development Cells (EDCs) / Entrepreneurship Incubator Centres (EICs) / Entrepreneurship Development Programmes (EDPs). These institutions rope in a variety of resources to impart knowledge, training, skills and mentorships related to various domains like managerial, financial, technical, legal, market etc. besides providing financial, research, infrastructural, technical and marketing assistance. Literature has highlighted the importance of entrepreneurial education and training in the promotion and development of entrepreneurs. There are several institutions in the country which are actively involved in the development of entrepreneurship. A large number of people join these institutions and their programmes which lay the foundation stone for their entrepreneurial growth journey. Therefore, this study makes an attempt to study the functioning of national level entrepreneurship development institutions in India along with the performance of Entrepreneurship Development Centres/Cells (EDCs)/ Entrepreneurship and Incubation Centres/Cells (EICs)/ Entrepreneurship Clubs (ECs) operating in educational institutions. Also, the aim is to assess the expectations of budding entrepreneurs and existing entrepreneurs and their satisfaction derived from educational institutions, government and industry for entrepreneurship development.

The technique of multi stage sampling has been used for the present study. In the first stage, out of nine states/union territories (UTs) in Northern India, five states/UTs viz. Punjab, Haryana, Rajasthan, Chandigarh and New Delhi were selected randomly. In the second stage, the educational institutions having EDCs/EICs/ECs were identified. Out of these educational

institutions, three institutions were selected on random basis in each of the five regions. In the third stage, data was finally collected from 20 students/budding entrepreneurs, 3-4 faculty members (involved in EDC/EIC/EC activities) from each selected institutions using convenience and judgmental sampling technique. The data was also collected from 10 existing entrepreneurs from each state/UT. In a nutshell, the sample includes 60 students/budding entrepreneurs (20 x 3), 10 faculty members and 10 existing entrepreneurs from each selected state/UT, making a total sample of 400 respondents (80 x 5).

The study of four national level entrepreneurship development institutions viz. Entrepreneurship Development Institution of India (EDII), Indian Institute of Entrepreneurship (IIE), National Institute of Entrepreneurship and Small Business Development (NIESBUD) and National Institute of Micro, Small and Medium Enterprises (NIMSME) depicted that all these institutions are engaged in similar activities like education, research, variety of training programmes and consultancy.

The findings of the primary data analysis revealed that there is a significant impact of awareness about existence of EDCs/EICs/ECs on the knowledge of various activities in the educational institutions. It has been found that maximum number of activities are being organized just once a year while in many cases it has also been seen that the respondents were either not aware or believed that no such activities are being organized by the institutions. The result of t-test also depicts that there is a significant difference in the perception of the students/budding entrepreneurs and faculty towards the quality of the various services provided (like workshops, linkages and support services) by EDC/EIC/EC in the institutions at 1 percent level of significance except for the interactions arranged by them. The analysis of the role of four types of factors viz. economic, social, psychological and institutional affecting entrepreneurship development highlights that

availability of funds, government policies and availability of cheap labour are top three economic factors for the development of entrepreneurship. Among the social factors, family background and social mobility and security are found to top most important social factors. As far as psychological factors are concerned, maximum number of respondents reported that willingness to take risks, followed by self-motivation and need achievement as the most important factors. Further, the results with regard to institutional factors show that trainings and workshops, and support from EIC/EDC/EC are the topmost important factors for promoting entrepreneurship.

The assessment of satisfaction of the respondents from the services provided by the educational institutions, government and industry highlights that the existing entrepreneurs are more satisfied in comparison to the budding entrepreneurs as the mean values of existing entrepreneurs (3.12 for Educational Institutes, 3.27 for Government and 3.24 for Industry) are higher than that of the budding entrepreneurs (2.74 for Educational Institutes, 2.86 for Government and 2.77 for Industry) at 1 percent significance level. Further, the results of kruskal-wallis test show that there exists a significant difference in the role played by the educational institutions, government and industry for entrepreneurship development. The result of the expectations of the respondents depicted that there is a significant difference in the expectations of the budding entrepreneurs, existing entrepreneurs and faculty from the educational institutions, government and industry.

On the basis of the findings of the study, various recommendations have been suggested for all the three stake holders viz. educational institutions, government and industry and a conceptual framework/model has been developed. The study highlighted the requirement of boosting entrepreneurship as a career option in all the undergraduate colleges across India. For this purpose, the study has suggested setting up of an Incubation Centre in every educational institution with the collaboration of government and industry. A conceptual framework/model has been

developed which requires combined contribution of the educational institutions, government and industry to promote sustainable entrepreneurship development in the country. These recommendations will help the policy makers (government) to bring out a mandatory policy for promoting entrepreneurship in the country through the educational institutions in collaboration with the industry.

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CHAPTER – 1
INTRODUCTION

1.1 OVERVIEW

With the population of 1.37 billion, India is one of the most populous nations across the globe. India has approximately 63.6 percent of its population within the age group of 15-64 years (World Population Review, 2019). With such a large 'working population', India has a winning edge against all other countries of the world in terms of 'demographic dividend'. However, the demographic dividend can be gained only if India is able to provide its population with adequate employment opportunities.

On the other hand, unemployment and underemployment is a growing global phenomenon and virtually every country in the world is struggling to cope with it (Kamdar, 2012). While India's economy has registered an impressive Gross Domestic Product (GDP) with a growth rate of 5.6 percent in 2012-13 to 7.6 percent in 2015-16 (Ministry of Finance Monthly Economic Report, 2016), the country's key challenge is to ensure that this growth translates to employment generation, poverty alleviation and socio-economic development. However in 2013, only 29.65 million persons were employed while 44.79 million persons were unemployed in the country (Trading Economics, 2016). As per the report of Labour Bureau, the unemployment rate in India has risen to 5 percent in 2015-16, with the statistics considerably higher at 8.7 percent for female in comparison to 4.3 percent for males (PTI, 2016). This clearly indicates that there is less creation of job opportunities resulting in high unemployment especially at the entry level. Also, the employment opportunities in the public sector are not increasing at the same rate at which the number of unemployed persons is increasing (Kanoi S., 2011). If performance of India is analyzed in terms of 'Job Creation', the number of jobs created in 2015 is much less than what it was a few

years ago (Mehta, 2017). With the increased mechanization of agriculture and manufacturing, and the services sector becoming more skill-oriented, lesser jobs are now being created which can match the existing skill level of the vast majority of population. Consequently, it is not difficult to summarize that while India's GDP is growing; such growth is increasingly becoming exclusionary (Mehta, 2017).

One way of creating jobs in the Indian economy is by boosting entrepreneurship through an emphasis on Micro, Small and Medium Enterprises (MSMEs). These enterprises have a great potential to create self-employment and employment opportunities for others which helps in generating income and spreading growth in different regions and multiple sectors, thereby, making inclusive growth possible (Maira, 2016). Thus, in order to attain sustainable growth in India with its demographic potential, high investment and savings, resources for infrastructure, and skill development initiatives, entrepreneurship specifically, is being perceived as key enabler for India's growth story, in terms of stimulating innovation and local demand, creating new opportunities and jobs. India may become the largest economy in 25-30 years if there is a support system in the journey of building entrepreneurship.

1.2 CONCEPT OF ENTREPRENEUR AND ENTREPRENEURSHIP

The terms 'Entrepreneurship' and 'Entrepreneur' appear to be quite similar and are often used synonymously, though, theoretically they are diverse. The entrepreneur is necessarily a business leader and the function performed by him is entrepreneurship (Anitha, 2003). Entrepreneurship is the mission whereas entrepreneur is the missionary (Chatterjee, 1982). In simple terms, 'Entrepreneur' is a person who performs a process called 'Entrepreneurship' to create a business called 'Enterprise'. The terms 'Entrepreneur' and 'Entrepreneurship' have been used in various contexts. There are varied definitions of these two terms given by different scholars.

The word "Entrepreneur" is derived from the French verb "Entreprendre" which means "to undertake" (Kamdar, 2012). According to the Classical Economists, *"Entrepreneur is one who provides the fourth factor of production, namely 'enterprise', and assembles, coordinates and manages the other factors namely land, labour and capital"* (Rajkonwar, 2004). The French Economist, Cantilon (1971) also defined Entrepreneur as *"An agent who buys factors of production at certain prices in order to combine them into a product with a view to sell it at uncertain prices in future".* In other words, entrepreneur is one who decides about the method of production to be used and organises the work of others. Hence, the entrepreneur is involved in the planning and organizing process.

Smith A. defined "*Entrepreneur as a person who undertakes the formation of an enterprise for commercial purpose with unusual foresight"* (Haynes, 2000). Schumpeter (1939) defined "*Entrepreneur as an innovator who introduces a new product, a new production process and finds out new market, a new source of raw material or introduces a new type of organisation".* He emphasized that the activities of entrepreneurs greatly influence the rate of the growth of an economy.

According to McClelland (1961), "*Entrepreneur is an energetic moderate risk taker having high need for achievement".* On similar grounds, Knight (1971) defined *"Entrepreneur as a bearer of uncertainty or risk for which he receives the reward"* (cited in Sadhak, 1989). The New Encyclopaedia Britannica considers Entrepreneur as *"An individual who bears the risk of operating a business in the face of uncertainty about the future conditions".* Webster thinks *"Entrepreneur is one who assumes the responsibility of the risk and management of business"* (Kamdar, 2012).Hence, an entrepreneur has to perform a special function of risk taker along with foresightedness and judgement to gain success.

Drucker (1991) defined Entrepreneur as *"A person, who always searches for change, responds to it and exploits it as an opportunity. Innovation is the specific tool of entrepreneurs, the means by which they exploit changes as an opportunity for a different business or different service".* According to Dentrof, *"Entrepreneur is a person who makes decisions under alternative courses of action".* Hisrich expressed *"Entrepreneur as a person who is going to establish a successful new venture must also be a visionary leader – a person who dreams great dreams".* Haggen said *"Entrepreneur is an economic man who tries to maximize his profits by innovations. Innovations involve problem solving and the entrepreneur gets satisfaction from using his capabilities in attacking problems".* As per Zimmerer and Scarborough, *"Entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them"*(Kamdar, 2012).

It is evident from the above definitions that entrepreneurs can be defined in various forms. Entrepreneur is basically a person who innovates, takes risk, grabs opportunity, collects money and resources, builds up a business organization, and takes all initiatives to manage and sustain the business. Thus, an 'Entrepreneur' possesses certain characteristics which help him to convert an idea into potential business and this process of conversion is called as 'Entrepreneurship'.

According to National Commission on Entrepreneurship, *"Entrepreneurship is the process of uncovering and developing an opportunity to create value through innovation"*. Hart and Stevenson describe Entrepreneurship the following way, *"Entrepreneurship as the process by which the individuals pursue opportunities without regard to resources currently controlled"* (Kamdar, 2012). Cole (2004) said, *"Entrepreneurship is the purposeful activity of an individual or a group of associated*

individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services" (Laxmisha, 2004).Ronstadt defined *"Entrepreneurship as the dynamic process of creating incremental wealth by assuming major risks in terms of equity, time and/or career combination of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources"* (Haynes, 2000).

Thus, Entrepreneurship is the process of creating and managing an innovative organization by taking risks for carrying out business activities with a purpose of generating wealth.

1.3 ROLE OF ENTREPRENEURS

The major role of entrepreneurs in the progress of the developed nations has made people of underdeveloped economies too cognizant of the importance of entrepreneurship for the growth and development of the economy. The most dynamic societies in the world have maximum entrepreneurs, along with the economic and legal framework to inspire and persuade entrepreneurs to superior actions. Entrepreneurs are a national treasure, and must be secured, sustained, motivated and compensated as much as possible (Tracy, 2005).

The entrepreneurial ventures trigger production, sale of new products and services in any economy. Entrepreneurs look for a cavity among the needs, requirements of consumers, the products and services that are presently available. They tap the full potentialities of the nation's existing resources – labour, technology and capital. They bring together all the factors of production and marketing. They assume risk to create a product or service which can be sold at a profit. They generate capital, employment, opportunities, and bring wealth to an economy.

Schumpeter (1934) visualised the entrepreneur as the crucial player in economic development as he is continuously involved in generating new ideas. Harbison (1965) referred entrepreneurs as the key innovative agents. According to him, growth does not happen impulsively as an innate result of economic conditions but a catalyst or an agent having entrepreneurial ability is always needed. The entrepreneur who generates 'new combinations of means of production' has a vital role in disseminating the status quo through innovation - or 'creative destruction' - and thereby becomes a mediator of change (National Knowledge Commission Report, 2008). As such, the 'dynamic equilibrium' attained by a continuously innovating entrepreneur could make the environments for:

a. Enhancing opportunities for jobs (including several competitive skill sets)

b. Supplementary capital formation

c. Introducing and circulating of new procedures and technology

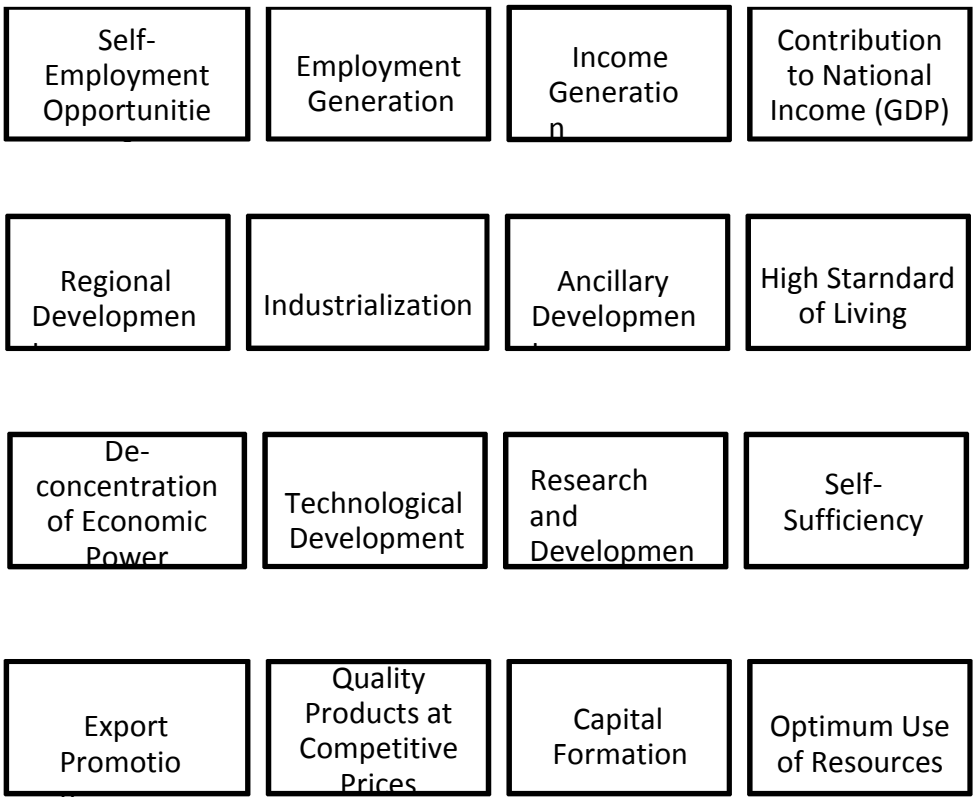
d. Inclusive development of the nation

It is widely accepted by every big or small country that well-motivated entrepreneurs are a must for accelerating the process of economic development (Kanoi, 2011). Thus, it can be said that the entrepreneurial instinct has a direct and positive impact on the economic success of nations.

1.4 ROLE OF ENTREPRENEURSHIP

Sayigh (1962) described entrepreneurship as an essential dynamic force while Parson and Smelser (1956) defined entrepreneurship as an essential condition for economic development besides increased output of capital. Entrepreneurship is considered as a vital component of an economy. It plays a significant role in the economic development of any nation. The developed nations such as USA, Russia and Japan

support the fact that entrepreneurship is the cause for the economic development in their country (Kanoi, 2011)**.** Entrepreneurship is the most powerful weapon in the hands of a nation to fight poverty and unemployment. It is an important element for the economic prosperity of a nation. The intensity of impact of entrepreneurship may vary from country to country. The role of entrepreneurship in a country has been illustrated in Figure 1.1.



Source: Author

Figure 1.1: Role of Entrepreneurship

In India, entrepreneurship can do wonders by creating self-employment opportunities and driving industrialization. Entrepreneurship plays multiple roles by providing a number of benefits for the development of Indian economy. It is a one-stop solution to all the economic problems of the country as it has the potential to tackle unemployment, poverty, high imports, low technological improvement, high prices of products, unutilized resources, imbalanced regional development etc.

1.5 BEST PRACTICES ON ENTREPRENEURSHIP DEVELOPMENT – GLOBAL REVIEW

A large number of activities have been developed for entrepreneurship development across the world at all the levels of education, many of them are neither integrated into the curriculum nor part of a coherent framework. Initiatives are often isolated, taken by individual institutions, by partnerships or by local authorities. Frequently, they are driven by external actors and not by the education system itself. However, there are some good examples of a national strategy for promoting entrepreneurship in higher education, often as a result of cooperation between the national administrations and universities. This type of strategy can be found, for instance, in the Singapore, New Zealand, Hong Kong, Ireland, Germany etc.

Entrepreneurship is included in the curriculum at both bachelor and masters level of business and economic studies in Hong Kong. In Singapore, there are few chairs for the study of the various topics connected with entrepreneurship and small business management at technical and other universities. Also, there is an MBA programme available at the Donauuniversität Krems, which is devoted to Entrepreneurship, New Venture Creation and Innovation Management. Entrepreneurship education is often coupled with innovation or SME management in Cyprus. Specific courses on entrepreneurship education can also be found in Czech Republic. However, this country is among the lowest performers in EU 25 in providing courses aimed at setting up a business. In New Zealand, entrepreneurial themes have been integrated into the curriculum in many programmes. During the 1990s nine projects on entrepreneurship received financial support, including implementation of new programmes. A network of universities and other tertiary educational institutions for entrepreneurship development has been set up and supported financially by the government. Entrepreneurship courses exists as part of bachelor and master's business studies and the curriculum emphasise on business plan development and analysis in Estonia. In Denmark, entrepreneurship education is integrated as part of school

education, vocational training and university education. From 2001 to 2003, a national Business Skills Programme for promoting entrepreneurship and business activities in universities was implemented. Entrepreneurship training has been developed not only as part of undergraduate education, but also in open universities for all population groups. Measures have been taken to step up the creation of new businesses and promote combined technological-business education.

Further, promoting the enterprise spirit and entrepreneurship teaching are relatively new subjects and challenges for the German education system. However, many Chairs have been established recently and entrepreneurship education is developing rapidly in Germany. Initiatives for education and training for entrepreneurship have also been implemented in various educational establishments across Greece. In Greek universities, the emphasis is on courses providing know-how and skills required for the efficient running of enterprises. Hungary has added entrepreneurship courses to the curriculum. The teaching methods are practically-oriented and the study is linked to innovation and technological aspects. Entrepreneurship is well embedded in curricula of Iceland.

Introductory team-based courses are offered in a range of business and engineering programmes. In order to expose university students to entrepreneurship education, several business schools have developed courses in Entrepreneurship or Small Business Management in Ireland. The Enterprise Ireland sponsors an annual national business plan competition to recognize the best business plans developed by university/college students. A noteworthy innovation is the targeting of universities and institutes of technology for 'high potential business start-ups' in Ireland's Regional Growth Strategy. This includes government funding and support for the establishment of campus incubators, campus venture capital funds, graduate enterprise programmes and support for campus companies. In Luxemberg, a steering committee on managerial and entrepreneurial training was set up at university level in November 2001. The committee's recommendation is to develop two types of 'further

training' courses in management (MBA executive) and entrepreneurship (intensive training). The curricula of these courses are developed by three universities of the Greater Region. The 'Centre Universitaire' and the 'Institut Universitaire International de Luxembourg' are also active in promoting entrepreneurship activities in collaboration with other partners (Chambre de Commerce, Business Initiative, media-industry in Luxembourg).

1.6 ENTREPRENEURSHIP IN INDIA

1.6.1 Historical Overview

The story of the Indian entrepreneurship is filled with paradoxes (Swetha and Rao, 2013). The early history of entrepreneurship in India can be associated to the culture, customs and traditions of the people of India. The entrepreneurs those who had cultural heritage of trade and business played a crucial role of entrepreneur. The occupations of the people were related to the caste they belonged to. As society grew and change in the environment came, the several occupational roles swapped with non-role groups, people from different castes and status also entered into the entrepreneurial role.

The colonial era saw entrepreneurship confined by the boundaries of social, cultural and religious rigidities. This period, because of rigid and harsh laws and policies along with unstable political environment, was non-conducive for entrepreneurship and thus, restricted the growth of entrepreneurial activities.

Later, in the post-colonial era, the East India Company was considered as a crucial segment in the emergence of entrepreneurship in Indian economy. Also, the campaigns like swadeshi movement, concentrated on the usage of the domestic goods by the residents of the country that played a significant role in the growth and development of startups in the nation.

Entrepreneurial progress gained adequate momentum after the Second World War. The advent of the Managing Agency System was a substantial phase towards the

evolution of entrepreneurship throughout. Since then, the entrepreneurs have augmented swiftly in the nation. Mainly, since the Third Five Year Plan, small business owners have proficient incredible growth in their statistics (Sinha, 2016).

Small entrepreneurship sustained to dominate in competitive environment, however at few stages fresh groups of entrepreneurs too appeared. Also, there are instances that few entrepreneurs nurtured from small to medium-scale and from medium to large-scale manufacturing units during this phase. The family entrepreneurship units (family businesses) like Tata, Birla, Mafatlal, Dalmia, Kirloskar and others expanded on large scale and created new edge in business during this period (Sinha, 2016).

The policy makers in independent India could have created a conductive environment for the spread of entrepreneurship. However, despite being an independent economy, the initial decade of 1950-60s witnessed a sluggish advancement from an agricultural economy to an industrialized economy. Industry was dominated by textile power looms in and around Bombay, Ahmedabad, Calcutta and Madras.

The swift expansion in the large scale government sponsored heavy industry was witnessed in the year 1960s across the nation. The government's focus was on building state owned enterprises and lesser incentives were given to the private individuals to set up large business units. Indian policy makers were of the view that it is essential to follow centralized planning for efficiently allocating the resources of a country like India. As a result, many Small Scale Industries (SSI) emerged providing ancillary facilities to large industries but soon turned sick due to declining GDP in 1960s and 1970s.

In 1970s, the campaign for promoting entrepreneurship in India geared up which however was unsuccessful as the policy implementers failed to realize that developing business is a long term process and require follow up for the survival and growth of these ventures. The late 1980s marked the new beginning for the small and medium entrepreneurs in India as the new government decided to move towards a market

oriented economy. Further, the change in economic policies in 1990s as a result of the economic crisis led the Indian economy towards globalization and liberalization. The economic reforms resulted in positive changes in an SME units' contribution to total output and exports reflecting that SSIs had experienced considerable practical modification in their manufacturing procedure. The need for employment and local growth surfaced the method for starting a business.

The subsequent decades observed noteworthy development in the economic and social entrepreneurial projects. Given this vigorous environment, entrepreneurship gained momentum. The previous decade has seen remarkable enhancement in the conditions of startups in India. Institutes have initiated to take commercial and academic interest in startups. Due to the potential and ability shown by the startups, comprehensive investors have gained interest to venture in the Indian startup environment during the last few years.

The growth of startups like Zomato, Flipkart, Snapdeal, OYO, Café Coffee Day etc. and their potential to grow as top-notch companies have set benchmarks and created anticipation for many aspiring entrepreneurs. There has been significant growth of entrepreneurship and technology incubators in the past years to provide necessary mentorship and support to the budding entrepreneurs. With the current government extending all support to the entrepreneurs and initiating programs like 'Skill India' and 'Make in India', the foundation for a sustainable startup ecosystem has already been laid

1.6.2 Traditional Community-Based Entrepreneurship

People, in general, are faced with issues related to poverty, illiteracy, lack of skills, poor health care systems, etc. These are problems that cannot be tackled individually but can be better solved through group efforts. There is a need to organize the poor and marginalized to come together for solving individual or collective problems.

Community-based entrepreneurship is now seen as a viable alternative for development processes.

A general model of a community-based entrepreneurship is the same across the region. It is led by an individual or a group, economically homogenous in nature. It has been recognized as an effective tool for capacity building of the marginalized section. Several empirical pieces of evidence suggest that it does enhance the qualitative equality economic cultural spheres. The basic directive principles of community-based entrepreneurship are group approach, mutual trust, and motivation towards economic activities encouraged by institutional support. The community-based entrepreneurship has evolved due to the efforts of committed individuals to promote self-employment. Banking & non-banking, and national & international developmental agencies have also played a significant part in creating resources for these forms of activities. During the early 2000s, policy makers and agencies realized that it can be an effective developmental instrument.

The community-based entrepreneurship has given way to mobilization and empowerment of the poor, who can now manage their own well-being and be benefited from economic activities. The expansion of entrepreneurial activities is an important tactic for the overall strategy of economic development. Community-based entrepreneurship is fairly simple; management is sustainable and their investment is on intensive entrepreneurial processes. The purpose is limited by unsatisfactory institutional support from finance to technical assistance and affects ability to fulfil basic requirement of entrepreneurial activities.

1.6.3 Inputs from Traditional Entrepreneurs

The traditional entrepreneur is one who undertakes to control, coordinate and assume the risk of a business in a competitive marketplace. Today's entrepreneurs possess those same features and have to be versatile in facing the challenges of a dynamic

environment. Today's entrepreneur is an innovator and developer of ideas; he or she seizes opportunities and converts them into marketable entities; at the same time they have to lead a team, seek out capital and resources while creating something unique and of value to others. The following are the different ways (as per traditional entrepreneur) in which an entrepreneur drives economic development:

- **Investing in products and services people need**

According to traditional models, entrepreneurs create new businesses in response to unmet needs and demands in the market. That is, there is an opportunity to provide a product or service that is not currently in existence, or otherwise available. Economists refer to these business-starters as "opportunity" entrepreneurs in order to distinguish these individuals from those who start businesses for lack of better work opportunities. They enable access to goods and services that populations require in order to be productive. This is not to ignore "necessity" entrepreneurs that launch enterprises because they have no other options. Both can and do contribute to economic growth.

- **Providing employment opportunities**

New businesses need to hire employees. They create jobs and these economic opportunities uplift and support communities through increasing the quality of life and overall standard of living.

- **Commerce and regional economic integration**

Technology has made it possible for small, entrepreneur-led businesses to expand into regional and global markets. When new businesses export goods and services to nearby regions, these enterprises contribute directly to a region's productivity and earnings. This increase in revenue strengthens an economy and promotes the overall welfare of a population. Economies that trade with one another are almost always better off. Politics aside, engaging in regional and international trade promotes

investment in regional transportation and infrastructure, which also strengthens economies. Foreign trade, according to some estimates, is respo for over 90 percent of our economic growth.

- **New technologies promote efficiency**

The ability to turn ideas into new products and services that people need is the source of prosperity for any developed country. Economic growth, generally speaking, is driven by new technologies and their creative applications. Periods of rapid innovation historically have been accompanied by periods of strong economic growth. The impetus of innovation is the greatest natural resource of all: the human mind. Creating innovative products and solutions requires an educated population and an environment where collaborative work can take place. In addition to being good for business, education increases workforce creativity and quality of life.

- **Addressing environmental challenges**

Innovation is (and will continue to be) crucial when it comes to addressing the enormous environmental challenges we face today: combating climate change, lowering global greenhouse gas emissions, and preserving biodiversity in the environment. Without power for extended periods of time, commerce comes to a halt. Without water, we cannot live. Reliable access to these innovations (such as irrigation technology, electricity, and urban infrastructure) increases productivity and enhances economic development.

1.6.4 Growth of Entrepreneurship

In India, entrepreneurial ventures can also be known as Micro, Small and Medium Enterprises (MSMEs). According to the Micro, Small and Medium Enterprises Development (MSMED) Act 2006, the MSMEs are classified on the basis of the investment in plant and machinery (for manufacturing enterprise) and equipment (for service enterprises) as shown in Table 1.1. The MSMED Act aimed to address the policy issues affecting MSMEs for facilitating the development of these enterprises and enhancing their competitiveness by forming Ministry of MSME. The Ministry formulates various plans, policies, programs, projects and schemes and monitors their implementation to provide assistance and support for development of MSMEs.

Table 1.1: Classification of MSMEs

Classification	Manufacturing Enterprises (Investment limit in Plant & Machinery)	Service Enterprises (Investment limit in equipment)
Micro	Rs. 2.5 million/ Rs. 25 lakh	Rs. 1 million/ Rs. 10 lakh
Small	Rs. 50 million/ Rs. 5 crore	Rs. 20 million/ Rs. 2 crore
Medium	Rs. 100 million/ Rs. 10 crore	Rs. 50 million/Rs. 5 crore

Source: Annual Report (2015 – 16), Department of MSME, Government of India

The growth of entrepreneurship in India can be statistically assessed by studying the performance of the MSME sector along with its contribution in the GDP of the country. The performance of the MSME sector in terms of number of working enterprises, employment and investments is given in Table 1.2 and Figure 1.2 while the contribution of this sector in India's GDP is shown in Table 1.3 and Figure 1.3.

Table 1.2: Performance of the MSME Sector

Year	Total Working Enterprises (in lakh)	Employment (in lakh)	Market Value of Fixed Assets (Rs. in crore)
2006-07	361.76	805.23	868543.79
2007-08	377.36	842.00	920459.84
2008-09	393.70	880.84	977114.72
2009-10	410.80	921.79	1038546.08
2010-11	428.73	965.15	1105934.09
2011-12	447.64	1011.69	1182757.64
2012-13	467.54	1061.40	1268763.67
2013-14	488.56	1114.29	1363700.54
2014-15	510.57	1171.32	1471912.94
2015-16	633.88*	1109.89*	--

Source: Annual Report (2015 – 16), Department of MSME, Government of India

*Annual Report (2017 – 18), Department of MSME, Government of India

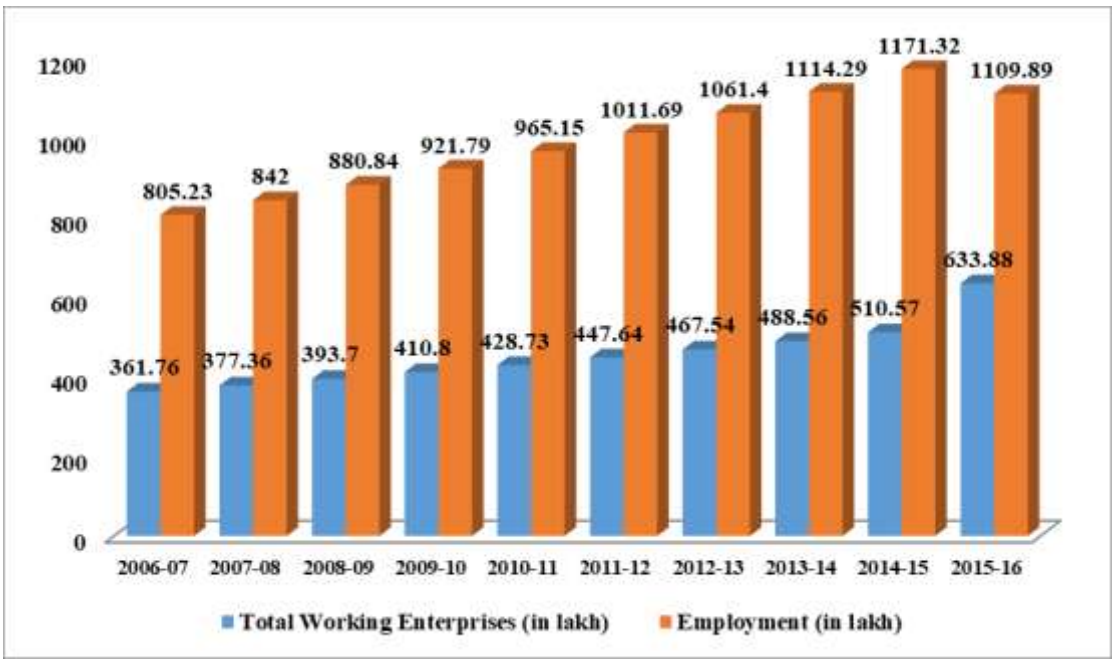


Figure 1.2: Performance of the MSME Sector

The Table 1.2 and Figure 1.2 reveals that the total working enterprises has increased from 361.76 lakh units in 2006-07 to 633.88 lakh units in 2015-16, registering an overall increase of 75.22 percent. With increase in the number of working enterprises, employment also gradually increased from 805.23 lakh in 2006-07 to 1109.89 lakh in 2016-17, depicting an increase of 45.46 percent. The increasing number of MSMEs made significant investments as its market value of fixed assets went up to Rs. 1471912.94 crore in 2014-15 from Rs. 868543.79 crore in 2006-07 showing a large increase of 40.99 percent. The MSME sector has grown substantially at an average annual increase of 7.52 percent, 3.78 percent and 8.14 percent with respect to number of enterprises, employment and investments respectively.

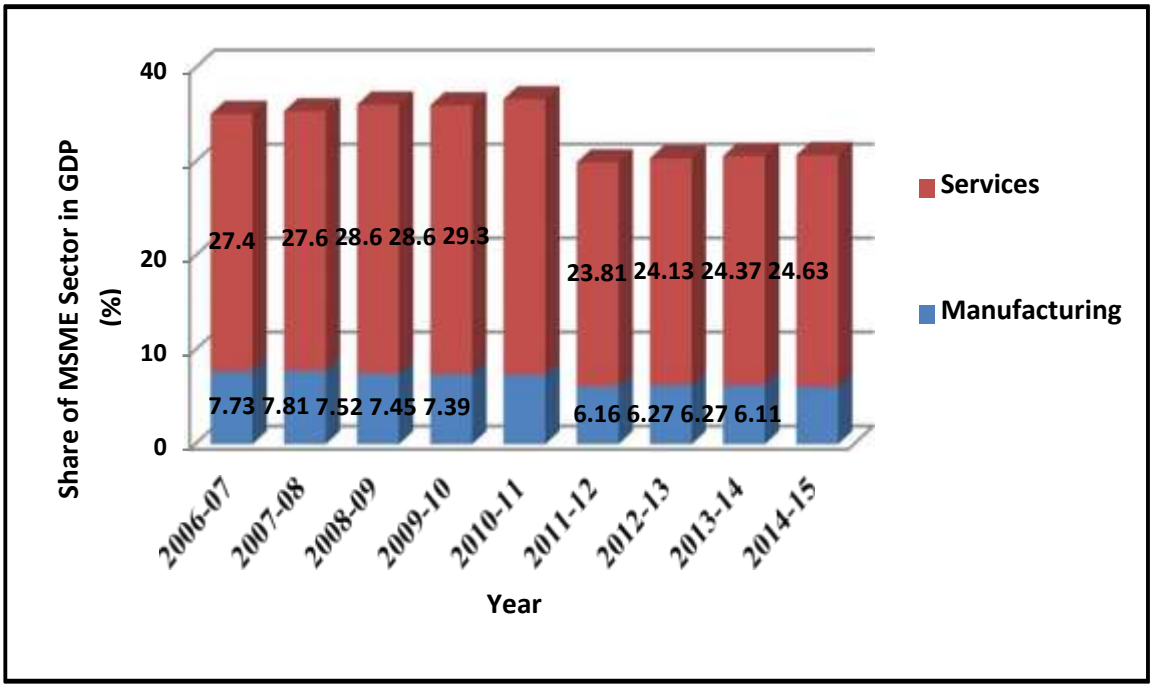
The Table 1.3 and Figure 1.3 clearly highlights that entrepreneurship appreciably contributes in the development of the nation through its contribution in GDP with growing number of enterprises which enhances the employment and investment in the country. Therefore, the government can play a significant role through meaningful initiatives for the promotion of these enterprises.

Table 1.3: Contribution of MSMEs in GDP

Year	**Share of MSME Sector in GDP (%)**		**(at 2004-05 prices)**
	Manufacturing	***Services***	***Total***
2006-07	7.73	27.40	35.13
2007-08	7.81	27.60	35.41
2008-09	7.52	28.60	36.12
2009-10	7.45	28.60	36.05
2010-11	7.39	29.30	36.69

			(at 2011-12 prices)
2011-12	6.16	23.81	29.97
2012-13	6.27	24.13	30.40
2013-14	6.27	24.37	30.64
2014-15	6.11	24.63	30.74

Source: Annual Report (2016 – 17), Department of MSME, Government of India



Source: Annual Report (2016 – 17), Department of MSME, Government of India

Figure 1.3: Contribution of MSMEs in GDP

1.7 INITIATIVES FOR ENTREPRENEURSHIP DEVELOPMENT IN INDIA

The government of India has undertaken several initiatives from time to time for entrepreneurship development which are summarized as under:

A. Industrial Policies and Five Year Plans

The government has framed various industrial policies in different years like 1948, 1956, 1977, 1980 and 1990 for development and promotion of small scale industries in the country. The New Small Enterprise Policy was framed in 1991 for the growth of Small, Tiny and Village Enterprises (Khanka, 2007). Various measures have also been taken by the government through its five year plans specifically focussing on the growth of the small scale sector.

B. Setting UP of SEZ

Government has set up Special Economic Zones (SEZs) to induce people to establish entrepreneurial ventures in the backward region though industrially potential areas by providing concessions and subsidies related to capital, technology, land, raw material, knowledge, market, infrastructure etc. along with tax relaxations.

C. Setting up of Entrepreneurship Institutions

The government has established various promotion and support organisations like Indian Institute of Entrepreneurship (IIE), National Institute of Entrepreneurship and Small Business Development (NIESBUD), North Eastern Industrial and Technical Consultancy Organisations (NIETCO), Khadi and Village Industries Commission (KVIC) etc. for entrepreneurship development in the country. These institutions provide a range of monetary and non-monetary support to budding entrepreneurs along with training and mentorship. Entrepreneurship Development Programmes (EDPs) are also being organized by some of these institutions to create awareness about entrepreneurship and generate entrepreneurial spirit among the youth.

D. Entrepreneurship as a Subject

Steps have been undertaken to introduce 'Entrepreneurship' as a subject in schools, colleges and universities. Specialized courses have been initiated in various educational institutions on entrepreneurship.

E. Schemes and Programmes for Entrepreneurship Development

The government (govt.) has initiated and implemented several schemes and programmes for the growth and development of entrepreneurship in India through the Ministry of MSME and its allied organizations to provide financial, technical, infrastructural, training, marketing and production support to entrepreneurs. A few of such schemes and programmes are Micro and Small Enterprises – Cluster Development Programme (MSE-CDP), Marketing Assistance Scheme, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Credit Guarantee Scheme (CGTMSE), Credit Linked Capital Subsidy Scheme (CLCSS), Technology Centre Systems Programme (TCSP), Bar Code Scheme, etc. The features of three important schemes have been discussed below:

- **Credit Guarantee Fund Scheme for Micro and Small Enterprises (MSEs):** The scheme was established by the govt. on 30 August 2000 to provide the collateral-free loans to the MSEs. The Ministry of MSME and Small Industries Development Bank of India (SIDBI) built up a Trust namely Credit Guarantee Fund Trust for Micro and Small Enterprises (CGTMSE) to run this scheme. The govt. of India and SIDBI funds the total capital of the scheme in the ratio 4:1. Funds in the form of term loans and working capital loans are provided to a new or an existing MSE under this scheme to the tune of up to Rs.100 lakh without any collateral security and/or third party guarantee. The guarantee cover provided is up to 75 percent of the loan facility, up to Rs.50 lakh (85 percent for loans up to

Rs. 5 lakh provided to micro enterprises, 80 percent for MSEs owned/ operated by women) with a uniform guarantee at 50 percent for the entire amount if the credit exposure is above Rs.50 lakh and up to Rs.100 lakh. The total amount of Rs. 1,06,927.55 crore has been disbursed as the guarantee under this scheme till the year 2016. (Credit Guarantee Fund Scheme for Micro and Small Enterprises, 2017)

- **Credit Link Capital Subsidy Scheme for Technology Upgradation:** It was launched in 2000 and revised in 2005. The objective of the scheme is to facilitate technology upgradation by giving upfront capital support to Small Scale Industrial (SSI) units, comprising of tiny, khadi, village and coir industrial units, on institutional credit availed by them for upgrading their production equipment (plant and machinery) and techniques. The Scheme provides for 12 percent capital on institutional finance availed for introduction of well established and enhanced technology in particular subsectors/products sanctioned under the scheme. The adequate amount of subsidy computed under the revised scheme was based on the actual loan amount not more than Rs.40 lakh (Government Of India Revised Guidelines on Credit Linked Capital Subsidy Scheme (CLCSS) for Technology Upgradation of Small Scale Industries (SSI), 2006)

- **Micro & Small Enterprises - Cluster Development Programme (MSE- CDP):** This scheme has implemented the cluster development approach as a main strategy for augmenting the efficiency and competitiveness of MSEs in India. Along with, clustering of units aids providers of services such as banks, financial institutions etc. to deliver their services more economically, thereby minimising the costs and enhancing the accessibility of services for such firms. The objective of the scheme is to support MSEs by addressing problems like enhancement of technology, skills and quality, marketing access, access to finance etc., build

capacity of MSEs through development of self-help groups, consortia, upgradation of associations, etc., create/upgrade infrastructural facilities in the new/existing industrial areas/clusters of MSEs, and set up common facility centres (for testing, training centres, raw material depot, effluent treatment, complementing production processes, etc) (Micro & Small Enterprises - Cluster Development Programme (MSE-CDP), 2017).

- **Technopreneur Promotion Programme (TePP):** The programme was established by the Department of Scientific and Industrial Research (DSIR) that intends to assist the individual technological innovators to become successful entrepreneurs by encouraging, supporting and providing funds their ventures. Under the programme, a total of 400 projects with around Rs. 270m was supported during the years 2007 and 2012 (Balsara and Taneja, 2013).

- **National Entrepreneurship Network (NEN):** NEN is a non-profit organisation which aims to assist the high-growth entrepreneurs by giving them the crucial support to start-ups and early-stage entrepreneurs. The provision comprises of training on entrepreneurs and fast-track accessibility to incubation, financing, mentoring and expertise. It has more than 70,000 members in 30 cities and has developed associates with over 470 academic institutions in India to aid them to provide on-campus entrepreneurship ecosystems. The scheme also runs Entrepreneurship Week India, India's biggest entrepreneurship awareness movement (Balsara and Taneja, 2013).

- **Trade Related Entrepreneurship Assistance and Development (TREAD):** The scheme was initiated by the govt. of India to empower females by improving their entrepreneurial skills in non-farming activities. Under this scheme, the Government provides up to 30 percent of the total venture's cost to Non-

Governmental Organizations (NGOs) to encourage the female entrepreneurs and up to INR100,000 (approx. US$1,818) per programme to train them. Up till December 2012, it had approved and disseminated grants amounting to INR 7.7Mn (approx. US$140k) to nine NGOs for empowering 2374 women (Balsara and Taneja, 2013).

Besides this, a need was felt by the government to initiate a new set of policy reforms in India for the elevation of entrepreneurship in the nation which are given as under:

A. Ministry Of Skill Development and Entrepreneurship (MSDE)

It was launched as Department of Skill Development and Entrepreneurship on 31st July 2014 and later was formed as Ministry on 10th November 2014. It is accountable for management of all skill development efforts in India including bridging up the gap in demand and supply of skilled workforce, structuring the vocational and technical training agenda, skill up-gradation, structuring of new skills and innovative thinking (Ministry of Skill Development and Entrepreneurship, 2016). It aims at skilling the workforce at an enormous rate by creating an empowering environment and encouraging innovation based entrepreneurship ecosystem to produce wealth and job opportunities for sustainable development of all individuals in India. It is assisted by functional arms as under:

- **National Skill Development Agency (NSDA):** This is an independent organisation that manages and coordinates the skill development efforts of both govt. and the private sector to attain the skilling targets of the 12th Plan and beyond. It also aims to narrow the gap in terms of social, regional, gender and economic divide. It is a nodal agency for State Skill Development Missions. The major objectives of NSDA are to assess existing skill development schemes,

generate and retain a national data base related to skill, ensure that the skilling requirements of the underprivileged and the marginalized individuals are taken care of, etc. (National Skill Development Agency, 2014).

- **National Skill Development Corporation (NSDC):** This Corporation is unique of its kind; Public Private Partnership in India that plays as a catalyst in skill development by distributing finance to firms, companies and organisations which deliver skill training (National Skill Development Corporation, 2015). NSDC with the assistance of its 160 training associates and 1722 training centres has so far, trained around 35 lakh persons across the nation (Ministry of Skill Development and Entrepreneurship, 2016). NSDC has initiated several measures such as 'Innovations for Skills Marketplace' and 'Innovations for Skills Challenge'. 'Udaan' a distinct industry initiative for Jammu & Kashmir, implemented by NSDC, which intends to offer skills training and boost the employability of the unemployed youth of J&K.

- **National Skill Development Fund (NSDF):** This fund was established for raising finance both from govt. and non-govt. sectors for skill development in India. The capital under the scheme is contributed by various govt. sources and other donors/ contributors to augment, motivate and develop the skills of Indian youth by different segment specific programmes. The total amount of Rs.2333 crore has been disbursed till 31st March 2015 under the scheme (Ministry of Skill Development and Entrepreneurship, 2016).

- **Sector Skill Councils (SSCs):** SSCs are industry led organisations that aims at defining the skilling requirements, concept, procedures, certification, and accreditation of their respective industry sectors. The SSCs shall prescribe the National Occupational Standards (NOSs) and Qualification Packs (QPs) for the

job roles pertinent to their industry, and shall work with the NSDA to make sure that these are in accordance with the National Skill Qualification Framework (NSQF) (Ministry of Skill Development and Entrepreneurship, 2015).

- **National Policy on Skill Development and Entrepreneurship 2015:** This objective of this Policy is to provide a wholesome structure to all skilling activities being carried out within the nation, to align them to common standards and link the skilling with demand centres. This policy links the skills development to improve employability and productivity (Ministry of Skill Development and Entrepreneurship, 2015).
- **National Skill Development Mission:** This was introduced on 15th July 2015 on the event of World Youth Skills Day. The Mission has been established to make convergence across diverse sectors and states in terms of skill training activities to attain the vision of 'Skilled India' (Ministry of Skill Development and Entrepreneurship, 2016).
- **Entrepreneurship Development Scheme:** This scheme is initiated by MSDE. It is designed across several dimensions such as entrepreneurship education programme, web and mobile centred networking platform, entrepreneurship hubs (e-hubs) network, worldwide associations, nationwide entrepreneurship day, promotion of entrepreneurship among female and minority sections, social entrepreneurs, etc. (Ministry of Skill Development and Entrepreneurship, 2016).

B. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

It is the leading outcome-based skill training programme of the MSDE which intends to provide 24 lakh Indian youth significant, industrial specific, skill based training. The focus of this skill certification and reward scheme is to empower and mobilize a

huge number of young Indian to take up result based skill training, become employable and earn their livelihood. As on 3rd March 2016, 1599895 people have been enrolled, 956871 have completed trainings and 290002 have got certified under PMKVY (Pradhan Mantri Kaushal Vikas Yojana, 2015)**.** The skill card will also be given to those certified under PMKVY which will act as an authentic skill certification.

C. Make in India

It is an initiative of the Government of India launched on 25th September 2014 to encourage multi-national and domestic firms in manufacturing their products in India. The main aim behind this is to lay emphasis on employment generation and skill development in 25 sectors of the economy. The objective of this initiative is also at attaining and sustaining high quality standards and reducing the effect of production initiatives on the business ecosystem. The initiative hopes to attract financial and technological investment in the nation.

D. 'Start-Up India' Initiative

This initiative focuses to motivate the young entrepreneurs in India. 'Start-up India: Stand up India' enhances bank financing for start-ups and provides incentives to encourage entrepreneurship and generate employment. Prime Minister, Narendra Modi said that, "Each of the 1.25 lakh bank branches should encourage at least one Dalit or Adivasi entrepreneur and at least one woman entrepreneur". This initiative will offer an innovative aspect to entrepreneurship and assist in establishing a system of start-ups in India (ANI, 2015).

E. Mudra Bank

Micro Units Development Refinance Agency (MUDRA) Bank was started on 8th April 2015 for the growth of micro units to motivate entrepreneurs across the country and provide capital to the non corporate small business enterprises. The Bank offers refinance to Banks, MFIs, NBFCs, etc. for providing credit to micro units having credit requirement from Rs 50000 to Rs. 10 lakh. Under MUDRA Yojana, MUDRA Bank has set up three products named Shishu, Kishor and Tarun to signify the stage of growth and financial requirements of business owners (Pant, n.d.). The amount equivalent to Rs. 20000 crore has been assigned to MUDRA Bank for the SME sector that will augment financial facility to enhance the growth and development of small businesses and production units (Panda, 2015).

F. Atal Innovation Mission (AIM)

It is also called the AIM Platform. It was established through 2015 budget along with National Institution for Transforming India (NITI) to assist innovation advancement platform comprising of scholars, and drawing upon nationwide and global practices to develop a ecosystem of innovation, research and development. The 2015 budget has allocated Rs.150 crores for the AIM Platform (Panda, 2015).

G. Self-Employment and Talent Utilization (SETU)

SETU aims to promote startup and scientific research. These schemes' resources will be devoted to strengthen incubators. It is a Techno-Financial, Incubation and Facilitation Programme to provide assistance in all phases of start-up enterprises, and other self-employment activities, especially in technology-driven areas. An amount of Rs.1000 crore is being set up primarily in National Institution for Transforming India (NITI) Aayog for SETU in support for setting up and modernizing existing start-up

incubators across the nation and to encourage entrepreneurship right from the high school level (Ministry of Finance, n.d.). The objective of this scheme is to generate around 100,000 jobs through start-ups (General Knowledge Today, 2015).

H. FORMATION OF E-BIZ PORTAL

This is the principal Government to Business (G2B) portal started by the present NDA government and is retained by DIPP under the Ministry of Commerce and Industry. This measure by govt. aims at simplifying the ease of doing business in India. While creating a balance between social responsibilities of the government to support the poor sections of the society, it is also very important to boost the business start-up that emerges as the employment & revenue generating mechanism for an economy.

I. IPR Policy

In order to promote entrepreneurship through initiatives like 'Make in India', 'Digital India' and 'Skill India', reforms in the IPR policy in India have also been introduced. They will enable Indian inventors to make IP assets in India and use them in production. Global enterprises will also be motivated to fetch their IP protected inventions and creations to India along with investment, technology transfer, establish their manufacturing, R&D and outsourcing bases in India. The govt. is committed to offer a robust, stable, predictable and transparent IP regime for this purpose. The Indian IP system will contribute to firms' competitiveness, employment and entrepreneurship (Justice Prabha Sridevan, P. M, 2014).

J. Simplification and Handling of Procedures

The main objective for simplifying of procedures is to ensure the minimum the regulatory burden on start-ups, thereby, letting them to concentrate on their basic

business activities and to reduce their cost of compliance. As adherence to the labour and environmental regulations consumes time, startups are permitted to self-certify for such laws. However, no inspection will be done for a period of three years in n case of the labour laws. . In case of environment regulations, start- ups that are declared 'white category' (as defined by the Central Pollution Control Board) will be allowed to self-certify compliance and only random scrutiny will be carried out in such situations (Wagh, 2016).

K. Start Up India Hub

The Startup India hub will associate with national and state governments, Indian and foreign universities, angel linkages, incubators, banks, legal partners, consultants, universities and R&D institutions. The hub will support start-ups for procurement of funds, feasibility testing, business restructuring advisory, development of marketing skills, technology commercialization etc. The hub will be accountable of organising and managing the mentorship programmes in partnership with govt. association, incubators, educational institutions and private enterprises. The most exciting measures under this plan are- to register companies through an app and adherence regime based on self-certification, which will ease legal burden. Further, under this scheme, there will be income tax exemption, ease of adherence through reduction of regulations, 80 percent waiving off of the patent filling fees, provision of advisory services and waiver off of labour inspection for 3 years.

L. Rolling out of Mobile App and Portal

The mobile app has been introduced to serve as a single platform for interacting with the government and regulatory bodies. A single form shall be made available for registering start-ups with relevant agencies of the government. The start-ups will be able to track the status of registration application and a digital version of the final

registration certificate shall be made available for downloading through the Mobile App. It will help filing for compliances and obtaining information on various clearances, approvals, registrations required. The App will provide a collaborative platform with a national network of venture funds, incubators, academia, and mentors etc. of the start-up ecosystem to have discussions towards enhancing the ecosystem (Start-up India Stand-up India Action Plan, Eligibility & Scheme Details, 2016).

M. Relaxed Norms of Public Procurement

In order to offer equivalent platform for the start-ups, the govt. will exempt start- ups (in the manufacturing sector) from the conditions of "previous knowledge/turnover" without any reduction in quality benchmarks or technical factors. The start-ups will also have to establish necessary ability to implement the plan as per the needs and should have their own production capability in India (Startup India Standup India Action Plan, Eligibility & Scheme Details, 2016)

N. Faster Exit for Start-Ups

Start-ups with simple debt structure or meeting specific benchmarks may be liquidated within 90 days from applying an application for winding up on fast track basis. The insolvency expert will be chosen for that matter for the start-up, who will be in charge of the company for liquidating its assets and repaying its creditors within six months of such an appointment. The promoters and management shall no longer run the enterprise. This will encourage business owners to do experimentation with novel and innovative concepts, without fearing a complicated and long-drawn exit procedure where their funds remains continuously blocked (Wagh, 2016).

O. Technology Incubation

Technology Incubation and Development of Entrepreneurs (TIDE) scheme, launched by the Department of Electronics and Information Technology (DEIT), initially launched in 2008, now has been revised and extended till March 2017. As per the scheme, 27 centres are being supported at academic institutions across India. TIDE has a multipronged approach in diverse areas of Electronics, ICT and Management. This aim is to give assistance to the institutions of higher learning in order to strengthen their Technology Incubation Centers and empower young entrepreneurs to initiate technology start-up enterprises for commercial exploitation of technologies developed by them. TIDE Incubation Centers offers several services to new enterprises and facilitate linkages congenial for their survival and growth. The centres network with Angel Investors and Venture Capitalists who provide mentoring, financial support to the start-ups, and enable tenant companies to mature over a period of 2-3 years and ultimately graduate to a commercial place to transact actual business (Inspiration for National Start-up Policy, 2016).

1.8 PROPOSED SCHEME ON ENTREPRENEURSHIP DEVELOPMENT

An entrepreneurship development scheme is presently being established by MSDE. The scheme is being framed around the following major elements:

- **Educate and Equip Potential and Early Stage Entrepreneurs across India:** In association with professionals, a world class entrepreneurship educational courses will be formulated. These modules will be offered to all ambitious entrepreneurs at no cost. With the use of web based learning, entrepreneurship courses can be taken as and when required by students and business people alike

through Massively Open Online Courses (MOOCs). Also, entrepreneurship education will be incorporated into the mainstream curriculum in 3,000 colleges across India. Entrepreneurship educational courses will also be implemented in approximately 325 industrial clusters across the country. With the 50 nodal Entrepreneurship Hubs (E-Hubs) established across all states, the existing and potential entrepreneurs will be targeted for entrepreneurship education training that suit their requirement.

- **Connect Entrepreneurs to Peers, Mentors and Incubators:** The aim of this scheme is to encourage the new entrepreneurs through a web and mobile based platform linking the whole entrepreneurial culture. Platform affiliates will access content online, consisting of the information on government services and distinct packages given by service providers. The formation of innovative incubators will be encouraged and a national network of incubators and accelerators will be developed to support new entrepreneurs. Entrepreneurial activities in innovative and cutting edge technology areas will be associated with programmes like AIM and SETU.

- **Support Entrepreneurs through Entrepreneurship Hubs (E-Hubs):** A national network of Entrepreneurship Hubs (E-Hubs) will be set up to assist the business owners by harmonized distribution of nationwide, state-run government entrepreneurship programmes and accessibility to exiting resources. 1 national, 30 state, 50 nodal and 3,000 college based E-Hubs will be established to offer support. These E-Hubs will be established throughout the entire nation.

- **Catalyse a Cultural Shift to Encourage Entrepreneurship:** The main focus of this is to encourage entrepreneurship at national level. Global associations will be recognized via internship opportunities and exchange tours to worldwide entrepreneurship hubs such as Silicon Valley and Israel. To spread the awareness, nationwide brand ambassadors will be established to champion entrepreneurial ecosystem in the country. Rewards will be given to youth entrepreneurs and a National Entrepreneurship Day shall also be celebrated.

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- **Encourage Entrepreneurship among Under-Represented Groups:** The objective of this scheme is to include the scheduled castes & scheduled tribes, minorities, differently-abled etc. and regionally under-represented areas especially in large parts of Eastern and North Eastern India in entrepreneurship programs. Special efforts will also be made to join incubators and mentors catering to these groups in the nationwide entrepreneurial culture.

- **Promote Entrepreneurship amongst Women:** The objective of this to encourage the women owned businesses with the suitable support for them under the public procurement procedure. This will also ensure that gender neutral incubator/accelerator, network of mentors, industry, resource centres and credit institutes are provided to benefit female Entrepreneurs. Preference shall be given for mentorship and support system for female entrepreneurs in prevailing business centres and incubators. Steps will also be taken to gather gender disaggregated data.

- **Foster Social Entrepreneurship and Grassroots Innovations:** This scheme aims to motivate the Universities and academic institutions to introduce a programme on 'Social Entrepreneurship', along with the web based distance education, to dynamically stimulate social entrepreneurship in India. Along with this, incentives comprising of fiscal support and incubation, shall also be provided (Proposed Scheme on Entrepreneurship Development, 2015).

1.9 NEED OF THE STUDY

In spite of several initiatives undertaken by the government, entrepreneurs still face certain problems like lack of availability of finance, lack of technical knowledge, managerial skills, availability of raw materials and infrastructure, awareness, market linkage etc. which obstruct the growth and development of entrepreneurship in the country. According to the research study conducted by NCAER (1993), lack of training and finance are the major problems faced by Small Scale Industries (SSIs) besides procedural hassles, administrative hurdles, lack of infrastructure and counselling (Desai, 2002). Vasper also found that there are many barriers affecting entrepreneurship and identified lack of seed capital as one of the major barriers (Vasper, 1983).The study conducted by Sinha, R.P. on 85 SSIs revealed that 85 percent of the total units face the problem of lack of availability of finance which adversely affects their productivity (Hasmat, 1991).

In this context, the role of institutions becomes very relevant, especially educational institutions, because these institutions have the potential to solve all the major problems of entrepreneurs through their Entrepreneurship Development Cells (EDCs)/ Entrepreneurship Incubator Centres (EICs)/ Entrepreneurship Development

Programmes (EDPs) / Entrepreneurship Cells (ECs). These institutions are roped in to impart knowledge, training, skills and mentorships related to various domains like managerial, financial, technical, legal, market etc. besides providing financial, research, infrastructural, technical and marketing assistance. Literature highlights the importance of entrepreneurial education and training in the promotion and development of entrepreneurs (cited in Rao, 2008; Baruah, 2005 and cited in Mali, 2002). It also states that bringing changes in the education and training system of the country is the most important way of inculcating an entrepreneurial spirit for long run (Sami, 2005).

All the five year plans in our country have emphasized on creating employment opportunities for the people. But in reality, unemployment has taken a disproportionate shape. It is an accepted fact that neither it is possible for any government to provide employment to all the educated unemployed nor it is possible to create employment opportunities in the government sector alone (Kanoi, 2011). Thus, the only possible solution is that the education system should strengthen the private sector through promotion and development of entrepreneurship which would not only create self- employment opportunities but would also generate employment for others.

There are several institutions in the country which are actively involved in the development of entrepreneurship. A large number of people join these institutions and their programmes which lay the foundation stone for their entrepreneurial growth journey. Therefore, this study makes an attempt to study the functioning of national level entrepreneurship development institutions in India along with the performance of Entrepreneurship Development Centres/Cells (EDCs)/ Entrepreneurship and Incubation Centres/Cells (EICs)/ Entrepreneurship Clubs (ECs) operating in

educational institutions. Also, the aim is to assess the expectations of budding entrepreneurs and existing entrepreneurs and their satisfaction derived from the educational institutions, the government and the industry for entrepreneurship development.

1.10 OBJECTIVES OF THE STUDY

1. To study the functioning of National Level Entrepreneurship Development Institutions in India.
2. To analyze the factors that play important role in the promotion of Entrepreneurship Development.
3. To make the comparative analysis of the role played by Educational Institutions, Government and Industry in developing entrepreneurs.
4. To examine the satisfaction derived by budding entrepreneurs or existing entrepreneurs from the services provided by Educational Institutions, Government and Industry for entrepreneurship development.
5. To analyse the performance of Entrepreneurship Development Cell/Centre (EDC) or Entrepreneurship and Incubation Cell/Centre (EIC) or Entrepreneurship Club (EC) established in Educational Institutions.
6. To assess the expectations of budding entrepreneurs or existing entrepreneurs from Educational Institutions, Government and Industry for entrepreneurship development.
7. To suggest measures for the development of entrepreneurship in India.

1.11 CHAPTER SCHEME

Chapter	Title
1	Introduction: Entrepreneurship in India
2	Review of Literature
3	Research Methodology
4	Functioning of National Level Entrepreneurship Development Institutions in India
5.	Data Analysis and Interpretation
6.	Findings, Suggestions and Conclusion

The study has been divided into six chapters:

Chapter 1 is introductory in nature. It explains the need of entrepreneurship in a country like India along with the role of entrepreneurship in the development of the nation. It discusses the conceptual meaning and definitions of 'entrepreneur' and 'entrepreneurship'. It highlights the best practices on entrepreneurship development across the globe. It talks about the MSME sector and its performance and contribution to the GDP of India along with the initiatives adopted by the government of India for entrepreneurship development. It also reflects the supporting policies adopted by state governments for entrepreneurship development. The chapter reflects the need of the study and lists the objectives of the study.

Chapter 2 presents the review of literature, which comprises of studies identified in various published and online sources. These studies cover various aspects related to entrepreneurship, such as youth entrepreneurship, women entrepreneurship, small enterprises, innovation, government contribution, corporate entrepreneurship, institution-based entrepreneurship etc. Both conceptual and empirical studies accessed

from articles, research papers and doctoral studies have been reviewed.

Chapter 3 based on research methodology, clearly explains the methodology adopted to conduct analysis of the secondary and primary data to achieve the objectives of the study. The sample design, questionnaire, data sources, statistical tools, etc. have been discussed in detail. It also reveals the limitations of the study.

Chapter 4 brings out the analysis based on the functioning of National Level Entrepreneurship Development Institutions in India. For the purpose of study, four institutions viz. EDII, IIE, NIESBUD, NIMSME have been considered. These institutions have been analyzed on the basis of the role they play in promotion and development of entrepreneurs in terms of their goal, programmes/activities, accomplishments, collaborations and facilities.

Chapter 5 deals with data analysis and interpretation of the primary data, collected through the questionnaire, in detail. It explores the opinion of students / budding entrepreneurs, existing entrepreneurs and faculty about the contribution of educational institutions, the government and the industry towards entrepreneurship development in India. The data has been analysed by using various statistical tools.

Chapter 6 discusses the major findings and presents the conclusion that emerges from the study. It is further supplemented with recommendations for boosting the entrepreneurship development in India. It highlights the implications for policy makers and future researchers. It also talks about the future scope of the study.

CHAPTER – 2
REVIEW OF LITERATURE

2.1 OVERVIEW

Review of literature provides the rationale to the proposed research (study). It identifies the justifiable gaps in comparison to what has already been published. Hence, this chapter presents the exhaustive review of literature (research papers/articles/theses), including studies conducted in India and abroad with respect to 'Entrepreneurship'. The review of literature has been classified under the following heads:

- Studies related to Women Entrepreneurship
- Studies related to the Role Played by Educational Institutions, Government and Industry
- Studies related to the Factors which are Important for the Promotion of Entrepreneurship Development

2.2 STUDIES RELATED TO WOMEN ENTREPRENEURSHIP

- **Akande and Oluwaseum (1996)** in their study made an in-depth analysis a number of aspects related to women entrepreneurs in Visakhapatnarn city. The study covered 100 women entrepreneurs - 30 in manufacturing, 36 in trading, and 34 in service enterprises in the small scale sector. The study revealed that the biggest aspiration of women entrepreneurs was to do something independently using their skills and talent. They aspired to run the enterprise successfully, to expand, and to establish another venture. The index for Visakhapatnam entrepreneurs was found to be less as compared to the

entrepreneurs in the other cities. This is because the entrepreneurs are contended with the scale of operation of their enterprise so that theycan balance their family responsibilities and enterprise tasks. The study concluded that the important features essential for a successful enterprise as revealed by women entrepreneurs of this study are self-confidence, self-motivated, being proactive, accountability, involvement, and efficient resource utilization.

- **Birley (1998)** had analyzed the factors which influence a woman's decision to start her own enterprise or to take up a job. The factors under consideration in the present study are the funds and manpower resources accessible to a woman. The study revealed that higher earnings of a self-employed husband do not influence the woman's decision to engage in self-employment. However, at the same time husband's business acquaintance and skills greatly contributed to women's decision of being self-employed. It was concluded that the husbands of many working women had limited income and resources at their disposal which affect the likelihood of women taking up entrepreneurship. The researcher recommended that to encourage and motivate women entrepreneurship, it was essential to identify the needs of the women and the factors which influence their decision.

- **Bisht and Patrick (1999)** in their research paper studied the challenges and future plans of women entrepreneurs in rural area. According to the authors, there is a positive trend in the growth of women entrepreneurship over a period of time. They discussed the "Pull" and "Push" factors along with the obstacles for women entrepreneurs like paucity of finance, lack of mobility, high cost of raw material, family responsibilities, absence of risk bearing skill, social taboos, etc. The author suggested various activities like Special Target

Groups in development programmes, vocational training, marketing assistance programmes and multi-pronged approach to create gender awareness and to promote and motivate women entrepreneurship. The study also suggested that the credit should be provided by bank on priority as well as concessional terms to women entrepreneurs.

- **Bruni et al. (1999)** in their study concentrated on the recent phenomenon of women entering into the arena of business. The objective was to study the significance of entrepreneurship for women, types of enterprises owned by women, the impact of various initiatives taken to boost women entrepreneurship and obstacles faced by women to become successful entrepreneurs. The author categorised the problems faced by women entrepreneurs in setting up and management of enterprises as: problem relating to money or funds, scale of production, available manpower, government support, transportation, and society resistance. Socio-personal problems like no or less support from family to start business, double responsibilities, societal pressure, unaccommodating members of the family, dominating male counterparts, and no freedom given to women were faced by maximum number of respondents. The respondents were apprehensive about the support agencies to encourage entrepreneurship among women. The author recommended that the training and coaching should be given to budding women entrepreneurs to help them to be successful in their ventures.

- **Donald and Robert (1999)** in their study discussed the cases of the women who were self-employed and have their small size or medium size business in Tamilnadu and Kerala. The data collection was done from 35 women through personal interviews. In the study, the authors have classified women

entrepreneurs in various categories viz; ’chance', ’forced' and ’created' or ‘pulled’ entrepreneurs. Those women who started their business as a hobby were categorised as ‘chance’ entrepreneurs. Those who took-up entrepreneurship for financial reasons were categorised as 'forced' entrepreneurs, while, those who started the business to achieve something, or wanted to be independent were categorised as ‘pulled’ or ‘created’ entrepreneurs. The study concluded that the common reason for starting a business by most of the women was either to earn more or to keep them selves busy. Those women who were mainly influenced and motivated only by financial rewards of taking up entrepreneurship belonged to poor economic backgrounds.

- **Shyamala (1999)** in her study highlighted the need for women entrepreneurship, problems faced by them, existing programmes that help women to take up entrepreneurship, the institutions rendering financial support to women and suggestions regarding identified areas in which women can establish themselves as entrepreneurs. The study concluded that to develop entrepreneurial competencies was crucial not just to resolve the problem of poor economic development but also to resolve various others economic problems viz; large number of unemployed class, uneven area wise development, absorption of economic power at one geographical area and to extract profits from both traditional and modern avenues of investments. The author suggested a strategy for entrepreneurial development among women by means of providing management education as well as industrial training and enhancing indigenous techniques.

- **Choudhary and Sharma (2000)** in their study had discussed the benefits of the various employment schemes, especially self-employment schemes, because of the existing huge unemployment among the youth. The authors believed that in a traditional society such as ours, the employment for a man is considered more necessary than for a woman as women are considered only as supplementary earners. The study revealed a positive relationship between women entrepreneurship development and socio-economic development. The authors suggested that women should be given equal opportunities as their male counterparts. It was concluded that entrepreneurship acts as an instrument of economic and social change as it will help inthe industrial development on the one hand and promote economic development on the other.

- **Kumar (2000)** in their study discussed the concern of government for the overall economic development of women. He believed that the growth of women entrepreneurship needs to be given a high priority by government while planning for women's overall development. At the state level, linkages between institute of entrepreneurship development and the entrepreneurship association could pave the way for speedy development in this direction. The study stressed that in India, over a period of time, women entrepreneurs have started representing as a group of independent people who have broken away the traditional path and are finding new and different avenues of economic independence. This further makes their task challenging as they have had to face society disposition and criticism. Opposition from family and society has to be overcome before they can establish themselves independently as entrepreneurs. The authors concluded that the risk is higher for women

entrepreneurs in comparison to their male partner. Despite many hurdles and limitations that women face, their participation has shown a steady increase.

- **Canesan et al. (2002)** presented the findings of the study carried out on 34 women entrepreneurs of predominantly urban background with a high level of education. The objectives of the study were to analyse the background of women entrepreneurs, to identify the factors which influenced women to become entrepreneurs and to identify the constraints and problems faced by them in the beginning and management of the enterprise. The study analysed the position at three phases viz; pre-establishment of the enterprise, establishment of the business and enterprise management. The findings of the study revealed that the age has no significant correlation with business commencement as women started their businesses at small as well as mature age. Further, motivation is more in case of middle-aged women as planned needs were the dominant motivators for women to start their enterprise though realistic needs also motivate them. The study also highlighted that the women faced various problems to cope up with external factors and in the male dominated domains. It was noted that women who attended a few training programmes could confidently overcome crises with ease. Development of entrepreneurial skills and modern management practices among women in business to ensure success of their enterprises was recommended. Women entrepreneurs should be well trained and proper coaching need to be given to build entrepreneurial features to meet the emerging trends in the global markets.

- **Stevenson (2003)** in his study discussed the difficulties faced by the budding women entrepreneurs. The study depicted that the participation of women in

business and finance, which requires business talent, was considerably poor primarily due to the biasness attached with their gender. The author also studied the need and importance of women entrepreneurs. He stressed that women possess some admirable traits of entrepreneurship yet a majority of women face a lot of problems in taking up entrepreneurship due to lack of confidence, inadequate finance, less education along with stiff competition from their male counterparts, high cost of production, marketing and selling of product, low ability to bear risk and low mobility. The study concluded with a suggestion to provide entrepreneurial training to women for their success.

- **Brush (2004)** in his study made a comprehensive and in-depth analysis of some of the key areas of relevance to women entrepreneurs. The objectives of the study were to develop a profile of women entrepreneurs, to analyse the perceptions of women entrepreneurs regarding business options available for women, to study entrepreneurial performance in business, to analyse the expectations of entrepreneurswith regard to various support agencies, training and research institutions, to understand the trouble and inconvenience being observed by women when they start and manage their small businesses and to bring out recommendations for accelerating women entrepreneurship. The study covered 175 women entrepreneurs in the sample, spread over seven districts of North Western India - Ludhiana, Jalandhar and Amritsar from Punjab, Ambala, Gurugram and Faridabad from Haryana, and the Union Territory of Chandigarh. The author highlighted that a large number of younger women had a high level of motivation triggered not because they want to be independent, and to explore their creativity, but also to experience job fulfilment by achieving demanding goals, and competing with others. The

study revealed that women entrepreneurs considered in the study were doing various business activities, relatively multifaceted technologies which demand adequate managerial skills. The study suggested an action strategy for potential and existing women entrepreneurs, entrepreneurship support organisations, training and research institutions, implementing agencies at the field level, including associations, and policy formulators.

- **Vanka, and Murthy (2006)** in their article presented various perspectives on women entrepreneurship and emphasised the need for pursuing intensive research on various facets of women entrepreneurship. The authors stressed that entrepreneurial ventures taken up by women evidenced prior family history of entrepreneurship. The reasons for starting businesses were economic in nature, which later shifted to non-economic reasons such as autonomy, challenge, recognition, self respect, etc. The profile of women entrepreneurs was married, middle aged, middle income groups, educated, with a few frustrated in wage employment, and a few with prior business background. A majority of the ventures were located at residence initially, and later shifted tobusiness / industrial locations / industrial estates. Women entrepreneurship was largely seen in small businesses with limited scale of operations, but later shifted to successfully established and managed large enterprises. A variety of misconceptions, apprehensions and suspicion about their entrepreneurial capabilities still persist among lending agencies, policy makers, fellow male entrepreneurs, etc. Women entrepreneurship in rural areas is yet to catch up in a structured way. Group approach through formation of Self Help Groups (SHGs) for empowering low income women economically through income generating activities, by linking SHGs with bank finance has been

recommended.

- **Kuratko et al. (2007**) in their paper explored the strategic decision- making process adopted by the women owner- managers to study the environmental dynamics for the development of the MSEs in developing countries through a pilot study in Kenya. The study revealed that women always wish to be an independent decision maker of her business irrespective of the fact whether pushed or pulled into starting an enterprise. However, it findings indicated that women who were pushed to start business due to survival needs had greater discretion in terms of decision making as compared to those who started business for exploiting opportunity and were able to meet their basic necessities through spouse's income. Culture, level of education and poverty were found to be the other factors affecting the level of decision making among women.

- **Dima (2009)** examined the interplay of constraints and opportunities affecting female entrepreneurship in developing countries. The paper adopted an integrative multi- level research design and an interpretive research methodology, capitalizing on in- depth interviews with ten women entrepreneurs to explore their perceptions and interpretations of constraints and opportunities facing female entrepreneurship. Thestudy revealed the interplay of micro and macro-level factors in accounting for female entrepreneurship experience. The author recommended the usefulness of institutional theory as a relevant theoretical lens in the context of entrepreneurship research. He expressed that role conflicts are inevitable when norms and practices are embedded and engrained.

- **Hisrich and Ozturk (2011)** studied the challenges and its solution for women entrepreneurs and examined the policies of Indian government for women entrepreneurship. The study emphasized that after liberalization, privatization and globalization, the women becoming entrepreneurs is gaining importance in India. There exists a large number of women who have turned to be successful businesswomen in all fields in India. The government of India has initiated various schemes for developing skills by providing skill coaching, professional learning and entrepreneurship development. However, the authors suggested that to develop entrepreneurial competencies and enhancing skills is the duty of the govt. and, all other stakeholders. The study concluded that the women entrepreneurs has changed the demographic features of the country. The businesses led by women are playing an important role in the development of society and the economy.

- **Sarbapriya and Ishita (2011)** discussed the concept of woman entrepreneurs in India, their status and the problems they face while setting up and managing businesses in the competitive world. The study was descriptive in nature and analysed the reviewed papers collected from different sources viz; central and state government resources, data from International Agencies, or independent research on budding women entrepreneur in various countries. The authors concluded that self-owned business and entrepreneurship are becoming relatively necessary for women as ithelps them to earn extra income especially when India is struggling with high job insecurity and high attrition rate.

- **Amrutkar (2012)** in his study discussed the status and role of women and women related issues viz; the condition of women in various fields, the concept of empowerment and the role of international organizations in the

women's empowerment. He asserted that the condition and status of women in the world's developing society is quite equal to what it is in India. The study concluded that by identifying and quantifying the gender gap, the policymakers will strengthen their commitment to the idea of women's empowerment. The author suggested that without educating and communicating with men one cannot achieve the goal of women empowerment and equal rights for them in the right sense.

- **Anis and Hasan (2013)** studied various aspects of women entrepreneurs of SMEs, financial and technical aids, problems faced and chances to enhance the skills of entrepreneurship among today's woman. The study revealed that an increase in the micro credit financing system among women entrepreneurs helped in eradicating the backwardness from the area concerned. Further, he recommended adopting motivational training programmes for the improvement of women entrepreneurs which must be supervised and followed up by the associated officers. The study concluded on the note that self motivation and awakening women entrepreneurship is basically the key to success.

- **Chander and Arora (2013)** in their study examined the financial problems faced by women entrepreneurs in Haryana during the starting up stage and later during running of enterprise. A sample comprising of 189 respondents from Ambala, Rohtak and Gurugram were approached by using different sampling techniques viz; Purposive Sampling and Snow Ball Sampling. The results of the study showed that 39.2 percent of the sample women entrepreneurs had bear a problem to collect startup capital and find it as a main hurdle. The information about different financial schemes was not spread

properly and was also felt as a impediment by 40.7 percent of the respondents. The study concluded that in the process of development, it has been substantially evidenced that women have particularly and consistently been lost out. This indicates that there exists gender stratification in all societies with variation only in the degree or quantum of women's disadvantages across time and place within societies.

- **Mahajan (2013)** in her paper emphasized the women entrepreneurs as the potentially emerging human resource in the 21stcentury. The author viewedthat women of the 21stcentury are no more a traditional resource confined to homes rather; they are an educated, knowledgeable and innovative part of the overall population possessing the capacity to transform economies into thriving enterprises. The author also discussed the challenges faced by women entrepreneurs in India. The study recommended that elimination of obstacles for women entrepreneurship requires a major change in traditional attitudes and mindsets of people in society rather than being limited to only creation of opportunities for women.

- **Singh (2013)** in her paper discussed how self-help groups can establish a link with women entrepreneurial development, and how access and control of resources for the development of the entrepreneurial mindset right from childhood is of great importance. She asserted that women entrepreneurs cannot gain momentum if the ground for entrepreneurship remains uneven. The study revealed that from the psychological and sociological perspective, childhood socialization is main factor to determine entrepreneurship development. The author concluded that if the girl child isallowed to grow independently, then both male and female entrepreneurs can be created in the

Indian society.

- **Arakeri (2014)** in her paper discussed women entrepreneurs, their status and their grievances. The author summarised the existing research on entrepreneurs and discussed the recent practices in the development of the field. The author also discussed the category of women entrepreneurs in different phases & participation of women as entrepreneurs. It was concluded that women are very competent entrepreneurs, and prefer their own venture to achieve work life balance. Inspite of having a large number of successful women entrepreneurs, but they still face many challenges because of male dominated society.

- **Bulsara et al. (2014)** explored various studies related to women entrepreneurship and innovation in India. The study was secondary in nature. The authors stressed that improved woman entrepreneurial activity contributes a new path for women's rights and optimization of their economic and social living index. The study found that the Indian women, inspite all the social obligations are much-admired for their contribution and success in their respective fields. The female entrepreneurs were leader in terms of job creation, modernization and contribution to the GNP of the country as compared to the male entrepreneurs. An economy flourishes when women get equal opportunities as men. It was concluded that the change in the life style of Indian women has been necessitated due to the change in the social settings of our culture with regard to better educational standing of women and diverse ambition for improved living.

- **Neha and Ritika (2014)** in their paper studied the growth and performance of MSMEs in India besides identifying the problems and challenges faced by the Indianwomen entrepreneurs. The authors expressed that number of women taking up entrepreneurial activity to earn living are increasing due to their desire to become financially independent. The analysis based on the secondary data, collected from sources revealed that there is a significant contribution of MSMEs in the growth and development of the Indian economy. It concluded that in today's world women entrepreneurs are capable of managing both their family and business that were earlier forced to stay in their household boundaries.

- **Yadav and Unni (2016)** studied the growth of women entrepreneurship and proposed future research directions. The study was purely descriptive in nature and the authors reviewed existing literature related to women entrepreneurship from 1900 to 2016. The findings revealed that still lot of efforts need to be taken to build a strong base to explore concept of women entrepreneurship. The study further highlighted that the past research was mainly concerned by the positivist paradigm and new techniques are required to build explanations using a constructionist approach. Further, it was found that the studies are chiefly carried out within national boundaries and specifically in developed economies. Therefore, it was concluded that there is a need to build multinational networks and promote proficient communities to enable the growth of the field of women entrepreneurship.

2.3 STUDIES RELATED TO ROLE PLAYED BY EDUCATIONAL INSTITUTIONS, GOVERNMENT AND INDUSTRY

- **Dutta (1999)** in his study explained various reasons for lack of interest related to industrial venture in Orissa. SISI (Small Industries Service Institute) was established in this region with the intention of speeding up industrial development and promoting entrepreneurship in the industrially backwardregions. The study revealed that variousmeasures adopted by SISI's for promoting industrial development and entrepreneurship in the area had helped to encourage and enlighten the people in starting their enterprise.

- **Thurik and Wennekers (1999)** in their study had made an attempt to show that in the process of economic development, entrepreneurship is one of the most important ingredients. The objective of the study was to find out the ways to encourage the unemployed educated youth. The study asserted that the activities of EMTC (Entrepreneurial Motivation Training Centre) were limited and confined primarily with motivating and training men and women of all castes and communities in rural and urban areas. The authors recommended that the availability of infrastructural facilities like cheap land, power supply, industrial raw materials, along with the availability of skilled workers, marketing facilities, skill development and technical courses (ITI) should be provided for boosting entrepreneurship development.

- **Sundaran (1999)** in his study discussed that like many other states, Assam is also facing the problem of educated unemployment as youths are not willing to take up self-employment ventures. To counter this, the author gave various suggestions like creating awareness about EDPs, identifying potential students having entrepreneurial skill and trait and whomsoever are prospective

entrepreneurs, giving them practical training, financial assistance, and stipend. The author also suggested some measures for the existing entrepreneurs like assistance for expansion and diversification of projects, and knowledge updation etc. Though these measures are illustrative, if they are implemented they will help the youths to take up entrepreneurship.

- **Moharana (2000)** in his study discussed the pace and pattern of industrial development and its relationship with the availability of adequate funds forinvestment. The study analyzed the economic performance of various activities carried out at three levels, viz., product, enterprise and entrepreneurial levels. At the product level, the cost structure, gross value added, net value added, and distribution of value added among factors of production, have been examined. At the enterprise level, capital intensity, productivity of labour and capital, and overall profitability of the units have been analysed. At the entrepreneurial level, household income from the activity, and income per family worker have been worked out. The author suggested that there was a need for rapid economic and social development. Further, for the success of reforms undertaken by the government, the base of entrepreneurship in the country needs to be diversified.

- **Lakmisha (2003)** in her study discussed how individuals can be motivated to take up entrepreneurship. The study covered 7 talukas of Shimoga district and 2 talukas of Devanageri district of Karnataka. The study highlighted that entrepreneurship is influenced by several factors like derived from achievement & motivation derived from need for independence, availability of financial and non-financial incentives, training, etc. Apart from this, socio-economic, psychological and cultural factors also influence and act as a source

of inspiration to become an entrepreneur. The author recommended that there was a need on the part of financial institutions and banks to attract entrepreneurs with innovative schemes of finance. Apart from this, there was also a need to conduct more EDPs and the course content of EDPs should be strong so as to make the individual capable of pursuing entrepreneurship. The change in the education system, i.e. introducing vocational education so as to create a positive environment for entrepreneurship and proper training to tap the potential of the aspiring incumbents to become entrepreneurs had been recommended.

- **Petridou et al. (2009)** in their study addressed entrepreneurial programmes offered in different scientific disciplines by Greek Higher Education Institutions (HEIs). The entrepreneurial programs were analyzed to find out the differences in participation rates and attitudes towards entrepreneurship education between the two genders i.e. male and female. The study was exploratory in nature and used survey method for data collection. The findings revealed that males have higher enrolment rates as compared to females; however, the latter demonstrated a keen interest in obtaining knowledge, developing skills, and networking with local businesses, than their male counterparts. The authors concluded that the effective design of the entrepreneurial programmes should be based upon the factors considered as the most important by male and female students.

- **Taatila (2010)** in his study discussed various successful entrepreneurial cases pointing out their learning environments and suggested the important aspects to be considered by the higher education institutions. It referred that the academic defy i.e. entrepreneurial competencies were more holistic and

spiritually oriented than traditional subject- matter skills. Entrepreneurial skills were absorbed via pragmatic real life development projects. The paper had a limitation that the support presented was based on case study, and the actual results were very difficult to measure.

- **Mansor and Othman (2011)** in their research paper discussed about 'Consulting- based Entrepreneurship Education' adopted in Malaysian Higher Educational Institutions. The study observed the uses and probable benefits of this learning and education method in escalating the students' curiosity in entrepreneurship. Both qualitative and quantitative research methods have been used for conducting the study. For qualitative data collection, Participatory Action Research Model and Reflective Model were used while for quantitative data, a questionnaire was designed on Youth's Entrepreneurial Behaviour. The study revealed that the students were able to execute certain business responsibilities better and their entrepreneurial interests were improved at the end of the programme. The authors concluded that consulting-based entrepreneurship education is required to draw students' attention and interest in choosing entrepreneurship as a career.

- **Mbiewa (2011)** in his study emphasized how employment and productivity can be enhanced with the help of entrepreneurship education and wealth can be created through the application of entrepreneurship education in all education institutions of learning in Nigeria. The country was weighed down with unemployment, increasing crime rate, poor education, minimum skills, religious disbeliefs, unsuppressed graduate unemployment, selfish interest. The study observed that Nigeria had very good philosophies, beautiful definitions of education, excellent education plans but these philosophies,

plans, aims or objectives of education often lack practical implementation, financial support and sustainability. The findings of the study revealed that Nigeria should apply entrepreneurship education in its education institutions of learning. The study concluded that entrepreneurship education would tackle unemployment, diminish poverty, generate wealth, increase self-sufficiency and generate employment.

- **Raja, (2011)** addressed the issues in the development of entrepreneurial discipline among higher education institutions in Malaysia and the United Kingdom (UK). An analysis of selected universities in Malaysia was undertaken to determine the extent to which a research university status, creativity and innovative roles could impact the development of entrepreneurship in the university. This was then compared to the relevant university experience in the UK. The study adopted a co-relational researchdesign followed by a quantitative approach using a survey technique. The findings of the study revealed that research university focus, creativity and innovative roles explain 57 percent of the variance in predicting the success of an entrepreneurial venture. The authors concluded that higher education was an engine of economic, social and cultural development in local communities and across the country as a whole.

- **Anis and Yasir (2012)** in their research paper attempted to explain the role of B- schools in shaping and nurturing future entrepreneurs in India. The study also discussed the current curriculum taught in B-schools and the steps that should be taken by B-schools towards promotion of entrepreneurship education. The study revealed that, the present entrepreneurship education in India just concentrates on general business management education and it had

no significant influence on entrepreneurial propensity. The authors concluded that the educational programmes should be specifically designed to expand students' knowledge and experience in entrepreneurship. Also, the contents and teaching methods have to be differentiated in reference to entrepreneurship and traditional business courses, addressing the unique features of the two.

- **Onu, (2013)** in his study examined how entrepreneurship education can be stimulated in educational institutions in Nigeria. The unprecedented increase in the number of unemployed graduates from tertiary institutions in Nigeria is alarming. This demands diversifying the economy and encouraging practical acquisition of skills among students in all higher institutions in Nigeria. The author advocated that entrepreneurship is stimulated by organic, adaptable, openly communicating, consensual, loosely controlled, decentralized and flexible structures. This implied that the autonomy traditionally enjoyed in educational faculties and schools is an essentialingredient required to foster entrepreneurship. The study highlighted that teachers' competence must be carefully assessed to effectively promote entrepreneurship in educational institutions in Nigeria. The authors further concluded that attitudes of school owners and managers must be positively disposed towards promoting entrepreneurship in educational institutions in Nigeria. Also, providing conducive or enabling environment for entrepreneurship to thrive will advance the skill in Nigerian educational system.

- **Basu (2014)** in her study reviewed the current entrepreneurship education regime in India and to propose an effective ecosystem for integrating and promoting entrepreneurship education. The study adopted a qualitative case-

based methodology to explore the prevalent regime of entrepreneurship education in India. In-depth interviews with academic deans of 10 reputed business schools across India were conducted to collect the qualitative information. The business schools were selected from among the top business schools in India, as listed by the popular press. The findings revealed that over the last five years, an average of 15% of the students pursuing a post-graduate diploma in management (PGDM) had been opting for entrepreneurship as an elective course, which is rather low compared to other electives. Although the inclination to pursue entrepreneurship is comparatively strong in India, the educational support for its development is still a far cry from the agenda. The study concluded that in emerging economies such as India, there is an urgent call for the development and promotion of effective indigenous entrepreneurship education systems. A framework for building this effective entrepreneurship education ecosystem is surely the need of the hour and it requires a greater focus on knowledge creation to support the framework.

- **Ghina (2014)** in his study focused on examining the relevant learning and institutional support for budding entrepreneurs within a private university in Indonesia. The study is purely descriptive in nature and is based on in-depth interviews with respondents at a private university. The findings of the study revealed that the university already had facilities to support learning but it lacked in their management competency to make best possible utilization of the facilities. The university should focus on both students and teachers for managing entrepreneurship education in order to reach the institutional goals effectively. The author recommended that various sorts of entrepreneurial support like business plan competition, student creativity programmes, student

consulting projects, seminars, training for potential entrepreneurs, technical & management assistance to entrepreneurs, and fund allocation for doing entrepreneurial activities should be provided by the university.

- **Fu Sheng et al. (2016)** in their paper highlighted the importance of incubation in promoting entrepreneurship activities and technological development in SMEs of developed and developing countries. The study indicated that incubation provides a diversified and integrated service for entrepreneurial ventures besides contributing in innovation and growth of the economy. Incubation acts as a critical interface between macro-innovation systems and micro-business ventures at the micro-level. These multi-directional coupling elements in innovation and ecology co-evolve to achieve collective interests and excellence, which in turn may stimulate technological development and social change. The study also discussed about the important processes/mechanisms such as policy kit and action, strategic networking, supportive associations, knowledge and intellectual capital management. Drawing on the national innovation system (NIS) and business incubation (BI) experience in Taiwan, the authors discussed the future prospects of incubation and innovation policies, including industrializing and globalizing incubation activities and virtual business incubation.

- **Vakili et al. (2016)** studied the importance of entrepreneurship education for growth and development of countries. The study asserted that an important challenge of entrepreneurship in today's world is the challenge of defining correctly the needs, opportunities, gaps, and more importantly the education of active entrepreneurs who need to learn appropriately to their career life span. Therefore, continuous learning which is called lifelong learning (L.L.L.) has

been proposed by the authors. The study concluded with a suggestion that the spirit of entrepreneurship needs to be institutionalized in organizations in order to be able to participate in the global competition.

2.4 STUDIES RELATED TO FACTORS THAT PLAY AN IMPORTANT ROLE IN THE PROMOTION OF ENTREPRENEURSHIP DEVELOPMENT

- **Gartner (1990)** studied the fundamental meanings given by researchers and practitioners about entrepreneurship. The study also categorized the pertinent issues and concerns which focuses on making entrepreneurship as an important field of today's education. The Delphi with three questionnaires was applied to draw out meanings of entrepreneurship and were evaluated. Firstly, a one-page questionnaire to determine the meaning of entrepreneurship was sent to most important intellectual researchers in entrepreneurship, to trade experts and to politicians. Secondly, Delphi asked the respondents to find out and comment on the important factors explored in the next stage. The findings revealed that entrepreneurship considers persons with distinctive behaviour features and traits. The study suggested that entrepreneurship should create value and must involve uniqueness.

- **Ndemo (1997)** in their study examined the affiliation of marketing and entrepreneurial direction with the company presentation and the mediating impact of the surroundings on this association. The findings of the study revealed that entrepreneurial orientation is straightforward and considerably linked to a company alteration in returns, whereas, the marketing orientation is not linked significantly to this performance measure. The study recommended that co-ordination of marketing and entrepreneurial activities is desirable due

to the likely threat posed to the firm environment.

- **Kazmi (1999)** in his study presented a demographic and psychographic summary of youthful second-generation entrepreneurs in India along with their type of business strategies. It goes a step ahead by comparing these with their first generation counterparts and gave practical insight into entrepreneurial behaviour. The comparison depicted that the second generation entrepreneurs were much more enduring and exhibited greater fortitude and promise to succeed. The study highlighted that entrepreneurs in common acquire definite particular features that support their want for great success. The inferences drawn from psychographic profile revealed that the second-generation entrepreneurs posses many personal qualities that are normally attributed to entrepreneurs in broad-spectrum.

- **Shane and Venkataraman (2000)** in their study pointed that the phenomenon of entrepreneurship lacked a conceptual framework. In their study, they created a conceptual framework drawn upon previous researches in the field of different social science and applied business disciplines. The framework created by the authors explained a set of empirical phenomenon and predicted certain outcomes which were not explained or predicted by the existing conceptual frameworks in other fields.

- **Tapan and Subramanya (2005)** in their study attempted a method of measuring entrepreneurial seriousness, at various stages of the venture to ensure its success. The study identified the motivational objectives which drive entrepreneurs to establish and ensure sustained growth in a business venture. The parameters selected for assessing entrepreneurial seriousness were willingness to (i) acquire knowledge (ii) perform (iii) adopt difficult

skills (iv) withstand mental stress (v) achieve the objective (vi) maintain positive relationships with others (vii) desire to innovate and appreciate ideas. The results indicated that there is a marked difference among serious and non serious entrepreneurs in respect of three out of seven dimensions which were willingness to (i) withstand mental stress (ii) adopt difficult skills (iii) innovate and appreciate ideas. The study advocated that entrepreneurial seriousness determines a behavioural pattern among entrepreneurs that leads to the success of small businesses directly or indirectly.

- **Bhattacharyya (2006)** analysed various concepts related to entrepreneurship and innovation and also how leadership style influences these two concepts. The author asserted that succeeding as an entrepreneur and an innovator in today's world is vastly different from what it was earlier as times are radically different, the challenges are enormous, and innovations (which take place within weeks and months) continue to disrupt the way businesses are conducted. The study concluded that earlier, technological innovations came along every generation, then every decade, and now in this nanosecond world, innovative breakthroughs are commonplace, more normative. The world today is really different — it is borderless. This would mean that the very word 'innovation' needs redefining.

- **Teltumbde (2006)** discussed different concepts related to entrepreneurship and intrapreneurship. Intrapreneurship may be said to be more important than entrepreneurship because while entrepreneurship creates organizations, it is intrapreneurship that drives them to glory. In the dynamic world, the companies falter with outdated business models conceived by their entrepreneurs. It is intrapreneurs who set them right and go on reinventing

organizations. However, intrapreneurs are not always welcomed in organizations. That is the paradox of organizations. The established organizations develop inertia, love stability, and have people at the realm who ensure it. The paper revealed that the top management initiatives are not intrapreneurial in nature as intrapreneurship is the domain of the people in the organization. Organizational politics is the biggest enemy of intrapreneurship and congenial culture is its biggest catalyst.

- **Basant (2008)** in his paper discussed the questions related to entrepreneurship and several interesting insights on the questions. He asserted that when entrepreneurship blossoms within and the kind of environment in which it happens are the two primary factors that probably determine what one would do later in life. In a context like India, where one has such organic compounding growth kind of an environment, exiting quickly is probably a suboptimal solution for people in their own business. Passion has to be consistently there; what should change is the business plan and strategy. The study concluded that even if you are not calm inside and are probably going through a storm, staying calm on the outside does help. Those who survive are the ones who have been scrambling like crazy underwater, but are like a silent duck if you look from the top.

- **Natarajan and Siva (2011)** attempted to identify thepattern of personality prevailing among the entrepreneurs of Micro Small Medium Enterprises (MSMEs) of Puducherry city. The study observed that 'Visionary' personality is most preferred by the Entrepreneurs followed by Improver, Superstar, Hero and Analyst personalities while the Artist personality had the lowest score. The authorsconcluded that to be successful in business, everyone must have

some basic skills like technical skills, behavioural skills, evaluative skills and executive skills.

- **Luczka and Paweł (2012)** stressed that SMEs sector plays a vital role in modern economies and therefore, economists show interest in its functioning. The authors revealed the factors that most frequently influence the development of the SME sector are physical infrastructure, financial support, business-to-business services, regional policy in favour of SMEs, well-qualified labour resources and finally knowledge and technology transfer. The study concluded that the factor most strongly connected with the efficiency development of enterprises in all categories is research and development expenditures. The higher these expenditures, the more dynamic is the enterprises development.

- **Gakure et al. (2013)** focused on the effect of entrepreneurial skills on the sustainability of Small and Medium Family Enterprises. The study reviewed relevant literature on the subject of entrepreneurship and concluded that entrepreneurial skills have a great positive influence on sustainability of Small and Medium Family Enterprises. The results indicated that 70 percent of the corresponding change in sustainability of Small and Medium Family Enterprises after the exit of the founder can be explained by a unit change in entrepreneurial skills. The findings suggested that an entrepreneur/owner inculcates an entrepreneurial culture in the enterprise andthat entrepreneurial skills of the entrepreneur/ managers drive the enterprise to above average performance leading to high profitability for the sustainability of the Small and Medium Family Enterprise. The study, however, recognized that other factors such as managerial skills, succession planning, individual behaviours

and human resource management skills also play a significant role in the sustainability of Small and Medium Family Enterprises after the exit of the founders.

- **Olusola (2014)** in his research paper studied the relationship between entrepreneur business failure and turnaround strategies. The study was carried out in Ogun state, Nigeria. Multi-stage sampling technique was used in which Ogun state was divided into three stratas: Ogun-West, Ogun-Central and Ogun-East, from which the sample of 150 entrepreneurs were selected from a list of registered SMEs-Owners randomly. Data collected was analyzed using frequency table, percentage and mean score while non-parametric statistical test (Chi- square) was used to test the formulated hypothesis. It was concluded that turnaround strategies will help to restore a declining business and also that a good succession planning will aid business continuous existence. The findings revealed that Turnaround Strategies (TAS) serve as Sustainable Business Strategies to entrepreneurs and the result of the tested hypothesis showed that there is a relationship between Turnaround Strategies (TAS) and Business Failure (BF).

- **Kaur (2015)** in her paper studied the relationship of authoritative, authoritarian and permissive parenting styles with entrepreneurial orientation of adolescents. Entrepreneurial orientation refers to the processes, practices, and decision making activities that lead to the development of enterprises. It is the combination of abilities, traits and extra personal influences that enables a person to mobilize his/her psychological resources to enter into a challenging venture. The author studied sevenvariables, namely, risk taking, achievement motivation, organizational abilities, self concept, persuasion, attitude towards

entrepreneur and problem solving ability as indices of entrepreneurial orientation. The study concluded that parenting is playing a crucial role in shaping adolescents' entrepreneurial orientation and permissive parenting style is considered to be the best in the prevailing environment.

- **Tamvada (2015)** examined returns to entrepreneurship using a standard measure of welfare, the per-capita consumption expenditure. The author used statistical tools like correlation and regression for analysis. The analysis, using quartile regressions, revealed the existence of a welfare hierarchy in occupations. The results suggested that, across the welfare distribution, entrepreneurs who employed others had the highest returns in terms of consumption, while those entrepreneurs who worked for them, that, self-employed individuals had slightly lower returns than the salaried employees. However, self-employment entailed higher returns than casual labour and a relative escape from poverty.

- **Thomas and Wim (2015)** in their study provided an endogenous growth model to illuminate the role of entrepreneurial start-up firms in structural economic transformation. The researchers followed the Lewis-model distinction between a traditional and modern sector and underpinned the distinction with micro-foundations. The authors specified mature and start-up entrepreneurs and made a distinction between survivalist self-employment activities in the traditional sector and opportunity-driven entrepreneurship in the modern. The model showed how opportunity-driven entrepreneurship can drive structural transformation in both the modern and traditional sectors through innovation and the provision of intermediate inputs and services (which permits greater specialization in manufacturing) and by increasing

employment and productivity.

- **Naude Wim (2016**) in his paper discussed the role of entrepreneurship in developing countries. The paper departs from the premise that with more than a billion people living in absolute poverty, it is of great practical importance to understand if and when entrepreneurship is a binding constraint on economic development and catching up in developing countries. This in turn requires at least a deeper theoretical modelling of the entrepreneur in developed economics. This special edition contains a number of contributions emanating from the UNU-WIDER project on Promoting Entrepreneurial Capacity, which integrates the disciplines of entrepreneurship and development economics. These contributions model and explore the role of the entrepreneur in key areas of concern for development economics, such as structural change and economic growth, income and wealth inequalities, welfare, poverty traps, and market failures. This introduction discusses and contextualizes these various contributions and their implications for further theoretical and empirical work.

- **Scott (2016)** through his paper opined that policy makers often think that creating more start-up companies will transform depressed economic regions, generate innovation, and create jobs. This belief is flawed because the typical start-up is not innovative, creates few jobs, and generates little wealth. Getting economic growth and jobs creation from entrepreneurs is not a numbers game. It is about encouraging the formation of high quality, high growth companies. Policy makers should stop subsidizing the formation of the typical start-up and focus on the subset of businesses with growth potential. While government officials will not be able to “pick winners,” they can identify start-ups with a low probability of generating jobs and enhancing economic growth. By

eliminating incentives to create these low probability companies, policy makers can improve the average performance of new businesses.

- **Victor et al. (2016)** in their study analyzed the relationship between new firm creation and economic growth for the promotion of entrepreneurship. The recent surge of entrepreneurship policies encompassed a wide variety of instruments and goals that are mainly designed and implemented at a regional or local level, which allows for a more efficient use of public resources. Case studies were therefore a useful approach for assessing "good practices" in entrepreneurship policies. The authors adopted this approach to empirically analyse whether policies are targeting specific entrepreneurial projects or not in the region of Valencia. The study identified the features (in relation to the entrepreneur, the sector and the characteristics of the project itself) that may influence greater access to public funding and are principally related to standard requirements for this means of financing. These variables do not address specific entrepreneurial profiles, sectors or applicant projects, thereby revealing a substantial degree of horizontal policy design. Other features, almost all entrepreneurial characteristics (previous experience, age, etc.), did not seem relevant in terms of receiving public funds.

- **Patankar and Mehta (2017)** explored the factors viz; entrepreneurial orientations, entrepreneurs' behaviour, their personality traits and leadership styles for creating a platform for further research. The study was descriptive in nature and revealed that entrepreneur's personality traits, their passion, socio-cognition, innovation, culture, family background, etc. plays a vital role in initiating, promoting, and nurturing entrepreneurship development. Human interrelations are very complex in nature and individual's decision varies in

different situations and environments. Therefore, it was suggested to develop a broader theoretical and practical agenda related to the industry. The financial involvement and the culture yield more information on impacts of these exogenous factors on entrepreneurial orientations, evolving entrepreneurial leadershipstyles, marketing or business operating styles. The authors concluded that migration, unemployment, poverty and or dissatisfaction with existing employment pushes individual into entrepreneurship.

The literature reviewed reveals that Entrepreneurship holds a great value in the growth of a country, however, no studies have been found on the functioning of national level entrepreneurship development institutions in India along with the performance of EDCs/ EICs operating in educational institutions. Also, the assessment of the expectations of entrepreneurs and their satisfaction derived from the educational institutions, the government and the industry for entrepreneurship development is an unexplored theme. Therefore, an effort has been made to study the functioning of National Level Entrepreneurship Development Institutions in India.

Table 2.1: Summary of Review of Literature

Studies Related to Women Entrepreneurship		
Authors & Year	***Objective (s) of the Study***	***Findings/Suggestions***
Akande and Oluwaseum (1996)	To make an in-depth analysis of a number of aspects related to women entrepreneurs in Visakhapatnam city.	The study revealed that the biggest aspiration of women entrepreneurs was to do something independently using their skills and talent. After setting up the enterprise, they aspired to run it successfully and to expand in case of manufacturing and service sector, and to set up another enterprise in the case of trading sector. The Visakhapatnam entrepreneurs were found to be contended with the scale of operationof their enterprise so that they can balance their family responsibilities.
Birley (1998)	To investigate the likely effects of financial and human capital resources accessible to a woman and her choice between entrepreneurship and wageemployment.	The study revealed that the higher earnings of husband from self-employment do not influence the likelihood of women being self-employed. However, at the same time husband's business acquaintance and skill greatly contributed to women being self employed. It was also found that many women were working due to less income of their husband. This affects the likelihood of women to take up entrepreneurship.

Bisht and Patrick (1999)	To study the problems and prospects for women entrepreneurs in rural area.	The authors stressed that various activities like Special Target Groups in development programmes; vocational training, marketing assistance programmes and multi-pronged approach to create gender awareness and to promote and motivate women entrepreneurship should be organized. The study also suggested that credit should beprovided to women entrepreneurs by bank on priority as well as concessional terms.
Bruni etal.(1999)	Tostudythesignificanceofentrepreneurship for women, types of enterprises owned by women, the role of various institutions in the promotion of women entrepreneurship and problemsfaced by women entrepreneurs.	The authors concluded that socio-personal problems like resistance from husband /family at the time of starting the enterprise, dual duties, indifferent attitude of society, unsupportive family members, male dominance, and limited liberty given to women were faced by maximum number of respondents. The author suggested that training should be imparted to potential women entrepreneurs with a view to gain confidence and to make them successful entrepreneurs.

Donaldand Robert (1999)	To discuss those women entrepreneurs who own and manage small-to-medium sized enterprises in two southern Indianstates in Tamil Nadu and Kerala.	The study highlighted that the common reason for starting a business by most of the women was either to earn more or to keep them busy. Those women who were influenced and motivated by financial rewards of taking up entrepreneurship belonged to poor economic backgrounds. It was also found that major proportion of women had no previous experience in business or employment.
Shyamala (1999)	To highlight the need for women entrepreneurship, problems faced by them, existing programmes that help women to take up entrepreneurship, the institutions rendering financial support towomen.	The author suggested a strategy for entrepreneurial development among women by means of providing management education as well as industrial training and enhancing indigenous techniques.
Choudhary and Sharma (2000)	To discuss why women usually arenot able to avail the benefit of the variousemployment schemes, especially self-employment schemes.	The findings revealed that women are not able to avail the benefit of the various employment schemes, because of existing huge unemployment among male youth. The authors believed that in traditional society like ours, the employment for the man isconsidered more important for the than woman as women are considered only assupplementary earners. They suggested that womenshould begivenequal opportunities as their male counterparts.

Kumar (2000)	To discuss the concern of governmentfor the overall economic development of women.	The study stressed that in India, over a period of time, women entrepreneurs have started representing themselves as a group of women who have broken away from the beaten path and are exploring new avenues of economic participation. The authors concluded that the risk is greater for women entrepreneurs as compared to that of their male counterparts. Despite many hurdles and limitations that women face, theirparticipation has shown a steady increase.
Canesanetal. (2002)	The objectives of the study were: (i) to analyse the background of women entrepreneurs, (ii) to identify factors which influenced women to become entrepreneurs	Main findings of the study were: (i) age and business initiation has no correlation (ii) women initiated businesses both at a young as well as at a much advanced age (iii) middle-aged women were highly motivated in comparison to the young and aged women (iv) strategic needs were responsible for motivating women to initiate their business though practical needs also played their due role in motivation (v) women who were new to business encountered more difficulties (vi) mostly women encountered problems in dealing with external environment and in domains controlledby men.

Stevenson (2003)	To discuss the problems faced by women entrepreneurs.	The findings of the study revealed that women possess some admirable traits of entrepreneurship, yet a majority of women face a lot of problems in taking up entrepreneurs due to lack of confidence, finance, raw materials, education along withstiff competition from male counterparts, high cost of production, marketing andselling of product, low ability to bear risk and low mobility.
Brush (2004)	The objectives of the study were: (i) to develop profile of women entrepreneurs (ii) to examine the perceptions of women entrepreneurs regarding availability of business opportunities for women (iii) tostudy entrepreneurial performance in business (iv) to analyse the expectations of entrepreneurs with regard to various ssupport agencies, training and research institutions	The study covered 175 women entrepreneurs in the sample, spread over seven districts of North Western India - Ludhiana, Jalandhar and Amritsar from Punjab, Ambala, Gurgaon and Faridabad from Haryana, and the Union Territory of Chandigarh. The study revealed that women entrepreneurs in the sample were engaged in a variety of business activities, relatively complex technologies, and demanding considerable managerial capabilities. The study suggested an action strategy for potential and existing women entrepreneurs, entrepreneurship support organisations, training and research institutions, implementing agencies at the field level, including associations, and policy formulators.

Vanka and Murthy (2006)	To present a bird's eye view of research perspectives on women entrepreneurship – internationally and in the Indian scenario, and emphasise the need for pursuing intensive research on various facets of women entrepreneurship.	The authors stressed that entrepreneurial ventures taken up by women evidenced prior family history of entrepreneurship. The reasons for starting businesses were economic in nature, which later shifted to non-economic reasons such as autonomy, challenge, recognition, self-respect, etc. The profile of women entrepreneurs is typical - married, middle aged, middle income groups, educated, with a few frustrated in wage employment, and a few with prior business background. Majority of the ventures were located at residence initially, and later shifted to business / industrial locations /industrial estates.
Kuratko etal. (2007)	To explore the strategic decision-making process of women owner-managers in Micro and Small Enterprises (MSEs) in developing countries for focussing on environmental dynamics as a strategy for the development of theMSE sector.	The study revealed that women, whether pushed or pulled into starting an enterprise, desire to make independent decisions. Those pushed into setting up subsistence enterprises had greater discretion in terms of decision making compared with those who started enterprises to exploit an opportunity and whose basic needs were comfortably met by the spouse's income. Other factors determining levels of decision making include culture, level of education and poverty.

Dima (2009)	To examine the interplay of constraints and opportunities affecting female entrepreneurship in developing countries.	The study revealed the interplay of micro and macro-level factors in accounting for female entrepreneurship experience. The author pointed out the usefulness of institutional theory as a relevant theoretical lens in the context of entrepreneurship research. He expressed that role conflicts are inevitable when norms and practices areembedded and engrained.
Hisrichand Ozturk (2011)	To study the challenges and its solution for women entrepreneurs and examine the policies of Indian government for women entrepreneurship.	The authors suggested that entrepreneurship development and skill training is not the only responsibility of Government and therefore, other stakeholders need to shoulder the responsibility. The study concluded that the increasing presence of women in the business field as entrepreneurs has changed the demographic characteristics of business and economic growth of the country. Women-owned business enterprises are playing amore active role in society and the economy/ than in earlier times.
Sarbapriya and Ishita (2011)	Tostudyabout woman entrepreneurs in India, their statusand problems faced while settingup and managing businesses in the competitive world.	The study was based on a review of key literature and a descriptive analysis of secondary data collected from government sources as well as from International Labour Organization (ILO). The authors concluded that self-employment and entrepreneurship are increasingly important for women as a way to ensure income

		from work in the context of declining job security and flexible work contracts across India
Amrutkar (2012)	To discuss the status and role of women and their related issues.	The study concluded that by identifying and quantifying the gender gap, the policymakers will strengthen their commitment to the idea of women's empowerment. The author suggested that without educating the men and communicating with them one cannot reach the goal of women's human rights and women empowerment in the right sense.
Anis and Hasan (2013)	To study various aspects of women entrepreneurs of SMEs, financial and technical aids, problemsfaced and opportunitiestoincrease entrepreneurial skills among the woman entrepreneurs.	The authors suggested increasing the micro credit financing system among women entrepreneurs for eradicating the backwardness from the area concerned. Further, they recommended adopting motivational training programmes for improvement of women entrepreneurs which must be supervised and followed up by the appropriate human development officers. The study concluded on the note that all measures are the possible way outs but these are not accurate and adequate. Self-encouragement andwake up of woman entrepreneurs is basically the key in this reference.

Chanderand Arora (2013)	To examine the financial problems faced by women entrepreneurs in Haryana during start up stage andrunning up of their enterprise.	The results of the study showed that 39.2 percent of sample women entrepreneurs faced the problem in obtaining start up capital and accepted it as a major obstacle. Inadequate dissemination of information about financial schemes for women entrepreneurs wasalso felt as a major problem by 40.7 percent of respondents.
Mahajan (2013)	To discuss the challenges faced bywomen entrepreneurs in India andhow women entrepreneurs can be potentially emerging human resource in the 21st century	The author viewed that women of 21st century no more a traditional resource confinedto homes, they are rather an educated, knowledgeable and innovative part of the overallpopulation possessing the capacity to transform economies into thriving enterprises. The study recommended that elimination of obstacles for women entrepreneurship requires a major change in traditional attitudes and mindsets of people in society ratherthan being limited to only creation of opportunities for women.

Singh (2013)	To discuss how self help groups can establish a link with women entrepreneurial development, and how access and control of resources for the development of the entrepreneurial mindset right from childhood is ofgreat importance.	The findings asserted that women entrepreneurs cannot gain momentum if the ground for entrepreneurship remains uneven. The author concluded that if the girl child is allowed to grow independently, then both male and female entrepreneurs can be created in the Indian society.
Arakeri (2014)	To present a summary of research on entrepreneurs and discuss the trends in the development of thefield.	It was concluded that women are very good entrepreneurs, and prefer to choose the same as they can maintain work life balance. Even though we have many successful Women Entrepreneurs in our country, as we have a male dominated culture there aremany challenges which women entrepreneurs face from family and society.
Bulsaraetal. (2014)	To explore various studies related to Women Entrepreneurship and Innovation in India.	The study revealed that Indian Women, despite all the social hurdles, standout among the rest of the crowd and are applauded for their achievements in their respective fields. Parallel to the male counterparts, female entrepreneurs are catalytic in job creation, innovation and have more than tangible contribution to the GNP of the country. Aneconomy thrives when women get a level playing field as men. It was concluded thatthe transformation of social fabric of the Indian society,

		in terms of increasededucational status of women and varied aspirations for better living, necessitated a change in the life style of Indian women.
Neha and Ritika (2014)	To focus on the growth and performance of MSMEs in India, and the problems and challenges which are faced by women entrepreneurs in India.	The present study was descriptive and analytical in nature. The secondary data was used for the study and collected from annual reports of Ministry of MSMEs, Reserve Bank of India, various journals, newspapers and white papers on Micro, Small and Medium Enterprises. The study concluded that MSMEs are contributing to the economic growth and development of the Indian economy. Women Entrepreneurs who were traditionally kept behind the four walls of their houses, now in modern society arecapable of managing both their family and business.
Yadav and Unni (2016)	To study the growth of the women entrepreneurship and put forward future research directions.	The findings revealed that there is still a long way to go in terms of building a strong theoretical base for research on women entrepreneurship. The lens of feminist theories can be applied in conjunction with the existing entrepreneurship theories to advance the field. The study further highlighted that the past research is dominated by the positivist paradigm and there is a need to embrace innovative methods to build explanations using a constructionist approach. Further, the studies are mostly restricted within national boundaries primarily being conducted in developed economies. Therefore, it was concluded that there is a need to build transnational networks and foster professional communities to enable the growth of the field.

Studies Related to Role Played by Educational Institutions, Government and Industry		
Dutta (1999)	To find the reasons of lack of Interest for industrial venture in Orissa state.	To speed up industrial development and to promote entrepreneurship in the industrially backward regions, SISI (Small Industries Service Institute) was established. The study revealed that various measures adopted by SISI's for promoting industrial development and entrepreneurship in the area has helped to encourage and enlighten the people instarting their enterprise.
Thurikand Wennekers (1999)	To find out the ways to encouragethe unemployed educated youth.	The study pointed that the activities of EMTC (Entrepreneurial Motivation Training Centre) are confined primarily with motivating and training people in rural and urban areas to men and women of all castes and communities. The author was of opinion that availability of infrastructural facilities like cheap land, power supply, industrial raw materials along with availability of skilled workers, marketing facilities, skill development and technical courses (ITI) should be provided for boosting entrepreneurship development.

Sundaran (1999)	The author in his study discussed that like many other states, Assam is also facing the problem of educated unemployment as youths are not willing to take up self-employment venture.	The author gave various suggestions like creating awareness about EDPs, identifying potential students having entrepreneurial skill and trait and giving them practical training, financial assistance, and stipend to prospective entrepreneurs. The author also suggested some measures for the existing entrepreneurs like help for expansion, diversification of projects, and knowledge update etc.
Moharana(2000)	To discuss the pace and pattern of industrial development and its relationship with the availability of adequate funds for investment.	The study analyzed the economic performance of various activities carried out at three levels, viz., product, enterprise and entrepreneurial levels. The author suggested that there is a need for rapid economic and social development. He was of the opinion that for the success of reforms undertaken by the government, the base of entrepreneurship in the country needs to be diversified.

Lakmisha (2003)	To discuss how individuals can be motivated to take up entrepreneurship. The study covered 7 talukas of Shimoga district and 2 talukas of Devanageri district of Karnataka state.	The author recommended that there is need on the part of financial institutions and banks to attract entrepreneurs with innovative schemes of finance. Apart from this, there is a need to conduct more EDPs (Entrepreneurship Development Programmes) and the course content of EDPs should be strong so as to make individual capable of pursuing entrepreneurship. There is also a need to make changes in the education system i.e. introducing vocational education so as to create positive environment for entrepreneurship. The author suggested that a proper training could tap the potential ofthe aspiring incumbents to become entrepreneurs.
Petridouetal. (2009)	To address entrepreneurial programmes offered by Greek Higher Education Institutions (HEIs) to various students in different scientific disciplines.	The findings revealed that males have higher enrolment rates as compared to females. Regarding attitudes towards participation in entrepreneurial educational programmes, females demonstrated a stronger interest in acquiring knowledge, developing skills, and networking with local business, than their male counterparts. The authors concluded that the factors which male and female students considered to be the most important in entrepreneurship education should lay down a framework for the effective design ofsuch programs.

Taatila (2010)	To present and discuss several successful cases of entrepreneurial learning environments and suggested some important aspects that higher education institutions should consider.	The study pointed out the pedagogical challenge i.e. entrepreneurial competencies is more holistic and psychologically oriented than traditional subject-matter skills. Entrepreneurial skills are learned via pragmatic real life development projects. The paper has a limitation that the evidence presented was case-based, and the actual results were very difficult to measure.
Mansorand Othman (2011)	To discuss 'Consulting-based Entrepreneurship Education' adopted in Malaysian Higher Educational Institutions.	The study was conducted using both qualitative and quantitative research methods. Participatory Action Research Model and Reflective Model were used as qualitative data collection tool. The study revealed that students were able to perform certain business tasks better and their entrepreneurial interests were enhanced at the end of the programme. The authors concluded that consulting-based entrepreneurship education is able to attract students' attention and interest in choosing entrepreneurship as a career.

Mbiewa (2011)	To emphasize how entrepreneurship education can increase employment, productivity and create wealth through implementation of entrepreneurship education in all education institutions of learning in Nigeria.	The study observed that Nigeria has very good philosophies, beautiful definitions of education, excellent education plans but these philosophies, plans, aims or objectives of education often lack practical implementation, financial support and sustainability. The findings of the study revealed that Nigeria should implement entrepreneurship education in its education institutions of learning. The study concluded that entrepreneurship education will confront unemployment, reduce poverty, create wealth, develop self reliance and create employment.
Raja (2011)	To address the issues in the development of entrepreneurial discipline among higher education institutions in Malaysia and the United Kingdom (UK).	The study adopted a co-relational research design followed by a quantitative approach using a survey technique. The findings of the study revealed that research university focus, creativity and innovative roles explain 57 percent of the variance in predicting the success of an entrepreneurial venture. The authors concluded that higher education is an engine of economic, social and cultural development in local communities and across the country as a whole.

Anis and Yasir (2012)	To explain the role of B-schools in shaping and nurturing future entrepreneurs in India. To discuss the current curriculum taught in B-schools and the steps that should be taken by B-schools toward spromotion of entrepreneurship education.	The study revealed that, the present entrepreneurship education in India just concentrates on general business management education and it has no significant influence on entrepreneurial propensity. The authors concluded that the educational programmes should be specifically designed to expand students' knowledge and experience in entrepreneurship. Also, the contents and teaching methods have to be differentiated between entrepreneurship and traditional business courses.
Onu (2013)	To examine how entrepreneurship education can be stimulated in educational institutions in Nigeria.	The study highlighted that teachers' competence must be carefully assessed to effectively promote entrepreneurship in educational institutions in Nigeria. The authors further concluded that attitudes of school owners and managers must be positively disposed towards promoting entrepreneurship in educational institutions in Nigeria. Also, providing conducive or enabling environment for entrepreneurship to thrive will advance the skill in Nigerian educational system.

Basu (2014)	To review the current entrepreneurship education regime in India. To propose an effective ecosystem for integrating and promoting entrepreneurship education.	The findings revealed that over the last five years, an average of 15% of the students pursuing a post-graduate diploma in management (PGDM) had been opting for entrepreneurship as an elective course, which is rather low compared to other electives. Although the inclination to pursue entrepreneurship is comparatively strong in India, the educational support for its development is still a far cry from the agenda. The study concluded that in emerging economies such as India, there is an urgent call for the development and promotion of effective indigenous entrepreneurship education systems. A framework for building this effective entrepreneurship education ecosystem is surely the need of the hour and it requires a greater focus on knowledge creation to support the framework.
Ghina (2014)	To examine the relevant learning and institutional support for budding entrepreneurs within a private university in Indonesia.	The findings of the study revealed that the university has already had facilities to support learning within the university itself. But, the university lack in their management to optimize the utilization of the facilities. The university should focus on both students and teachers for managing entrepreneurship education in order to reach the institutional goals effectively. The author recommended that various sorts of entrepreneurial support like business plan competition, student creativity programmes, student consulting projects, seminars, training for potential entrepreneurs, technical

		&management assistance to entrepreneurs, and fund allocation for doing entrepreneurial activities should be provided by the university.
Ayal, Kimhi (2015)	To analyze the consequences of entrepreneurial activities to household income inequality in Southern Ethiopia.	The findings revealed that a uniform increase in entrepreneurial income reduced per capita household income inequality. The study further implied that encouraging rural entrepreneurship may be favourable for both income growth and income distribution. Such policies could be particularly successful if directed at the low-income, low-wealth, and relatively uneducated segments of the society.
Fu Sheng et al. (2016)	To study how incubation has proven to be of great value in promoting small and medium enterprise(SME) entrepreneurship activities and technological development in developed and developing countries.	The authors stressed that incubation not only provides a diversified and integrated service for entrepreneurial ventures but also contributes upward to regional and national innovation and economic growth. These multi-directional coupling elements in innovation and ecology co-evolve to achieve collective interests and excellence, which in turn may stimulate technological development and social change. Important processes/mechanisms, including a policy kit and action, strategic networking, supportive associations, knowledge and intellectual capital management, among others, are discussed.

		Drawing on the national innovation system (NIS) and business incubation (BI) experience in Taiwan, the authors discussed the future prospects of incubation and innovation policies, including industrializing and globalizing incubationactivities and virtual business incubation.
Vakili et al. (2016)	To study the importance of entrepreneurship education for growth and development of countries.	The study asserted that an important challenge of entrepreneurship in today's world is the challenge of defining needs correctly, opportunities, gaps, and more importantly education of active entrepreneurs who need to learn appropriately to their career life span. Therefore, continuous learning which is called lifelong learning (L.L.L.) has been proposed by the authors. The study concluded with a suggestion that the spirit of entrepreneurship need to be institutionalized in organizations in order to be able to participate in the global competition
Studies Related to Factors that Play an Important Role in the Promotion of Entrepreneurship Development		
Kazmi (1999)	To present a demographic and psychographic profile of young second-generation entrepreneurs in India along with their type of	The comparison depicted that second generation entrepreneurs were much more enduring and exhibited greater fortitude and promise to succeed. The study pointed that entrepreneurs in general possess certain special characteristics that uphold their need for higher success. The inferences drawn from psychographic profile revealed that the

	business strategies.	second-generation entrepreneurs posses many personal qualities that are normally attributed to entrepreneurs in broad-spectrum.
Gartner (1990)	To study the underlying meanings of entrepreneurship given by various researchers and practitioners. To discuss the major issues and concerns which constitute the debate about entrepreneurship as a field of study.	The findings revealed that entrepreneurship involves individuals with unique personality characteristics and abilities. The dominant characteristics required for the success of an enterprise as brought out by entrepreneurs of this study are self confidence, drive and energy, taking initiative and seeking personal responsibility, long term involvement, and use of resources. The study suggested that entrepreneurship should create value and must involve uniqueness.
Ndemo (1997)	To examine the relationship of marketing and entrepreneurial orientation with firm's performance and the moderating effects of the environment on this relationship.	The results of the study showed that entrepreneurial orientation is straightforwardly and considerably related to a firm's change in profits, whereas, the marketing orientation is not significantly related to this performance measure. The study recommended that a high degree of co-ordination of marketing and entrepreneurial activities is desirable due to the likely threat posed by the environment.

Shane and Venkataraman (2000)	To elaborate that why the phenomenon of entrepreneurship haslacked a conceptual framework.	The authors created a conceptual framework drawn upon previous researches conducted in the different social science disciplines and applied fields of business. With this framework, they explained a set of empirical phenomena and predicted a set of outcomes which were not explained or predicted by conceptual frameworks that already exist in other fields.
Tapan and Subramanya(2005)	To identify the motivational objectives which drive entrepreneurs to establish and ensure sustained growth in a business venture.	The results indicated that there is a marked difference among serious and non seriousentrepreneurs in respect of three out of seven dimensions which were (i) willingness to With stand mental stress (ii) willingness to adopt difficult skills (iii) willingness to innovate and appreciate ideas. The study advocated that entrepreneurial seriousness determines a behavioural pattern among entrepreneurs that leads to the success of small business directly or indirectly.
Bhattacharyya (2006)	To analyse various concepts related to entrepreneurship and innovation and also how leadership style influences these	The study concluded that earlier, technological innovations came along every generation, then every decade, and now in this nanosecond world, innovative breakthroughs are commonplace, more normative. The world today is really different — it is borderless. This would mean that the very word 'innovation' needs redefining.

	two concepts.	
Teltumbde (2006)	To discuss different concepts related to entrepreneurship and intrapreneurship.	The paper revealed that the top management initiatives are not intrapreneurial in nature as intrapreneurship is the domain of the people in the organization. Organizational politics is the biggest enemy of intrapreneurship and congenial culture is its biggestcatalyst.
Basant (2008)	To discuss the questions related to entrepreneurship and several interesting insights on the questions.	The author asserted that when entrepreneurship blossoms within and the kind of environment in which it happens are the two primary factors that probably determine what one would do later in life. The study concluded that even if you are not calm inside and are probably going through a storm, staying calm on the outside, does help. Those who survive are the ones who have been scrambling like crazy underwater, but are like a silent duck if you look from the top.
Natarajan,and Siva (2011)	To identify the pattern of personality prevailing among the entrepreneurs of Micro Small Medium Enterprises (MSMEs) of Puducherry city.	The study observed that 'Visionary' personality is most preferred by the Entrepreneurs Followed by Improver, Superstar, Hero and Analyst personalities while the Artist personality had the lowest score. The authors concluded that to be successful in business, everyone must have some basic skills like technical skills, behavioural skills, evaluative skills and executive skills.

Luczkaand Paweł (2012)	To find out how SMEs sectorplays a vital role in modern economies and why, economists show interest in its functioning.	The authors revealed the factors that most frequently influence the development of the SME sector are physical infrastructure, financial support, business-to-business services, regional policy in favour of SMEs, well-qualified labour resources and finally knowledge and technology transfer. The study concluded that the factor most strongly connected with the efficiency development of enterprises in all categories is research and development expenditures. The higher these expenditures, the more dynamically isthe enterprises development.
Gakureet al. (2013)	To study the effect of entrepreneurial skills on the sustainability of Small and Medium Family Enterprises.	The findings suggested that an entrepreneur/owner inculcates an entrepreneurial culture in the enterprise and that entrepreneurial skills of the entrepreneur/ managers drive the enterprise to above average performance leading to high profitability for the sustainability of the of Small and Medium Family Enterprise. The study, however, recognized that other factors such as managerial skills, succession planning, individual behaviours and human resource management skills also play a significant role in thesustainability of Small and Medium Family Enterprises after the exit of the founders.

Olusola (2014)	To study the relationship between entrepreneur business failure and turn around strategies.	It was concluded that turnaround strategies will help to restore a declining business and also that a good succession planning will aid a business's continuous existence. The findings revealed that Turnaround Strategies (TAS) serve as Sustainable Business Strategies to entrepreneurs and the result of the tested hypothesis showed that there isrelationship between Turnaround Strategies (TAS) and Business Failure (BF).
Kaur (2015)	To study the relationship of authoritative, authoritarian and permissive parenting styles with entrepreneurial orientation ofadolescents.	The author studied seven variables, namely, risk taking, achievement motivation, organizational abilities, self-concept, persuasion, attitude towards entrepreneur and problem solving ability as indices of entrepreneurial orientation. The study concluded that parenting is playing crucial role in shaping adolescents entrepreneurial orientation and permissive parenting style is considered to be best in the prevailing environment.
Tamvada (2015)	To examine returns to entrepreneurship using a standard measure of welfare, the per-capita consumption expenditure.	The results suggested that across the welfare distribution, entrepreneurs who employed others had the highest returns in terms of consumption, while those entrepreneurs who worked for them, that is, self-employed individuals, had slightly lower returns than the salaried employees. However, self-employment entailed higher returns than casual labour and arelative escape from poverty.

Thomasand Wim (2015)	To provide an endogenous growth model to illuminate the role of entrepreneurial start-up firms in structural economic transformation.	The authors specified mature and start-up entrepreneurs and made a distinction between survivalist self-employment activities in the traditional sector and opportunity-driven entrepreneurship in the modern. The model showed how opportunity-driven entrepreneurship can drive structural transformation in both the modern and traditional sectors through innovation and the provision of intermediate inputs and services (which permits greater specialization in manufacturing) and by increasing employment andproductivity.
Naude Wim (2016)	To discussthe role of entrepreneurship in developing countries.	The contributions made by the author explore the role of the entrepreneur in key areas of concern for development economics, such as structural change and economic growth, income and wealth inequalities, welfare, poverty traps, and market failures. This introduction discusses and contextualizes these various contributions and their implications for further the oretical and empirical work.

Scott S. (2016)	To study why policy makers often think that creating more start-up companies will transform depressed economic regions, generate innovation, and create jobs and what are its consequences?	The findings encouraged the formation of high quality, high growth companies. Policy makers should stop subsidizing the formation of the typical start-up and focus on the subset of businesses with growth potential. While government officials will not be able to "pick winners," they can identify start-ups with a low probability of generating jobs and enhancing economic growth. By eliminating incentives to create these low probability companies, policy makers can improve the average performance of new businesses.
Victor etal. (2016)	To study the need for the public promotion of entrepreneurship.	The study identified the features (in relation to the entrepreneur, the sector and the characteristics of the project itself) that may influence greater access to public funding and are principally related to standard requirements for this means of financing. These variables do not address specific entrepreneurial profiles, sectors or applicant projects, thereby revealing a substantial degree of horizontal policy design. Other features, almost all entrepreneurial characteristics (previous experience, age, etc.), do not seem relevant in terms of receiving public funds.

Patankarand Mehta (2017)	To explore the factors viz; entrepreneurial orientations, entrepreneurs' behaviour, their personality traits, leadership styles for creating a platform for further research.	The study was descriptive in nature and revealed that entrepreneur's personality traits, their passion, socio-cognition, innovation, culture, family background, etc. plays a vital role in initiating, promoting, and nurturing entrepreneurship development. Human Inter relations are very complex in nature and individual's decision varies in differentsituations and environments. Therefore, it was suggested to develop a broader theoretical and practical agenda related to the industry. The financial involvement and the culture yield more information on impacts of these exogenous factors on entrepreneurial orientations, evolving entrepreneurial leadership styles, marketing or business operating styles. The authors concluded that migration, unemployment, poverty and or dissatisfaction with existing employment pushes individual into entrepreneurship.

CHAPTER-3
RESEARCH METHODOLOGY

3.1 OVERVIEW

Research is considered as a vital element to solve the several problems associated with business and industry. Whereas, Research Methodology is denoted as the theory of methods in which one makes sense of the object of enquiry (Sarantakos, 1998). It is defined as the theoretical, political, and philosophical backgrounds to social research and their implications for research practice and for the use of particular research methods (Robson, 2002). It is the structure or plan that is used as a guide for carrying out a research. This chapter presents the research methodology adopted for the present study by highlighting the nature and scope of study, sources and methods of data collection, sampling design, hypotheses of the study, and tools used for data analysis.

3.2 NATURE AND SCOPE OF THE STUDY

The present study is descriptive in nature as it includes survey to describe the information as it exists. It is an empirical study because conclusions have been drawn on the basis of hypotheses testing of the data. The study follows a quantitative approach as inferences have been drawn by conducting quantitative analysis of the primary data. The study has been divided into two parts. The first part includes the comparative analysis of the functioning of four National-level Entrepreneurship Development Institutions in India. The second part consists of the analysis on the basis of the survey of Students/Budding Entrepreneurs, Faculty and Existing Entrepreneurs from 5 states of Northern India.

3.3 SOURCES AND METHODS OF DATA COLLECTION

The data has been collected from primary as well as secondary sources.

Primary Data has been collected from Students/Budding Entrepreneurs, Faculty and Existing Entrepreneurs from five states of Northern India i.e. Punjab, Haryana, Rajasthan, Chandigarh and New Delhi with the help of structured questionnaire. In the absence of the availability of a well structured questionnaire, it was self-framed keeping in mind the research objectives of the study. It was modified on the basis of the pilot study and suggestions given by the experts. It consists of two sections.

Section I: The first section comprises of questions related to *personal details* of the respondents like name, age, gender, educational qualification, institute/ college/ organization, work/ professional experience, professional category, and entrepreneurial details (category, name, year of establishment, products manufactured, number of employees, turnover of business); and awareness of the respondents related to investment limits of different categories of manufacturing enterprise and service enterprise as described under MSMED Act 2006.

Section II: This section in the questionnaire comprises of questions related to the contribution of Educational Institutions, Government and Industry in Entrepreneurship Development on the basis of the following parameters:

- *Performance of Entrepreneurship Development Cell/Centre (EDC)Entrepreneurship and Incubation Cell/Centre (EIC) and Entrepreneurship Clubs (ECs) in Educational Institutions* which includes questions related to awareness about EDCs/EICs/ECs and their activities/services like workshops organized, interactions organized, linkages established and support services provided (yes, noand don’t know denoted as

3, 2 and 1 respectively) along with frequency and quality of these activities/services (on a 5-point scale i.e. very poor, poor, neutral, good and excellent coded as 1, 2, 3, 4 and 5 respectively).

- *Role of Factors like Economic, Social, Psychological, Institutional in Entrepreneurship Development* on a 3-point scale, i.e. most important, important and not important signified as 3, 2 and 1 respectively.\
- *Satisfaction from the Services provided by Educational Institutions, Government and Industry* on a 5-point likert scale ranging from 1 to 5 i.e. 1 – highly dissatisfied, 2 – dissatisfied, 3 – neutral, 4 – satisfied and 5 – highly satisfied.
- *Role Played by Educational Institutions, Government and Industry in Entrepreneurship Development* on a 3-point scale i.e. yes, no and can't say denoted as 3, 2 and 1 respectively.
- *Expectations from Educational Institutions, Government and Industry for Entrepreneurship Development* on a 5-point likert scale ranging from 1 to 5 i.e. 1 – highly disagree, 2 – disagree, 3 – neutral, 4 – agree and 5 – highly agree.

Secondary data has been collected from articles, research papers, annual reports, other periodic reports, dissertations, websites, brochures/pamphlets, newspapers etc. to study the (i) historical overview of entrepreneurship, (ii) growth of entrepreneurship (iii) initiatives of entrepreneurship development (iv) functioning i.e. direct and indirect contribution of the four national level entrepreneurship development institutions of India viz. Entrepreneurship Development Institute of India (EDII), Indian Institute of Entrepreneurship (IIE), National Institute of Entrepreneurship and Small Business Development (NIESBUD), and National Institute for Micro, Small and Medium Enterprises (NI-MSME).

3.4 SAMPLE DESIGN

The technique of multi stage sampling has been used for the present study. In the first stage, out of nine states/union territories (UTs) in Northern India, five states/UTs viz. Punjab, Haryana, Rajasthan, Chandigarh and New Delhi were randomly selected. In the second stage, the educational institutions having EDCs/EICs/ECs were identified. Out of these educational institutions, three institutions were selected on random basis in each of the five regions. In the third stage, data was finally collected from 20 students/budding entrepreneurs, 3-4 faculty members (involved in EDC/EIC/EC activities) from each selected institutions either through personal visit to the institution or through mail to the head/ dean/ registrar/ principal/ officer in- charge of the educational institution using convenience and judgemental sampling technique. The data was also collected from 10 existing entrepreneurs from each state/UT. In a nutshell, the sample includes 60 students/ budding entrepreneurs (20 x 3), 10 faculty members and 10 existing entrepreneurs from each selected state/UT, making a total sample of 400 respondents (80 x 5). The total sample size of 400 respondents is more than the required sample size (385 respondents) calculated with the help of the sample size calculator (Calculator.net, 2018). The sample distribution is shown in the Table 3.1 and Figure 3.1.

Table 3.1: Sample Distribution

S.No.	Particular	Count in each State/UT	TotalCount	Total Percent (%)
1	Budding Entrepreneurs/Students	60 (20 x 3)	300 (60 x 5)	75
2	Faculty Members	10	50 (10 x 5)	12.50
3	Existing Entrepreneurs	10	50 (10 x 5)	12.50
Total		**80**	**400**	**100.00**

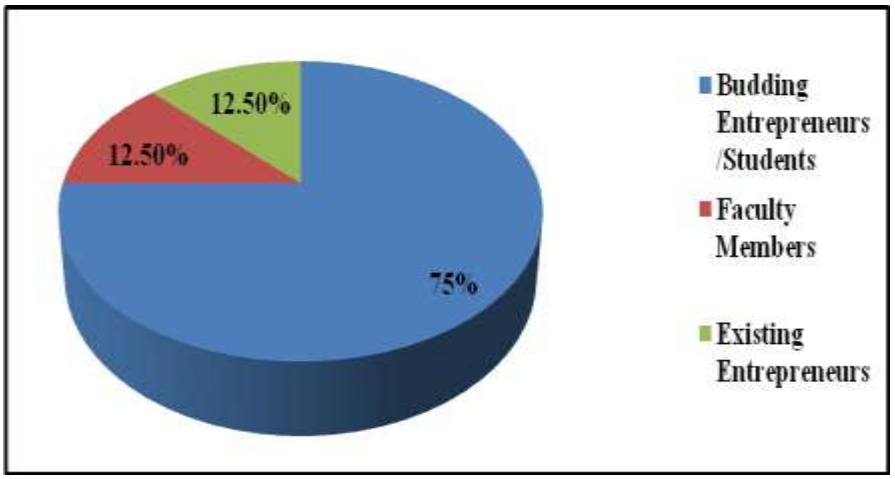


Figure 3.1: Sample Distribution

3.5 HYPOTHESES OF THE STUDY

On the basis of the objectives of the study (in Chapter-1), the following hypotheses and sub- hypotheses have been framed and are given as under:

H_1: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of various activities organized in the educational institutions.

H_{1a}: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of workshops organized in the educational institutions.

H_{1b}: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of interaction sessions organized in the educational institutions.

H_{1c}: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of linkages with experts and industries established in the educational institutions.

H_{1d}: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of support services for entrepreneurship development provided in

the educational institutions.

H_2: There is no significant difference in the perception of budding entrepreneurs/ students and faculty regarding the quality of services organized by EDCs/ EICs/ ECs.

H_{2a}: There is no significant difference in the perception of budding entrepreneurs/ students and faculty regarding the quality of workshops organized by EDCs/EICs/ECs.

H_{2b}: There is no significant difference in the perception of budding entrepreneurs/ students and faculty regarding the quality of interaction sessions organized by EDCs/EICs/ECs.

H_{2c}: There is no significant difference in the perception of budding entrepreneurs/ students and faculty regarding the quality of linkages with experts and industry established by EDCs/EICs/ECs.

H_{2d}: There is no significant difference in the perception of budding entrepreneurs/ students and faculty regarding the quality of support services for entrepreneurship development provided by EDCs/EICs/ECs.

H_3: There is no significant difference in the satisfaction level of budding entrepreneurs and existing entrepreneurs from the services provided by the educational institutions, government and industry.

H_{3a}: There is no significant difference in the satisfaction level of budding entrepreneurs and existing entrepreneurs from the services provided by the educational institutions.

H_{3b}: There is no significant difference in the satisfaction level of budding

entrepreneurs and existing entrepreneurs from the services provided by the government.

H_{3c}: There is no significant difference in the satisfaction level of budding entrepreneurs and existing entrepreneurs from the services provided by the industry.

H_4: There is no significant difference in the role played by the educational institutions, government and industry in the entrepreneurship development.

H_5: There is no significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions, government and industry for entrepreneurship development.

H_{5a}: There is no significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions for entrepreneurship development.

H_{5b}: There is no significant difference in the expectations of budding entrepreneurs/ students, faculty and existing entrepreneurs from the government for entrepreneurship development.

H_{5c}: There is no significant difference in the expectations of budding entrepreneurs/ students, faculty and existing entrepreneurs from the industry for entrepreneurship development.

3.6 TOOLS USED FOR DATA ANALYSIS

In order to analyze the performance and quality of services of EDCs/EICs/ECs in educational institutions, role of factors affecting entrepreneurship development, satisfaction and expectation of students/ budding entrepreneurs, faculty and existing

entrepreneurs and the role played by the educational institutions, government and industry for entrepreneurship development, various tools have been used which are discussed as under:

3.6.1 Descriptive Statistics

Descriptive statistics has been used to throw light on the collected data using frequency distribution and percentage analysis. Further, mean and standard deviation has been calculated to compare data sets. It is the commonest methods to describe the variables which have been depicted through graphs and tables. The aim for using descriptive statistics is to identify the important variables under study.

3.6.2 Logistic Regression

Since the study focuses on improving the performance of EDCs/EICs/ECs in the educational institutes, it was important to identify as to what extent the awareness about EDCs/EICs/ECs in Educational Institutions can help the students to avail benefits of various activities being organised by such centres. Accordingly, Logistic Regression technique has been used to study the impact of awareness about EDCs/EICs/ECs in the education institutions on the knowledge of various entrepreneurial activities organized in the institutions. In the above context, four different activities namely; Workshops Organized, Interaction Sessions Organized, Linkages Established with experts and industry, and support services for entrepreneurship development provided by EDCs/EICs/ECs have been considered. For the purpose of this study, knowledge of each category of activity organized was separately taken as dependent variable and awareness of EDC/EIC/EC was taken as independent variable. The data set has been analyzed by using binary choice models, which are suitable in order to choose between the two alternatives depending on the features of the problems (Gujrati, 2003). The probability that an event will occur versus the probability that the event will not occur, or probability/ (1-probability) is

called Odds. Hence, odds can be used to give an estimate of how intensely a given variable may be related with the outcome of the variable in comparison to other variables. The binary variables used for the logistic model are given as under:

Binary variables	**Description**
Equation-I: Impact of Awareness of EDCs/EICs/ECs on Knowledge of Workshops Organized	
Dependent variable(Knowledge of Workshops Organized -Y_i)	If the respondent has knowledge that the workshops have been organized in the institution, it is coded as 1 and if the respondent believed that workshops have not been organized in the institution or he has no knowledge about its organisation, itis coded as 0.
Explanatoryvariable(Awarenessabout EDCs/EICs/ECs -Xi)	If the respondent has awareness about EDCs/EICs/ECs in the institutions, it is coded as 1 and if he has no knowledge about existence of EDCs/EICs/ECs, it iscodedas0.
Equation-II: Impact of Awareness of EDCs/EICs/ECs on Knowledge of InteractionSessions Organized	
Dependent variable (Knowledge of Interaction Sessions Organized -Y_i)	If the respondent has knowledge that interaction sessions have been organized in the institution, it is coded as 1 and if the respondent believed that interaction sessions have not been organized in the institution or he has no knowledge about its organisation, it is coded as 0.

Explanatory variable EDCs/EICs/ECs -Xi) (Awareness about	If the respondent has awareness about EDCs/EICs/ECs in the institutions, it is coded as 1 and if he has no knowledge about existence of EDCs/EICs/ECs, it iscoded as 0.
Equation-III: Impact of Awareness of EDCs/EICs/ECs on Knowledge of Linkages Established	
Dependent variable (Knowledge of Linkages Established -Yi)	If the respondent has knowledge that linkages have been established with the experts by the institution, it is coded as 1 and if the respondent believed that linkages have not been established with the experts by the institution, or he has no knowledgeabout the linkages established, it is codedas 0.
Explanatory variable (Awareness about EDCs/EICs/ECs -i)	If the respondent has awareness about EDCs/EICs/ECs in the institutions, it is coded as 1 and if he has no knowledge about existence of EDCs/EICs/ECs, it iscoded as 0.
Equation-IV: Impact of Awareness of EDCs/EICs/ECs on Knowledge of Support Services Provided	
Dependent variable (Knowledge of Support Services Provided - Yi)	If the respondent has knowledge that support services have been provided by the institution, it is coded as 1 and if the respondent believed that support services have not been provided by the institution or he has no knowledge about the support services provided, it is coded as 0

Explanatory variable (Awareness about EDCs/EICs/ECs -Xi)	If the respondent has awareness about EDCs/EICs/ECs in the institutions, it is coded as 1 and if he has no knowledge about existence of EDCs/EICs/ECs, it iscodedas 0.

The probability of dependent variable P, for the given set of variables given by the logistic model is presented in the following equations:

$$\ln\left(\frac{P}{1-P}\right) = \beta_0 + \frac{\sum \beta_i X_i + \epsilon}{i=1}\ln$$

Where, $\beta_i$is the logistic coefficient for explanatory variable (awareness about EDCs/EICs/ECs -X_i) and € is the error term. In case of binary independent variable, exponential of the respective coefficient gives the ratio of change in odds for shift in the given independent variable. However, if the independent variable is continuous, exponential of coefficients is associated with the effect of per unit change in the given independent variable on the odds ratio. In both types of variables, sign of the coefficient reveals the direction of change. The models have been used to measure changes in knowledge about various activities organised by EDCs/EICs/ECs with the awareness about EDCs/EICs/ECs and is presented in the following equation:

$$Yi = \ln\left(\frac{P}{1-P}\right) = \beta_0 + \beta_1 X_1 + \epsilon \ldots\ldots\ldots\ldots\ldots \text{ Equation - I}$$

3.6.3 t-Test

The t-test has been applied to compare the difference in the mean perception of budding entrepreneurs/students and faculty about quality of services of EDCs/EICs/ECs in educational institutions. Further, this tool has also been used to compare the difference in the mean satisfaction between budding entrepreneurs and existing entrepreneurs. For the purpose of analysis, the calculated value of 't' has been compared with the table value for degree of freedom at certain level of significance.

3.6.4 Kruskal-Wallis Test

Kruskal-Wallis Test or H-Test has been used to analyze the variation in the role played by the Government, Industry and Educational Institutions in the entrepreneurship development on the basis of various activities. Further, this technique has been applied to study the difference in the expectations of the different categories of respondents viz. students/budding entrepreneurs, faculty and existing entrepreneurs from the Government, Industry and Educational Institutions.. The formula for kruskal-wallis test is given as under.

$$H = \left[\frac{12}{n(n+1)} \sum_{j=1}^{c} \frac{T_j^2}{n_j} \right] - 3(n+1)$$

where:

n = sum of sample sizes for all samples c = number of samples

Tj = sum of ranks in the j^{th} sample nj= size of the j^{th} sample

3.7 LIMITATIONS OF THE STUDY

1. There are a number of Entrepreneurship Development Institutions in India working at international level, national level and state level. The scope of the study is limited to analyze the services/activities provided/performed by only four National Level Entrepreneurship Development Institutions in India.

2. The scope of the primary data is limited to 5 states/UTs of Northern India. Data has been collected from 60 students/budding entrepreneurs, 10 faculty members and 10 existing entrepreneurs from each sample state/UT. Further, the responses of students/budding entrepreneurs and faculty members have been collected from only three sample educational institutions in each selected state/UT. Hence, the data collected may not be able to generalize the results for other regions across India.

3. The accuracy of the primary data collected depends upon the authenticity of the information filled by the respondents in the questionnaire. Hence, there is a possibility of subjectivity of responses.

CHAPTER – 4

FUNCTIONING OF NATIONAL LEVEL ENTREPRENEURSHIP DEVELOPMENT INSTITUTIONS IN INDIA

4.1 OVERVIEW

In India, the Ministry of Micro, Small and Medium Enterprises (MSMEs) is the administrative ministry for all matters related to new businesses set up at a smaller scale. It conceptualizes policies and implements them through its allied institutions for growth and development of entrepreneurship in the country. There exists a vast network of institutions in India which aims to provide support, and a variety of services and facilities for the development of entrepreneurship. Hence, this chapter is an initiative to to study the functioning of National Level Entrepreneurship Development Institutions in India. For this purpose, four major entrepreneurship development institutions are studied in detail. These institutions are actively involved in promotion, growth, support and overall development of entrepreneurship in thecountry.

4.2 ENTREPRENEURSHIP DEVELOPMENT INSTITUTE OF INDIA (EDII)

The Entrepreneurship Development Institute of India (EDII), set up in 1983 is an autonomous and not-for-profit institution, sponsored by apex financial institutions, namely the IDBI Bank Ltd., IFCI Ltd., ICICI Ltd. and State Bank of India (SBI). The Institute is registered under the Societies Registration Act 1860 and the Public Trust Act 1950. The EDII campus is spread over twenty-three acres of land in Ahmedabad pledged by the Government of Gujarat

4.2.1 Mission

"To become a catalyst in facilitating emergence of competent first generation entrepreneurs and transition of existing SMEs into growth-oriented enterprises through entrepreneurship education, training, research & institution building."

4.2.2 Programmes/Activities andAccomplishments

4.2.2.1 Education

EDII introduced entrepreneurship as a subject in curriculum of several schools, colleges, technical institutions and management schools in various states. It provides entrepreneurial education through its programmes such as Fellow Programme in Management (FPM), Post Graduate Diploma in Management – Business Entrepreneurship (PGDM-BE), Open and Distance Learning Diploma/Certificate Programmes, Capacity Building Programmes in Entrepreneurship Education and Development and Off-Campus Joint Programmes. It formulated entrepreneurship curriculum for UGC and brought out entrepreneurship text books for vocational courses under Gujarat Text Book Board. It is the only institute that offers Fellow Programme in Management (FPM) at doctoral level with emphasis on Entrepreneurship. It has been instrumental in initiating the first Post Graduate Diploma Programme Model in Business Entrepreneurship with start-up rate of 65 percent. It has spread 'entrepreneurship education' across the nation through distancelearning.

4.2.2.2 Research

EDII publishes the Journal of Entrepreneurship, since 1992 and also organizes biennial International Conference on Entrepreneurship Research to provide a platform to academicians, students and researchers. It leads the World's largest study on

Entrepreneurship called as the Global Entrepreneurship Monitor (GEM) India. It alsoencourage scholars by extending fellowship for research in entrepreneurship. It contributes in developing innovative technologies and acquiring patents.

4.2.2.3 Training

EDII developed EDI-Entrepreneurship Development Programme (EDP) Model which is a result oriented training model for promoting rural and urban entrepreneurial ventures. It undertook the capacity building of development organizations/NGO functionaries and corporates. It is a pioneer in launching the Family Business Management Programme to nurture second generation entrepreneurs. It revived a large number of clusters across the nation including 15 Industrial and 55 Artisanal Clusters by providing training, technical and marketing support, and mentored 158 Handloom Clusters. It developed a rehabilitation model for earthquake affected regions of Kutch and Saurashtra under the EDI-European Union project. It also conducts various Seminars, Conclaves, and InterfaceEvents etc. to promote entrepreneurship development. Further, it organizes different kinds of training programmes for different target sectionslike:

- Faculty / Management / Entrepreneurship Development Programmes
- Skill Training Programmes
- Camps: Summer, Youth, Awareness
- Micro Enterprise Development Programmes
- Sector-specific Programmes
- Specialized Programmes for Women, Corporates, Villages and Statesetc.
- International Programmes

- Cluster Development Programmes

4.2.2.4 International Endeavours

In the Islamic Republic of Iran, EDII contributed in institutionalizing entrepreneurship education in technical education and vocational courses. It is actively involved incapacity building of around 300 professionals every year, belonging to about 60 developing countries in various themes of entrepreneurship. It has earned recognition and support from several esteemed international agencies such as World Bank, Common wealth Secretariat, UNIDO, ILO, FNST, British Council, Ford Foundation, European Union, ASEAN Secretariat etc. for implementing various projects. It was assigned to set up Entrepreneurship Development Centres in Cambodia, Lao PDR, Myanmar, Vietnam and Uzbekistan etc. by the Ministry of External Affairs, Govt. of India.

4.2.2.5 Other

EDII formulated Cluster Development Scheme based on the Industrial Cluster Development Model. It played a pivotal role in initiating the concept of Rural Self Employment Training Institutes (RSETIs) and Village Entrepreneurship. It helped in setting up of 12 State-Level Entrepreneurship Development Centres and Institutes across the nation. It was ranked among the top 50 management institutions as per the National Institutional Ranking Framework (NRIF) announced by Ministry for Human Resource and Development (MHRD). A monthly magazine, namely, Small Enterprise: The Magazine for Entrepreneurs of India, in January 2016, recognized EDII courses as one of the top entrepreneurship courses among 25 national level institutions which facilitate entrepreneurs in setting up innovative enterprises. It was attributed as 'AICTE- CII Best Industry linked Technical Institute in India 2013'. It

has also been rewarded with many awards for its contribution in entrepreneurship development like DNA Education Leadership Award 2014, Dainik Bhaskar National Education Leadership Award 2013, United States Association for Small Business and Entrepreneurship (USASBE) Outstanding Entrepreneurship Programme Abroad Awardetc.

4.2.3 Collaborations and Affiliations

EDII has been appointed as Nodal Institute for Start-ups by the Government of Gujarat under the Start-ups/Innovation Scheme under which it provides counselling and mentorship support to prospective start-ups. The selected incubatees of the institute get financial assistance from the Government of Gujarat, of up to Rs. 10 lakh per idea and Rs. 10000/- per month as sustenance allowance for one year. These innovators get benefit of mentoring support from experts/ entrepreneurs/ bankers for setting up their business venture. It is also a nodal agency for the Government of India's Ministries of External Affairs, Textiles, Food Processing, Science & Technology, DC (Handicrafts), MSME, Rural Development, Housing & Urban Poverty Alleviation, Small Industries and Development Bank of India (SIDBI), National Bank for Agriculture and Rural Development (NABARD) and various state governments. It is collaborated with Gujarat Technological University as a Knowledge Partner for establishing Techno Social Business Incubator and is associated with various other universities across the worldsuch as Kunming University of Science and Technology, Yunnan University of Finance and Economics, and South West University of Finance and Technology in China, Newcastle University Business School in UK, University of West of Scotland and Oklahoma State University in USA.

4.2.4 Facilities

EDII has a well maintained campus consisting of auditorium, conference hall, board room, meeting rooms, classrooms, seminar halls with modern facilities and teaching aids along with residence halls, gym, canteen and sports ground. Its Library and Information Centre is a technologically upgraded with internet facilities and computerized database which provides access to the most recent global information in subjects related to entrepreneurship. Its Computer Centre iswell-equipped with moderntechnology synchronized with a large range of educational, training and research material. It has a large faculty base comprising of researchers, academicians, consultants, extension workers andtrainer-motivators.

4.2.5 EDII Centres

EDII has set up few centres with a purpose to create awareness, fortify institutional linkages and networking, and impart specialized training. It organizes a large number of programmes and carries out activities in different thrust areas through these centres:

4.2.5.1 Entrepreneurship Education and Research

Mission: To augment the supply of new entrepreneurs through education, research and training.

Outcomes (till date):

- Post Graduate Programmes – 1286 students graduated
- Open Learning Programmes – 12770 learners registered\
- Teachers/Faculty – 2645developed
- Entrepreneurship Awareness Programmes – 6000 organized
- Entrepreneurship Orienatation – 4.5 lakh students

4.2.5.2 Micro Enterprises, Micro Finance and Sustainable Livelihood

Mission: To become an acknowledged resource, action research & policy advocacy centre for institutions promoting micro enterprise, micro finance & sustainable livelihood.

Outcomes (till date):

- Micro Entrepreneurs – 19107 trained
- Micro Entrepreneur Trainer-Motivators – 1045developed
- Rural Business Development Service Providers – 146created
- Micro Finance Training – 385 officials

4.2.5.3 SMEs and Business Development Services

Mission: To organize quality training interventions to help SMEs acquire required competencies to Go Global.

Outcomes (till date):

- Family Business Successors – 280 trained
- Existing Entrepreneurs – 6506 trained and counselled
- Business Counsellors – 545 developed
- Entrepreneurs – 10029 trained across 22 states
- Units – 5148 established
- Corporate Executives – 671 developed
- Entrepreneur Trainer-Motivator – 1043 trained
- Training under International Capacity Building Programme – 2960 officials

4.2.5.4 Cluster Competitiveness, Growth and Technology

Mission: To foster global competitiveness and growth of Micro, Small & Medium Enterprise (MSME) clusters.

Outcomes:

- Patents Registered –2
- Patents Applied – 8
- Cluster Development Executives – 771 created
- Revived Handloom Cluster at Sivasagar and Handicraft Cluster atSrinagar

4.2.5.5 Social Entrepreneurship and Corporate Social Responsibility

Mission: To achieve excellence in promoting social entrepreneurship and wide-spreading benefits of corporate social responsibility (CSR).

Outcomes (till date):

- Social Entrepreneurs – 178 students developed
- Training under CSR support of corporates – 6455 youths

4.2.5.6 Women Entrepreneurship and Gender Studies

Mission: To act as a repository of knowledge in the area of women entrepreneurship development.

Outcomes (till date):

- Women Entrepreneur Trainer-Motivators – 60 developed
- Women Scientists and Technologists – 83 trained (Source: Website and Brochure of EDII)

4.3 INDIAN INSTITUTE OF ENTREPRENEURSHIP (IIE)

Indian Institute of Entrepreneurship (IIE) is a self-governing organization, established in 1993 in Guwahati by the erstwhile Ministry of Industry (now the Ministry of MSMEs) and registered under the Societies Registration Act, 1860. The Institute became operational from April 1994 and has North East Council (NEC), Governments of Assam, Arunachal Pradesh, Nagaland and SIDBI as its stakeholders. Currently, it operates under the Ministry of Skill Development and Entrepreneurship (MSDE) since 22nd May 2015 with an objective to provide training, research and consultancy activities to Small and Micro Enterprises (SME) for promoting entrepreneurship development

4.3.1 Vision

"To be a leading provider of quality professional development programmes, research and information service in the field of entrepreneurship promotion/ motivation anddevelopment and management of micro small and medium enterprises."

4.3.2 Mission

"To create a conducive environment for entrepreneurial activities through organising different type of training programmes, research and other activities aimed at capacity building and enterprise creation with focus on North Eastern Region (NER)."

4.3.3 Programmes/Activities and Accomplishments

4.3.3.1 Education

IIE publishes books on entrepreneurship development like Entrepreneurship Development in North-east, Promoting New Entrepreneurs, and Small Scale Industries in Assam, Micro Enterprise Development, and Self-Employment through

Entrepreneurship etc. It organizes Interactive Meet on Entrepreneurship Education to highlight the relevance of entrepreneurship education andacademia.

4.3.3.2 Research

IIE is actively engaged in research activities. It provides consultancy in the field of entrepreneurship for development of MSMEs in and around North East India. It plays a vital role by acting as a resource centre in formulating policies for promotion and development of entrepreneurial ventures (MSMEs) to the Central and State governments. It is also involved in studying the impact of various Central and State government organisations and their schemes.

4.3.3.3 Training

It organizes different kinds of training programmes at different locations in North-east on various thrust areas like:

- Entrepreneurship Awareness Programme
- Management / Entrepreneurship Development Programme
- Entrepreneurship Orientation Programme
- IncubationTraining
- Skill Development Programme
- Technical Intervention/Infusion Programme
- Orientation Course for Programme Officers, NSS
- Capacity Building Programme
- State Level Training Programmes

It also organizes Seminars, Workshops, Interfaces and Meets periodically for entrepreneurship development.

4.3.3.4 Projects

It carry out different kinds of projects in collaboration with other institutions like:

- Project ‘Swabalamban’ under Centre for Sustainable Livelihood Promotion (CSLP), a Corporate Social Responsibility (CSR) project sponsored by Oil IndiaLtd.
- Programme ‘IIFCL-NSTFDC Skill Upgradation and Economic Empowerment of Tribal Handloom Artisans in the North-Eastern States’ in collaboration with India Infrastructure Finance Company Ltd. (IIFCL) and National Scheduled Tribes Finance and Development Corporation(NSTFDC)
- Project ‘Regional Resource Centre (RRC)’ on cluster development in the North-eastern region to galvanize economic growth in the MSMEs
- STED Projects under Science and Technology Entrepreneurship Development Scheme
- Project ‘Rural Industries Programme (RIP)’ with support from SIDBI.

4.3.4 Collaborations and Affiliations

IIE signed a MOU with National Council of Fire & Safety Engineering (NCFSE) to intensify the effort in creating the skilled manpower in fire & safety segment through routine theoretical classes and advanced practical training. It also signed a MOU with National Skill Development Corporation (NSDC) to expand the skilling activities under Pradhan Manrti Kaushal Vikas Yojana (PMKVY) in North Eastern Region. A MOA was signed among IIE, Export Promotion Council for Handicrafts (EPCH) and National Centre for Design and Product Development (NCDPD) for enhancing capacity of handicraft exporters/ manufacturers/ artisans in North Eastern Region and

providing marketing opportunities to entrepreneurs in the handicrafts sector. It signed a Letter of Cooperation (LOC) with BharatiyaYuva Shakti Trust (BYST) for providing training, assistance for bank finance and mentoring to support young entrepreneurs. It also signed a MOU with Meghalaya Institute of Entrepreneurship (MIE), Shillong to boost the entrepreneurship development, skill development and overall development in Meghalaya. It entered into an MOU with Gawahati University (GU) to create entrepreneurial awareness among students and budding entrepreneurs through initiatives like research, training, workshop, seminar, etc. IIE also signed a MOU with Arunachal University of Studies, Arunachal Pradesh wherein the latter is authorised to establish and approve new Skill Knowledge Providers (SKP) for facilitating joint certification withIIE.

4.3.5 Facilities

IIE operates through its main office at Guwahati and state offices across different north- eastern states. Its campus consists of well-equipped auditorium, library anddocumentation centre, seminar hall, guest house, hostel, class rooms, CSR hub and incubation centre. Its library has large inventory of books, publications, journals, magazines etc. in the field of entrepreneurship. Its Documentation Centre collects, stores and disseminates information useful for promotion of MSMEs along with providing weekly Current Awareness Service. The IIE CSR Hub is the only dedicated centre for social responsibility in the region for CSR activities of corporate organizations. The IIE Incubation Centre on readymade garments and handloom is sponsored by Ministry of Youth Affairs and Sports, Govt. of India with aim to develop leadership qualities and instil entrepreneurship abilities in youths of NER towards socio-economic development and growth of the nation.

(Source: Website of IIE)

4.4 NATIONAL INSTITUTE FOR ENTREPRENEURSHIP AND SMALL BUSINESS DEVELOPMENT (NIESBUD)

National Institute for Entrepreneurship and Small Business Development (NIESBUD) is an apex organisation (autonomous institute) under the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India, located at Noida. It is engaged in Training, Consultancy, Research and Publication, in order to promote entrepreneurship.

4.4.1 Goal

"To promote, support and sustain entrepreneurship and small business through training, education and research and consultancy."

4.2.2 Programmes/Activities and Accomplishments

4.2.2.1 Education

NIESBUD plays a significant role in promulgating self- employment by devising model syllabi and guidebook for training various target groups of beneficiaries and instructors, preparing innovative training support materials (handbooks, learning texts, case studies etc), evolving effective training methodology, and formulating scientific selection procedures etc. It conceptualizes and designs standardized course curriculum for entrepreneurship and skill development programmes.

4.2.2.2 Research

NIESBUD promotes research and development activities in various themes of entrepreneurship by preparing and publishing literature and information related to entrepreneurship/ enterprise development/ MSMEs. It provides a platform by organizing seminars, workshops, conferences, etc. for interaction, exchange of thoughts and networking among different target groups. It studies problems and

carries out research/review studies for spearheading entrepreneurship development. Some of its notable research publications include The Status Analysis Study on Entrepreneurship in India, Potential of Women Entrepreneurship in India, Successful Women Entrepreneurs: Their identity etc. In the previous year, NIESBUD conducted 15 evaluation studies (allocated by a competitive bidding process) for the various Ministries and Departments of Government of India.

4.2.2.3 Training

NIESBUD facilitates organization of training programmes for orientation and motivation of youth towards entrepreneurship by assessing training needs of different target groups. It assists and supports Central/State/Other Agencies in organizing Entrepreneurship Development Programmes. It organises National as well as InternationalMeets, Workshops and Seminar soncon temporary topics and Group Discussions etc. It also conducts awareness campaigns for students across schools, colleges and other higher learning institutions. It organizes a large variety of programmes such as:

- Trainers' Training Programmes
- Small Business Promotion Programme
- Development Officers' Orientation Programme
- International Training Programmes
- Entrepreneurship/Management/Faculty Development Programmes
- Export-Import Programmes
- Entrepreneurship-cum-Skill Development Programmes
- IT Programmes

It also organizes special programmes for sustaining existing entrepreneurs like Continuing Education Programmes besides providing counselling and consultancy. It is engaged in Cluster Development Programmes to improve capacity and competitiveness of entrepreneurs by adopting measures for networking, capacity building, technological upgradation, product development, diversification, marketing and promotion etc. As of March 31, 2016, NIESBUD has provided training to 9,43,625 persons through 36,877 different training programmes since inception including 3,194 international participants hailing from more than 130 countries across the globe.

4.4.2.4 Consultancy and Other

NIESBUD offers consultancy services in the area of entrepreneurship especially for MSMEs besides offering advice and consultancy to government and private institutions engaged in entrepreneurial training. It provides support and guidance in establishing EDP institutions by developing programmes and faculty, imparting training, andassisting in library facilities etc. Its main focus is to develop small businesses by providing supporting arrangements in remote and backward areas.

4.4.3 Facilities

The institute campus consists of well-equipped class rooms, committee rooms, auditorium, conference hallwith a variety of audio-visual and other latest training equipment along with library, hostel, etc. Its library has a large database of books, publications, magazines and journals related to different aspect of entrepreneurship and provides consultation, loans and reference services to users. Alsoithas tied up with other institutions for exchange of literature related to entrepreneurship. It has senior and experienced professionals working as faculty assisted by a panel of guest

faculty/ specialists along with a pool of experienced research experts. It has a separate section engaged in devising training material for production of Audio- Visual Aids. It has also designed an 'Entrepreneurial Motivation Kit' which is very widely used for conducting motivational laboratory in entrepreneurshiptraining.

(Source: Website of NIESBUD)

4.5 NATIONAL INSTITUTE FOR MICRO, SMALL AND MEDIUM ENTERPRISES (NI-MSME)

NI-MSME was originally set up as Central Industrial Extension Training Institute (CIETI) in New Delhi in 1960 as a Department under the Ministry of Industry and Commerce, Government of India. Later, the Institute was shifted to Hyderabad in 1962, and was renamed as Small Industry Extension Training (SIET) Institute. As SIET, it was managed by Governing Council, appointed by the Government of India. SIET was conferred the status of national institute by the GOI in 1984 and became NISIET with aim to assist in the promotion of Small Enterprises mainly by creating abusiness-centrice nvironment. After enactment of MSMED Act 2006, NISIET was rechristened as NI- MSME from 11th April 2007 onwards. Hence, the institute emerged as an apex organization and autonomous arm of Ministry of MSME.

4.5.1 Objectives

- To be the trainer oftrainers.
    - To conduct activities of consultancy, research, extension and informationservices.
- To conduct long-term, need-based programmes and diploma programmes.
- To turn new corners in Information Technology.
- To shift towards client driven approach and innovative interventions.
- To emphasize on research publications, conferences and seminars.

4.5.2 PROGRAMMES/ ACTIVITIES AND ACCOMPLISHMENTS

4.5.2.1 Education

NI-MSME prepared Case Studies and Video Documentaries on Science and Technology Entrepreneurs in 1986. It developed the First Computerised Software Package on Simulation Exercises for Small Industry Management (SIM) in1987.

4.5.2.2 Research

NI-MSME conducted a Pioneering Research Study in Achievement Motivation in association with Prof. David McClelland's Kakinada Experiment in 1964. It organised the First Executive Laboratory in India in 1964. It publishes SEDME (Small Enterprises, Development, Management, Extension) Journal since 1974 which provides a forum to researchers to express their thoughts on various themes related to small enterprises. It has been instrumental in conducting in several research/consultancy studies like:

- Industrial Potential Studies of different regions in the country
- Impact / Evaluation Studies on Major Government Programmes and Schemes
- Policy Research Studies
- District Development and Regional Planning Studies
- Cluster Studies

4.5.2.3 Training

NI-MSME has been successfully training the entrepreneurs to face challenges, cope with competition and gain the much-needed competitive edge in the global scenario. It conducted the First International Training Programme in SME Development in 1967. It organizes various workshops and seminars on contemporary issues.

Since1967, it has trained more than 9080 professionals from 142 countries by conducting several specialised and customized training programmeslike:

- Entrepreneurship/Management/Faculty Development Programmes
- Programme on Area Development, Feasibility Survey and Analysisetc.
- Programme for Young Engineers and Technocrats
- Vertically Integrated Course on Orientation through Small Industry Development for IAS / IES Officers
- Effective Development Programmes for Rationalised Employees of State and Central PSUs
- International Executive Development Programmes
- Enterprise Development and Government Effectiveness (EDGE) Programme for Srilankan Administrative Officials
- Sensitivity Training in Production Planning and Control
- Cluster Development Programmes
- Programmes on Focused Themes for Executives of North East

4.5.2.4 International Endeavor's

NI-MSME has broken geographical barriers by extending its expertise and services to other developing and developed nations. It has profitable interface with several international agencies like CFTC (Common wealth Fund for Technical Co-operation), UNDP (United Nations Development Programme), Ford Foundation, GTZ of Germany, USAID (United States Agency for International Development), and ILO (International Labour Organisation) etc. It received UNESCO Chair in 1997. It was

involved in B2B Transactions with Uganda, Namibia, South Africa, Bhutan, Nigeria, Sudan, Cameroon and Ghana. It organized International Programmes for Bank of Ghana (2006-08). It has an all-time record of 28 international Executive Development Programmes including 5 for African countries in 2007-08. It organized International Programmes for Bangladesh Small & Cottage Industries Corporation (BSCIC) in 2008-09.

4.5.2.5 Other

NI-MSME developed the Concept of Appropriate Technologies in Indian Industry in 1969. It organizes job-melas in association with various partner organizations.

4.5.3 Facilities

The NI-MSME campus is at par with international standards as it provides state-of-the- art facilities supported by modern academic infrastructure, experienced faculty, expert consultants and resource persons. Its campus consists of spacious and ultramodern air- conditioned classrooms and conference halls with modern instructional and functional gadgets and other instructional tools along with guest rooms, hostel, gym, library and amphi-theatre. It has one of the finest libraries with exhaustive collection of books, publications, journals, magazines and reports besides having a resource centre of information called as Small Enterprises National Documentation Centre (SENDOC).

4.5.4 NI-MSME Schools

NI-MSME has 4 theme-focussed schools of expertise comprising of 11 Centres of Excellence and 5 Cells. These schools are actively involved in organizing different kinds of programmes.

4.5.4.1 School of Enterprise Development (SED)

SED plays a vital role in bringing revolutionary transformation in MSME sector. Its activities include:

- Programme Evaluation Studies, Research Projects, Feasibility Studies, PotentialSurveys
- Rural Enterprise Promotion, Backward Area Development, Infrastructure DevelopmentProgramme
- Project implementation for central and stategovernments
- Guiding/training the executives of MSMEs in formulation, development, implementation and evaluation of various facets of enterprise policy

Figure 4.1: Schools of NI-MSME

4.5.4.2 School of Entrepreneurship and Extension (SEE)

The main focus of SEE is on training the Industrial Promotion Officers and Extension Officers on the entire gamut of entrepreneurship development. The school acts as a nodal agency in implementing Rajiv Gandhi UdhyamiMitraYojana (RGUMY) scheme of the Ministry of MSME for providing handholding support to prospective

entrepreneurs. Its activities include:

- Training of Trainers
- Curriculum Development
- Skill Development Programmes
- Women Entrepreneurship
- Counselling, motivating and retraining the voluntarily retired employees of State and Central PSUs
- Enterprises and Capacity Building programmes for NGOs and Government personnel
- Researchprojects
- Consultancy projects on setting up Entrepreneurship DevelopmentInstitutes

4.5.4.3 School of Enterprise Management (SEM)

SEM lays emphasis on management practices, intellectual property rights and management education. It provides customised training and consultancy supported by research in following domains:

- Marketing
- Management Training Methodologies
- Productivity and Quality
- Finance
- Intellectual Property Rights (IPRs)
- General Management

4.5.4.4 School of Enterprise Information and Communication (SEIC)

SEIC provides information services and need-based skill-oriented ICT solutions through training to national and international MSMEs, government organisations, public and private sectors, NGOs, entrepreneurs, students, researchers etc.

(Source: Website of NI-MSME)

4.6 COMPARATIVE ANALYSIS OF INSTITUTIONS

The comparative analysis of the above studied institutions is given in Table 4.1. The functioning of these institutions have been analysed on the basis of same common parameters.

Table 4.1: Comparative Analysis of Four National Level Entrepreneurship Development Institutions in India

Particulars	EDII	IIE	NIESBUD	NI-MSME
Establishment Year	1983	1993	Not available	1984(initiatedin 1960)
Typeof Institution	Autonomous andNot-for-Profit Institution	Autonomous Organization under MSDE	Apex Organisation (Autonomous Institute) under MSDE	Apex Organization and Autonomous arm of Ministry of MSME
Established by	Apex Financial Institutions	Ministryof Industry (now Ministryof MSME)	Governmentof India	Government of India
Registered under	Societies Registration Act 1860andthe Public TrustAct 1950	Societies RegistrationAct, 1860	Not Available	Not Available
Location	Ahmedabad	Guwahati	Noida	Hyderabad (earlierNew Delhi)
Mission	Catalyse emergenceof first generation entrepreneurs and growth of existing SMEs	Createconducive environment for entrepreneurship development in North Eastern Region	Promote,support andsustainentrepreneurship and small business	Provide all sorts of support for Development of MSMEs
	Curriculum Development	Books Publishing Interactive Meets	Model Syllabi and Training Aids Material	Developing Case Studies, Video

Education	Doctoral, Post Graduate and DistanceLearning, Off-Campusand Capacity Building Programmes	onEntrepreneurship Education	Course curriculum for ESDP	Documentaries and Software Packages
Research	Journal Conference	Policy Formulations	Research Publications	Journal Research/
	Fellowship Patents Research Studies	Consultancy Evaluation of Govt Organizations and Schemes	Evaluation and Research Studies Literature Conferences/ Seminars	Consultancy Studies Laboratory
Training	Awareness Programme EDP/MDP/FDP Capacity Building Cluster Development Skill Training Sector- Specific Special Groups International Camps Micro Enterprise Development Seminars/Events /Interfacesetc.	Awareness Programme EDP/MDP Entrepreneurship Orientation Programme Incubation Training Capacity Building SkillDevelopment Technical Intervention Seminars/ Workshops/ Interfacesetc.	Awareness Camps EDP/MDP/FDP Capacity Building Cluster Development Entrepreneurship-cum-Skill Development International Special Themes Seminars/Work shops Continuing Education	EDP/MDP /FDPCapacity Building Cluster Development Special Groups International Special Theme Seminars
Projects/ Consultancy	Science and Technology Projects, and Consultancy to organizations and MSMEs	CSR, Skill Up-gradation,Cluster Development, Science and Technology, Rural Industries Projects inalliance with various Indian institutions	Consultancytoinstitutions engagedin entrepreneurship	Consultancy Projects on setting up Entrepreneurship Development Institutes
International	Vastinternationalreachincountrieslike Iran,Cambodia,Vietnametc. And support from various International Organizations LikeWorldBank, UNIDO,ILO etc.			Interfacewith International Organizationslike UNESCO,UNDP,ILO etc. and linked with countries likeTanzania, Uganda, SouthAfrica, Bangladesh etc.

Other	• Floated RSETIsand Village Entrepreneurs hip • Set-up12state-level exclusive entrepreneurs hip development centresin India		• Provide support and guidance in establishing EDPinstitutions • Provide support forsmall business development in ruralareas	• Developed conceptof AppropriateTechnol ogiesin Indian Industry • Organize job- melas Nodal Agency for RGUMY scheme
Awards and Recognition	• Ranked among the top 50 management institutions by MHRDEDIIco urses recognized as one of the top entrepreneurs hipcourse samong 25national level institutions			
	• 'AICTE-CII Best Industry linkedTechnical Institutein India2013 • Won many other Awards			
Collaborations	• Nodal Institute for Start-ups by Government of Gujarat • Nodal Agency forvarious GOI Ministries • Alliance with some National and International Universities	• Alliance with various National level Institutions like NCFSE, NSDC, EPCH, NCDPD, BYST andfewuniversities to provide skill training and other support		

Facilities	Huge Campus including Libraryand Information Centre, Computer Centre and other Infrastructural facilitiesalong with qualified Faculty	Huge Modern Campus including Library, Documentation Centre, CSR Hub, Incubationcentre andotherInfrastructural facilities along with State Officesacross NER	HugeModern Campus including Library, Training Aids Division and other Infrastructural facilitiesalong withexperienced Faculty	HugeModern Campusincluding Library,Documentation Centre and other Infrastructural facilities along with experienced Faculty
KeyThrust Areas	• Entrepreneurship Education and Research • Micro Enterprises and Micro Finance • SMEs and Business Development • Cluster Competitiveness and Technology Social entrepreneurship and CSR • Women Entrepreneurship	Training, Research and Consultancy to MSMEsforEntrepreneurship Developmentin North-EastIndia	Training Consultancy, Researchand Publication in order topromote Entrepreneurship	• Entrepreneurship • Enterprise Development • Enterprise Management • Enterprise Information and Communication

Source: Author

The above data in Table 4.1 shows that all four institutions work as autonomous bodies under the government of India. The aim of these institutions is development of entrepreneurship in the country. However, IIE primarily focus on North-Eastern Region (NER), and NI-MSME work for the development of MSMEs. All of them are engaged in framing curriculum and course material either for schools or entrepreneurship development programmes. EDII is the only such institution which offers doctoral and post graduate programme in entrepreneurship. As far as research and development is concerned, all four institutions publish literature and conduct research studies related to entrepreneurship. EDII and NI-MSME have their own

journals focussing on entrepreneurship and IIE is engaged in research activities for policy formulations as well. The main activity of these four institutions is providing a range of training programmes such as awareness programmes, EDP/MDP/FDP, capacity building programmes, cluster development programmes, skill development etc. They also deal in extending sector-specific programmes or training on special themes for special focus group like women, corporate, villagers, etc. All four institutions conduct international training programmes except IIE whose main focus area is NER whereas EDII and NI- MSME have interface with various prestigious international organizations and are involved in entrepreneurship development activities in other countries as well. EDIIandIIE have strategic alliances with various national level institutions, government organizations and universities. All four institutions are engaged in consultancy and also provide a range of facilities including modern infrastructure and experienced faculty to budding and existing entrepreneurs. Training, research and consultancy are the key thrust areas of IIE and NIESBUD while EDII and NI-MSME have larger scope as they have opened specialised centres/schools for each of their key areas.

Therefore, all these four institutions are actively engaged in the entrepreneurship development of the country. Although all four of them are engaged in similar activities, they differ in the way they function. The efforts of these institutions can be enhanced if overlapping of activities can be reduced and each of these institutions can be made specialized either on the basis of thrust areas, key activities, focus groups, special sectors, etc.

CHAPTER – 5
DATA ANALYSIS AND INTERPRETATION

This chapter analyses the data collected from the students and faculty of educational institutions, and existing entrepreneurs across five states in India with respect to entrepreneurship. Further, it elucidates the findings and confirms the acceptance and rejection of hypotheses for the present study. The results have been presented in the form of tables and figures.

5.1 PROFILE OFRESPONDENTS

A total of 400 respondents have seen considered for the study. Out of this, 300 respondents are students/budding entrepreneurs, 50 respondents are faculty members and 50 respondents are existing entrepreneurs selected from five states in India. Descriptive analysis (frequencies and percentages) has been used to present the socio-demographic profile of the respondents.

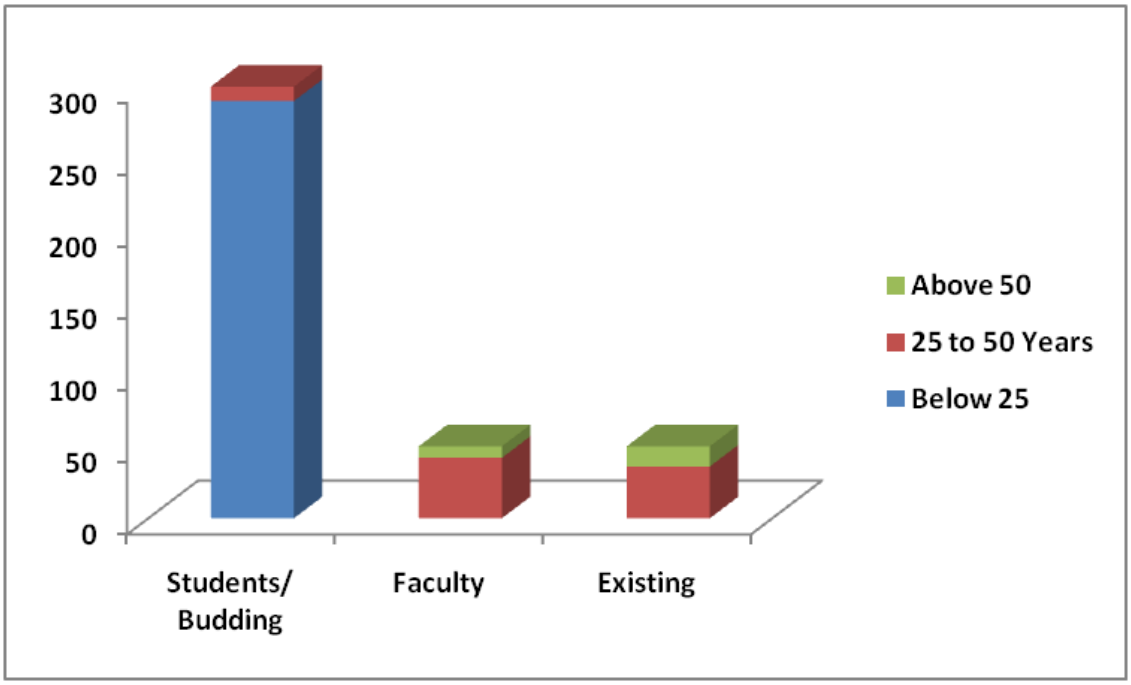
5.1.1 Age-Wise and Category-Wise Distribution of Respondents

Table 5.1 and Figure 5.1 show the age-wise and category-wise distribution of the respondents. It has been found that 72.50 percent of the respondents are below 25 years of age, 22 percent are between 25-50 years and only 5.50 percent are above 50 years of age. Among these, a majority of the respondents are below 25 years of age in the category of students/budding entrepreneurs and in the age group of 25-50 years in the category of students/budding entrepreneurs.

Table 5.1: Age-wise and Category-wise Respondents

Age	Students/ Budding Entrepreneurs	Faculty	Existing Entrepreneurs	Total
Below 25	290	0	0	290
	(96.67%)	(0.00%)	(0.00%)	(72.50%)
25 to 50 Years	10	42	36	88
	(3.33%)	(84.00%)	(72.00%)	(22.00%)
Above 50 Years	0	8	14	22
	(0.00%)	(16.00%)	(28.00%)	(5.50%)
Total	300	50	50	400
	(100.00%)	(100.00%)	(100.00%)	(100.00%)

Source: Primary Data



Source: Compiled from Table 5.1

Figure 5.1: Age-wise and Category-wise Respondents

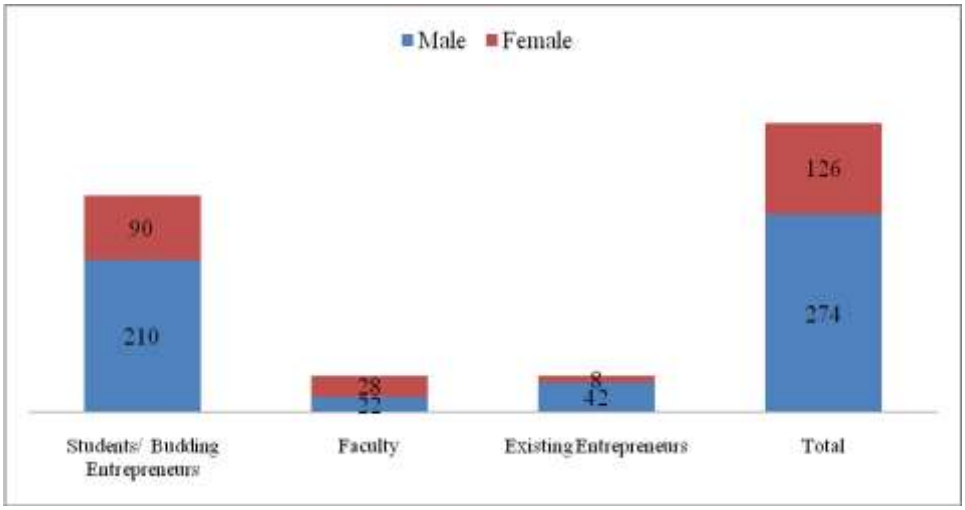
5.1.2 Gender-Wise and Category-Wise Distribution of Respondents

The information relating to gender-wise and category-wise distribution of the respondents is presented in the Table 5.2 and Figure 5.2. It has been depicted that 68.50 percent of the respondents are male whereas 31.50 percent are female. Among the students, 70 percent of the respondents are male while 30 percent are female. Among the faculty, 44 percent are male and 56 percent are female respondents. It shows that almost equal gender distribution prevails among the faculty members. However, among the existing entrepreneurs, 84 percent are male while only 16 percent are female. This reveals male dominance among budding and existing entrepreneurs.

Table 5.2: Gender-wise and Category-wise respondents

Gender	Students/ Budding Entrepreneurs	Faculty	Existing Entrepreneurs	Total
Male	210	22	42	274
	(70.00%)	(44.00%)	(84.00%)	(68.50%)
Female	90	28	8	126
	(30.00%)	(56.00%)	(16.00%)	(31.50%)
Total	300	50	50	400
	(100.00%)	(100.00%)	(100.00%)	(100.00%)

Source: Primary Data



Source: Compiled from Table 5.2

Figure 5.2: Gender-wise and Category-wise respondents

5.1.3 Education-Wise and Category-Wise Distribution of Respondents

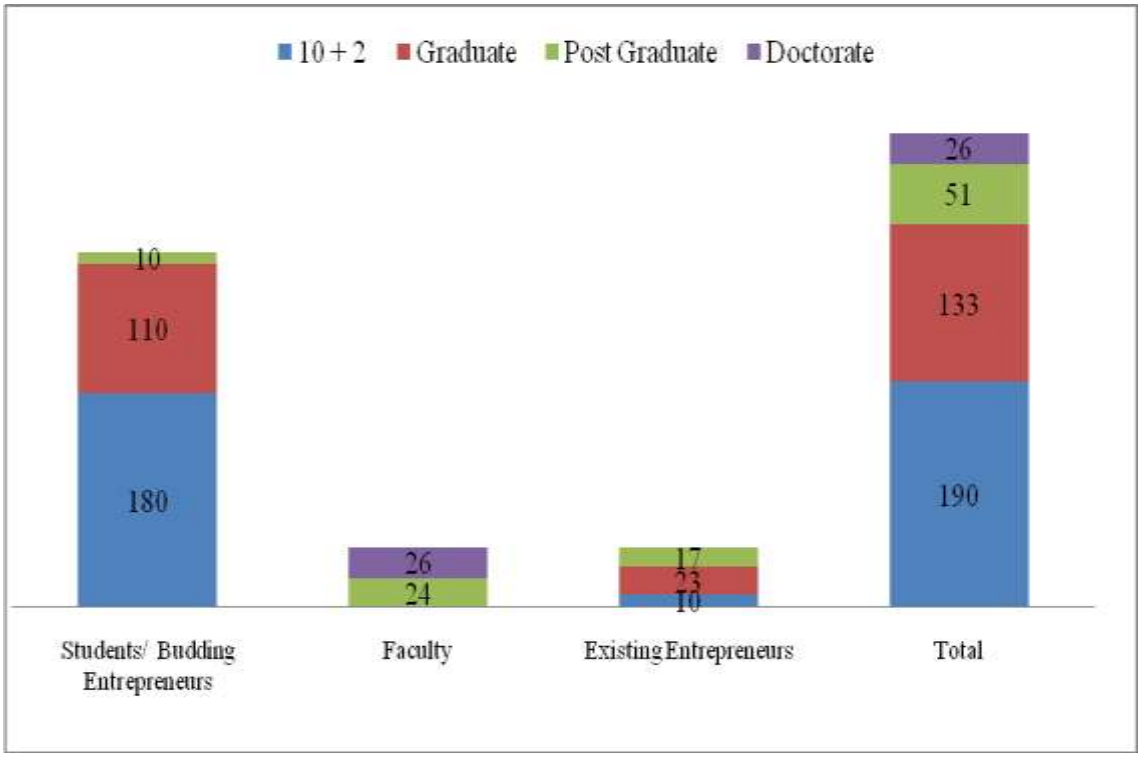
The education-wise and category-wise distribution of the respondents is given in the Table5.3 and Figure 5.3.

Table 5.3: Education-wise and Category-wise Respondents

Qualification	Students/ Budding Entrepreneurs	Faculty	Existing Entrepreneurs	Total
10 + 2	180	0	10	190
	(60.00%)	(0.00%)	(20.00%)	(47.50%)
Graduate	110	0	23	133
	(36.67%)	(0.00%)	(46.00%)	(33.25%)
Post Graduate	10	24	17	51
	(3.33%)	(48.00%)	(34.00%)	(12.75%)
Doctorate	0	26	0	26
	(0.00%)	(52.00%)	(0.00%)	(6.50%)
Total	300	50	50	400
	(100.00%)	(100.00%)	(100.00%)	(100.00%)

Source: Primary Data

The data reveals that most of the respondents i.e. 47.50 percent are 10+2 followed by 33.25 percent graduates, 12.75 percent post graduates while only 6.50 percent doctorate. Since the maximum of the respondents were students of undergraduate courses, hence, 60 percent of the students are 10+2, while 36.67 percent are graduates and 3.33 percent are post graduates. Among faculty, 52 percent are doctorate and 48 percent are post graduate. This shows highly qualified faculty working in surveyed educational institutions. Among existing entrepreneurs, 46 percent are graduates, followed by 34 percent post graduates and 20 percent10+2.



Source: Compiled from Table 5.3

Figure 5.3: Education-wise and Category-wise Respondents

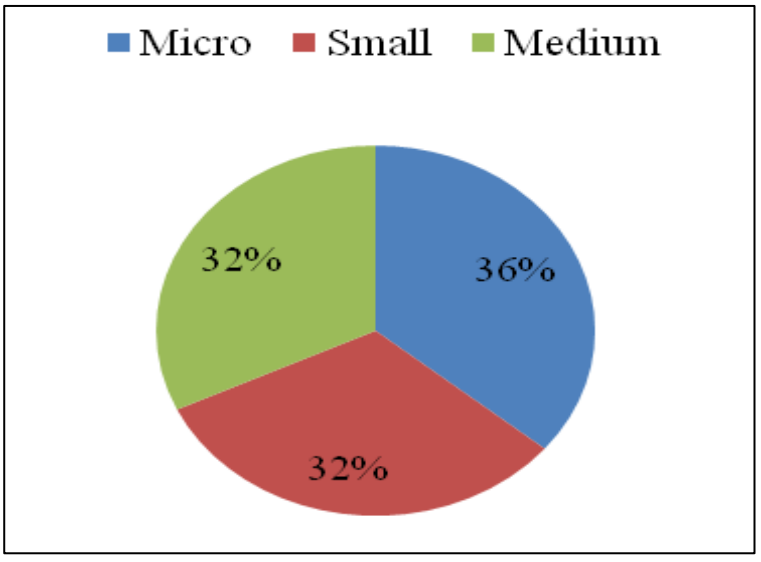
5.1.4 TYPE AND CATEGORY OF EXISTING ENTREPRENEURS

Table 5.4 and Figure 5.4 reveal the information regarding the type and category of surveyed existing entrepreneurs. The above table depicts that equal proportion of the respondents (30 percent each) are manufacturing and trading entrepreneurs and equal proportion of the respondents (20 percent each) belong to service and education sector. In the data set, out of 50 entrepreneurs, total 18 respondents are micro scale entrepreneurs while 16 respondents are small scale entrepreneurs and another 16 are medium scale entrepreneurs. It shows that there is a symmetrical distribution of entrepreneurs according to the scale of operations.

Table 5.4: Type of Entrepreneurs and their Category

Category	Micro	Small	Medium	Total
Manufacturing	5	5	5	15
	(27.78%)	(31.25%)	(31.25%)	(30%)
Trading	5	5	5	15
	(27.78%)	(31.25%)	(31.25%)	(30%)
Service	4	3	3	10
	(22.22%)	(18.75%)	(18.75%)	(20%)
Educational	4	3	3	10
	(22.22%)	(18.75%)	(18.75%)	(20%)
Total	18	16	16	50
	(100.00%)	(100.00%)	(100.00%)	(100.00%)

Source: Primary data



Source: Compiled from Table 5.4

Figure 5.4: Classification of Entrepreneurs

5.2 PERFORMANCEOFEDC/EIC/ECIN EDUCATIONALINSTITUTIONS

The performance of Entrepreneurship Development Cell/Centre (EDC)/ Entrepreneurship Incubation Cell/Centre (EIC)/ Entrepreneurship Clubs (EC) in educational institutions is evaluated on four parameters i.e. respondents' awareness about existence of these centres/ cells/ clubs, respondents' knowledge about various activities performed and facilities provided by these centres/cells/clubs, frequency of these activities organized and respondents' perception regarding the quality of services provided by these centres/cells/clubs. The responses of students/budding entrepreneurs (300) and faculty (50) form the basis of this analysis and the same has been presented in Table 5.5 to Table5.11.

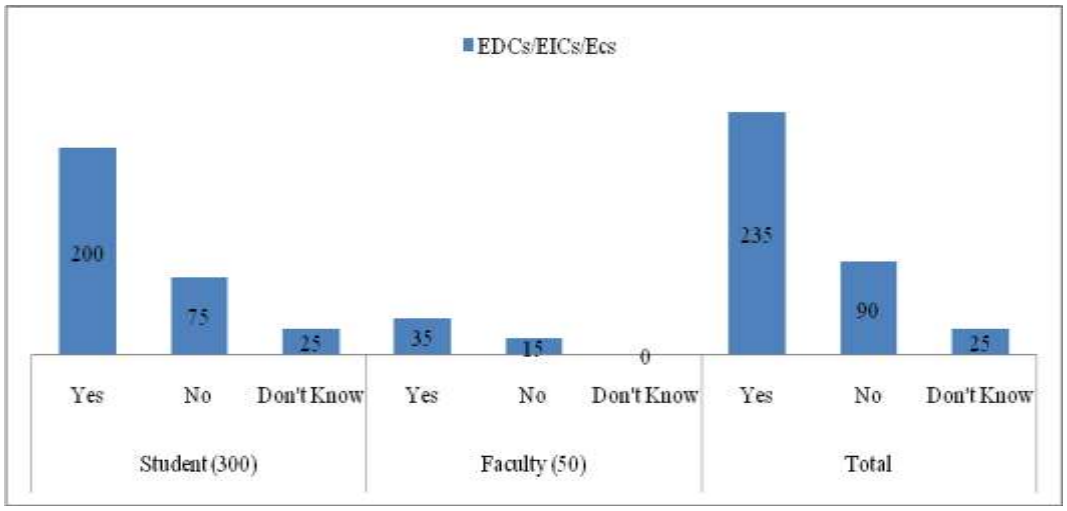
5.2.1 Awareness about Existence of EDC/EIC/EC in Educational Institutions

The information relating to the awareness about existence of EDC/EIC/EC among faculty and students/budding entrepreneurs in the educational institutions is presented in Table 5.5 and Figure 5.5.

Table 5.5: Awareness about Existence of EDC/EIC/EC in Educational Institutions

	Student (300)			**Faculty (50)**			**Total (350)**		
	Yes	***No***	***Don't Know***	***Yes***	***No***	***Don't Know***	***Yes***	***No***	***Don't Know***
EDCs/ EICs/ ECs	200 (66.67%)	75 (25.00%)	25 (8.33%)	35 (70.00%)	15 (30.00%)	0 (0.00%)	235 (67.14%)	90 (25.72)%	25 (7.14%)

Source: Primary Data



Source: Compiled from Table 5.5

Figure 5.5: Awareness of EDC/EIC/EC in Educational Institutions

The above data reveals that out of the total respondents (350), 67.14 percent are aware about the existence of such centres/cells/clubs in their institutions and nearly 33 percent respondents are of the opinion that either there is no such centre/cell/club or they have not heard about such a centre/cell/club in their educational institution. Hence, the results indicate lack of awareness about the existence of EDC/EIC/EC among the respondents in the selected institutions. Awareness about existence of these centres among faculty and students/budding entrepreneurs is an important parameter for performance of these centres/cells/clubs. Hence, efforts shall be made to create awareness about existence of these centres/cells/clubs. The detailed information about EDC/EIC/EC should be provided to the students and faculty during the orientation and induction programme in the educational institutions.

5.2.2 Knowledge about Activities Organised and Facilities Provided By EDC/EIC/EC in Educational Institutions

The main function of EDC/EIC/EC in educational institutions is to arrange and coordinate various activities for entrepreneurship and skill development and to provide various facilities/ guidance for start-ups. Thus, performance of

EDCs/EICs/ECs depends on whether faculty and students have knowledge about various activities organised and facilities provided by these centres/cells/clubs. For the purpose of analysis, the activities organized and facilities provided by these centres/cells have been classified as Workshops Organised, Interaction Sessions Arranged, Linkages Established with Industry and Experts, and Support Services Provided for start-ups and for promoting entrepreneurs. The information related to the knowledge of the above activities/facilities among the respondents has been presented in Table 5.6 to Table 5.9 and Figure 5.6 to Figure5.9.

The Table 5.6 and Figure 5.6 show the response of the students/budding entrepreneurs and faculty about the Knowledge of various kinds of Workshops organized by EDC/EIC/EC in educational institutions. The data depicts that most of the respondents have knowledge about the organization of workshops on commercial skills (67.14 percent) by the EDCs/EICs/ECs, followed by marketing skills (60 percent), managerial skills (56.51 percent), financial skills (54.21 percent), formulation of business plan (42.86 percent), identification of problem (42.56 percent) and technical skills (40 percent). The results further show that a very small proportion of the respondents have knowledge about workshops related to legal aspects of business (25.71 percent), government policies (11.43 percent) and financial schemes (7.14 percent) being organised by these centres/cells/clubs. This indicates that despite the fact that a number of workshops are organized by EDCs/EICs/ECs, yet the students and faculty lack detailed knowledge about the same and remain uninformed. Hence, there is a need to improve the mechanism for creating awareness and informing faculty and students about the organization of such workshops.

The Table 5.7 and Figure 5.7 provide the information related to the responses of the respondents on Knowledge about Interaction Sessions arranged by the EDCs/EICs/ECs in the educational institutions. The data reveals that 51.43 percent of the respondents have knowledge that EDCs/EICs/ECs arrange interactions with industry experts. An equal proportion of the respondents i.e. 42.86 percent each have

knowledge about the interactions with technical experts and marketing experts arranged by these centres/cells/clubs. The findings further show that a very small proportion of the respondents have knowledge about the interaction sessions arranged by these centres/cells/clubs with venture capitalists (25.71 percent), legal advisors (22.86 percent), existing entrepreneurs (22.86 percent) and tax consultants (14.29 percent). The main aim of arranging interaction sessions with experts is to provide students the knowledge about various challenges faced at different stages of entrepreneurship and the probable measures to overcome those challenges. The results show that all students/budding entrepreneurs do not have knowledge about various kinds of interactions arranged with experts by the EDCs/EICs/ECs. Thus, concrete efforts are required to provide proper information about such interaction sessions to the beneficiaries especially students/budding entrepreneurs.

Another important role performed by EDCs/EICs/ECs is of establishing linkages with various financial institutions and experts so that the budding entrepreneurs can contact them from time to time for necessary guidance. The linkages helps a lot during the start-ups as they can provide capital for starting business, guidance for purchase of resources and advice regarding legal and tax matters. The respondents have been asked about their Knowledge about five main Linkages Established by these centres/cells/clubs i.e. linkage with venture capitalist, banker/FIs, technical experts, legal advisors/tax consultants and government bodies. The results shown in Table 5.8 and Figure 5.8 highlight that a majority of the respondents lack knowledge about the linkages provided by EDCs/EICs/ECs as around 49.14 percent of the respondents have knowledge about the linkages provided by these centres/cells/clubs with technical experts, followed by legal advisors/ tax consultants (37.14 percent of respondents), government bodies (34.86 percent of respondents), banks/FIs (34.29 percent of respondents) and venture capitalists (22.29 percent). Linkages with the institutions and experts act as a source of motivation and encouragement for entrepreneurship. Initially, the students lack confidence for becoming entrepreneurs

due to the perceived risks involved in setting a business. If the students have knowledge about the assistance provided by various institutions/experts, it would provide them confidence to experiment and take risks for the start-ups. Hence, there is a dire need for imparting knowledge about the linkages developed and provided by EDCs/EICs/ECs with the institutions and experts so that students/budding entrepreneurs can avail maximum benefit.

Once a student chooses to become entrepreneur, the EDC/EIC/EC in educational institutions provides various kinds of back end support for the start-up. These support services ranges from arrangement of seed capital and infrastructure to providing technical, legal and marketing assistance required for the start-up. The Knowledge of respondents about various Support Services provided by these centres/ cells/ clubs ispresented in Table 5.9 and Figure 5.9. It has been found that the respondents do not have much knowledge about the various support services provided to the budding entrepreneurs by these centres/cells/clubs. The corresponding figures related to the knowledge about various support services provided by the EDCs/EICs/ECs are technical support (22.86 percent respondents), seed money (25.71 percent respondents), infrastructure (11.43 percent respondents), research and development (25.14 percent respondents), marketing (40 percent respondents), and legal advice and taxation (37.14 percent respondents). It reveals that there is an urgent need of creating awareness about various support services provided by EDC/EIC/EC in the educational institutions to the students as this will motivate them to choose entrepreneurship as a career option.

The analysis of the responses regarding the knowledge about various activities organized and services provided through EDCs/EICs/ECs shows that on the whole the students and faculty have limited knowledge about the day to day activities carried out by these centres/cells/clubs. It has also been found that there is inadequate awareness about the existence of these centres/cells/clubs in educational institutions among the respondents. Generally, when students and faculty are not aware about

EDC/EIC/EC in the institutions, the knowledge about various activities and facilities will be limited. In order to justify the above, the impact of awareness about existence of EDCs/EICs/ECs on knowledge about various activities performed by these centres was analysed using logistic regression technique. The results for the same have been discussed in the subsequent section.

Table 5.6: Knowledge about Workshops Organized by EDCs/EICs/ECs

Activities	Students/Budding Entrepreneurs				Faculty				Total			
	Yes	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***
Technical Skills	112	100	88	300	28	12	10	50	140	112	98	350
	(37.33%)	(33.33%)	(29.33%)	(100.00%)	(56.00%)	(24.00%)	(20.00%)	(100.00%)	(40.00%)	(32.00%)	(28.00%)	(100.00%)
Commercial Skill	200	75	25	300	35	5	10	50	235	80	35	350
	(66.67%)	(25.00%)	(8.33%)	(100.00%)	(70.00%)	(10.00%)	(20.00%)	(100.00%)	(67.14%)	(22.86%)	(10.00%)	(100.00%)
Marketing Skills	170	80	50	300	40	2	8	50	210	82	58	350
	(56.67%)	(26.67%)	(16.67%)	(100.00%)	(80.00%)	(4.00%)	(16.00%)	(100.00%)	(60.00%)	(23.43%)	(16.57%)	(100.00%)
Financial Skills	160	92	48	300	30	8	12	50	190	100	60	350
	(53.33%)	(30.67%)	(16.00%)	(100.00%)	(60.00%)	(16.00%)	(24.00%)	(100.00%)	(54.29%)	(28.57%)	(17.14%)	(100.00%)
Managerial Skills	170	77	53	300	28	10	12	50	198	87	65	350
	(56.67%)	(25.67%)	(17.67%)	(100.00%)	(56.00%)	(20.00%)	(24.00%)	(100.00%)	(56.57%)	(24.86%)	(18.57%)	(100.00%)

Formulation of Business Plan	120	90	90	300	30	7	13	50	150	97	103	350
	(40.00%)	(30.00%)	(30.00%)	(100.00%)	(60.00%)	(14.00%)	(26.00%)	(100.00%)	(42.862)	(27.71%)	(29.43%)	(100.00%)
Legal Aspects of Business	65	135	100	300	25	10	15	50	90	145	115	350
	(21.67%)	(45.00%)	(33.33%)	(100.00%)	(50.00%)	(20.00%)	(30.00%)	(100.00%)	(25.71%)	(41.43%)	(32.86%)	(100.00%)
Government Policies and Procedures	30	170	100	300	10	25	15	50	40	195	115	350
	(10.00%)	(56.67%)	(33.33%)	(100.00%)	(20.00%)	(50.00%)	(30.00%)	(100.00%)	(11.43%)	(55.71%)	(32.86%)	(100.00%)
Financial Schemes	20	200	80	300	5	23	22	50	25	223	102	350
	(6.67%)	(66.67%)	(26.67%)	(100.00%)	(10.00%)	(46.00%)	(44.00%)	(100.00%)	(7.14%)	(63.71%)	(29.14%)	(100.00%)
Identification of Problem	120	90	90	300	30	7	13	50	150	97	103	350
	(40.00%)	(30.00%)	(30.00%)	(100.00%)	(60.00%)	(14.00%)	(26.00%)	(100.00%)	(42.86%)	(27.71%)	(29.43%)	(100.00%)

Source: Primary data

Table 5.7: Knowledge about Interactions Arranged by EDCs/EICs/ECs

Activities	Students/Budding Entrepreneurs				Faculty				Total			
	Yes	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***
Established Entrepreneurs	70	90	140	300	10	30	10	50	80	120	150	350
	(23.33%)	(30.00%)	(46.67%)	(100.00%)	(20.00%)	(60.00%)	(20.00%)	(100.00%)	(22.86%)	(34.29%)	(42.86%)	(100.00%)
Venture Capitalists	78	108	114	300	12	22	16	50	90	130	130	350
	(26.00%)	(36.00%)	(38.00%)	(100.00%)	(24.00%)	(44.00%)	(32.00%)	(100.00%)	(25.71%)	(37.14%)	(37.14%)	(100.00%)
Technical Experts	120	100	80	300	30	10	10	50	150	110	90	350
	(40.00%)	(33.33%)	(26.67%)	(100.00%)	(60.00%)	(20.00%)	(20.00%)	(100.00%)	(42.86%)	(31.43%)	(25.71%)	(100.00%)
Legal Advisors	70	100	130	300	10	20	20	50	80	120	150	350
	(23.33%)	(33.33%)	(43.33%)	(100.00%)	(20.00%)	(40.00%)	(40.00%)	(100.00%)	(22.86%)	(34.29%)	(42.86%)	(100.00%)
Marketing Agencies	120	100	80	300	30	10	10	50	150	110	90	350
	(40.00%)	(33.33%)	(26.67%)	(100.00%)	(60.00%)	(20.00%)	(20.00%)	(100.00%)	(42.86%)	(31.43%)	(25.71%)	(100.00%)
Industry Experts	150	80	70	300	30	12	8	50	180	92	78	350
	(50.00%)	(26.67%)	(23.33%)	(100.00%)	(60.00%)	(24.00%)	(16.00%)	(100.00%)	(51.43%)	(26.29%)	(22.29%)	(100.00%)
Tax Consultants	42	142	116	300	8	20	22	50	50	162	138	350
	(14.00%)	(47.33%)	(38.67%)	(100.00%)	(16.00%)	(40.00%)	(44.00%)	(100.00%)	(14.29%)	(46.29%)	(39.43%)	(100.00%)

Source: Primary data

Table 5.8: Knowledge about Linkages Established with Industry and Experts by EDCs/EICs/ECs

Activities	**Student/Budding Entrepreneurs**				**Faculty**				**Total**			
	Yes	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***
Venture Capitalists	68	80	152	300	10	18	22	50	78	98	174	350
	(22.67%)	(26.67%)	(50.67%)	(100.00%)	(20.00%)	(36.00%)	(44.00%)	(100.00%)	(22.29%)	(28.00%)	(49.71%)	(100.00%)
Banks/FIs	100	72	128	300	20	15	15	50	120	87	143	350
	(33.33%)	(24.00%)	(42.67%)	(100.00%)	(40.00%)	(30.00%)	(30.00%)	(100.00%)	(34.29%)	(24.86%)	(40.86%)	(100.00%)
Technical Experts	140	70	90	300	32	8	10	50	172	78	100	350
	(46.67%)	(23.33%)	(30.00%)	(100.00%)	(64.00%)	(16.00%)	(20.00%)	(100.00%)	(49.14%)	(22.29%)	(28.57%)	(100.00%)
Legal Advisors	100	120	80	300	30	10	10	50	130	130	90	350
	(33.33%)	(40.00%)	(26.67%)	(100.00%)	(60.00%)	(20.00%)	(20.00%)	(100.00%)	(37.14%)	(37.14%)	(25.71%)	(100.00%)
Government Bodies	102	86	112	300	20	18	12	50	122	104	124	350
	(34.00%)	(28.67%)	(37.33%)	(100.00%)	(40.00%)	(36.00%)	(24.00%)	(100.00%)	(34.86%)	(29.71%)	(35.43%)	(100.00%)

Source: Primary data

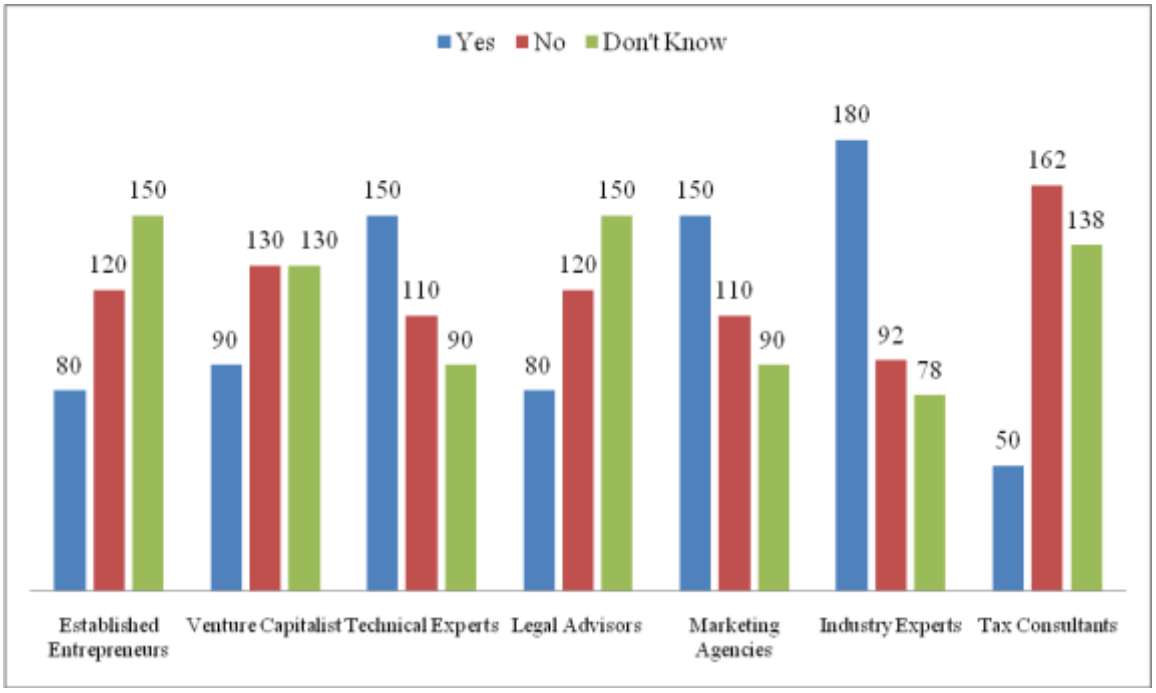
Table 5.9: Knowledge about Various Support Services Provided by EDCs/EICs/ECs

Activities	Students/Budding Entrepreneurs				Faculty				Total			
	Yes	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***	***Yes***	***No***	***Don't Know***	***Total***
Technical Support	70	130	100	300	10	20	20	50	80	150	120	350
	(23.33%)	(43.33%)	(33.33%)	(100.00%)	(20.00%)	(40.00%)	(40.00%)	(100.00%)	(22.86%)	(42.86%)	(34.29%)	(100.00%)
Seed Money	74	124	102	300	16	24	10	50	90	148	112	350
	(24.67%)	(41.33%)	(34.00%)	(100.00%)	(32.00%)	(48.00%)	(20.00%)	(100.00%)	(25.71%)	(42.29%)	(32.00%)	(100.00%)
Infrastructure	30	130	140	300	10	25	15	50	40	155	155	350
	(10.00%)	(43.33%)	(46.67%)	(100.00%)	(20.00%)	(50.00%)	(30.00%)	(100.00%)	(11.43%)	(44.29%)	(44.29%)	(100.00%)
Research and Development	73	93	134	300	15	20	15	50	88	113	149	350
	(24.33%)	(31.00%)	(44.67%)	(100.00%)	(30.00%)	(40.00%)	(30.00%)	(100.00%)	(25.14%)	(32.29%)	(42.57%)	(100.00%)
Marketing	100	88	112	300	40	2	8	50	140	90	120	350
	(33.33%)	(29.33%)	(37.33%)	(100.00%)	(80.00%)	(4.00%)	(16.00%)	(100.00%)	(40.00%)	(25.71%)	(34.29%)	(100.00%)
Legal Advisory	108	96	96	300	22	16	12	50	130	112	108	350
	(36.00%)	(32.00%)	(32.00%)	(100.00%)	(44.00%)	(32.00%)	(24.00%)	(100.00%)	(37.14%)	(32.00%)	(30.86%)	(100.00%)

Source: Primary dat

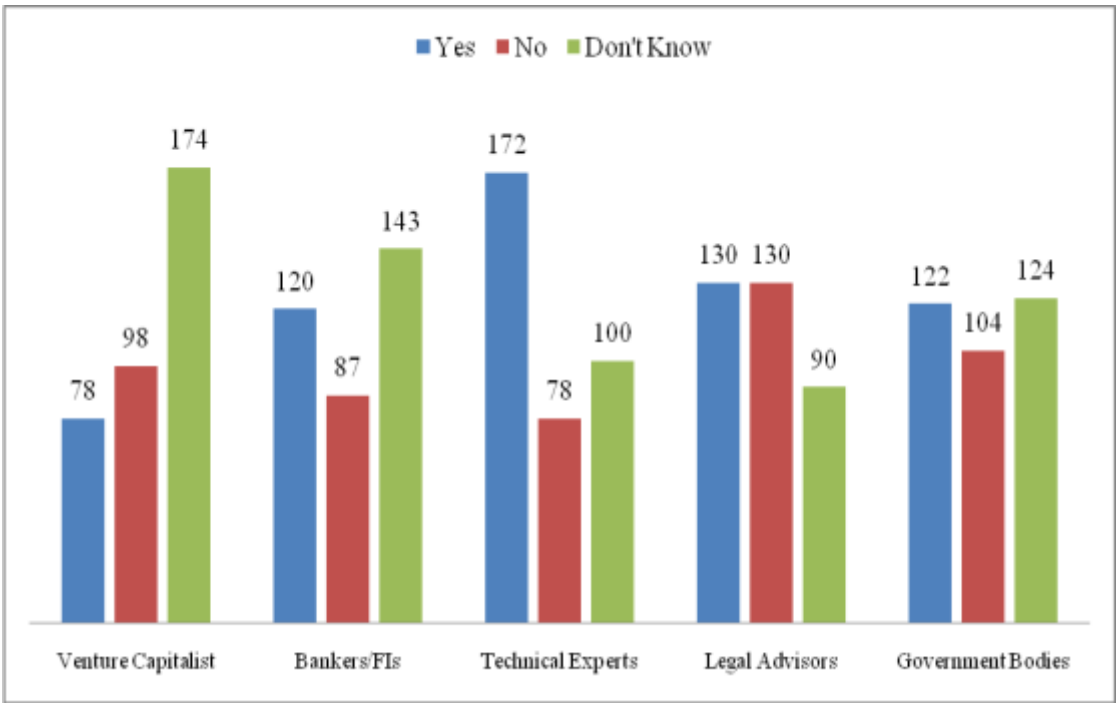
Source: Compiled from Table 5.6

Figure 5.6: Knowledge about Workshops Organized by EDCs/EICs/ECs



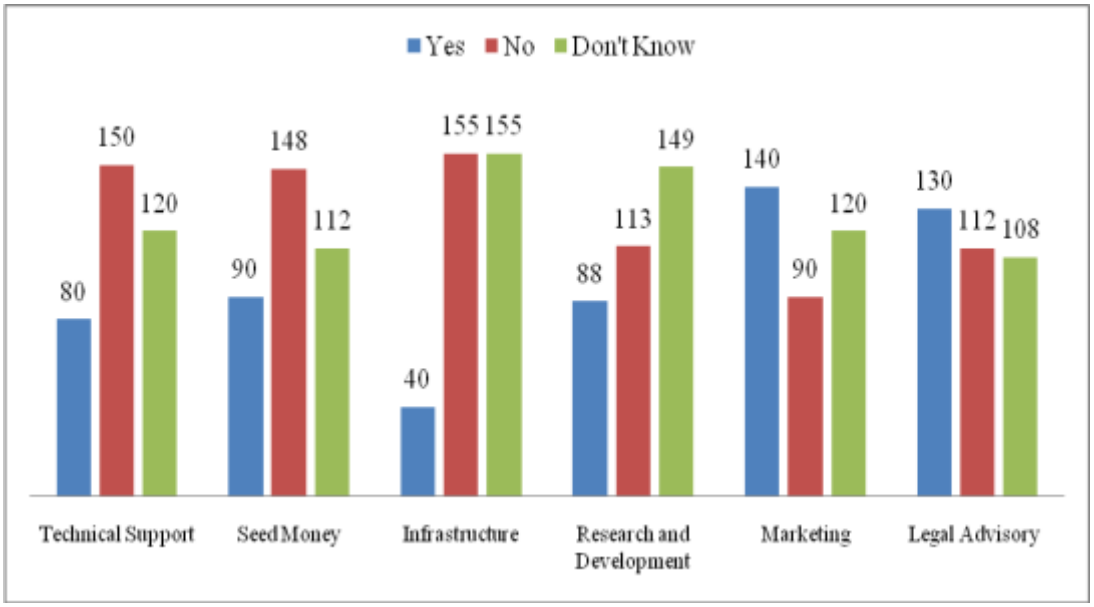
Source: Compiled from Table 5.7

Figure 5.7: Knowledge about Interactions Arranged by EDCs/EICs/ECs



Source: Compiled from Table 5.8

Figure 5.8: Knowledge about Linkages Established with Industry and Experts by EDCs/EICs/ECs



Source: Compiled from Table 5.9

Figure 5.9: Knowledge about Various Support Services Provided by EDCs/EICs/ECs

5.2.3 Impact of Awareness about Existence of EDCS/EICS/ECS on Knowledge of its Activities and Facilities

Logistic regression technique has been used to study the impact of awareness about existence of EDC/EIC/EC in the education institutions on the knowledge of various activities organised and facilities provided by these centres/cells/clubs. In the above context, activities organised and facilities provided have been classified into four categories i.e. Workshops Organised, Interactions Arranged, Linkages Established and Support Services Provided for the entrepreneurs/start-ups. For the purpose of analysis, the knowledge about each category of activity organized/facility provided has been taken as dependent variables and awareness about existence of EDCs/EICs/ECs as an independent variable. In this regard, if the respondent has knowledge that an activity/facility has been organized/ provided by EDCs/EICs/ECs it is coded as 1 and if the respondent has no knowledge that anactivity/ facility has been organized/ provided it is coded as 0. Similarly, if the respondent has been aware about the existence of EDC/EIC/EC in the institutions it is coded as 1 and if he has not been aware about the existence of EDCs/EICs/ECs it is coded as 0. The result of regression model is presented in Table 5.10.

Table 5.10: Impact of Awareness about Existence of EDCs/EICs/ECs on Knowledge of its Activities/Facilities

Type of Activity	Coefficient s	Odd Ratio	Odds of Activities/Facilities Organized		Probability of Activities/Facilities Organized	
			No Knowledge about EDC/EICs/ ECs	Knowledge about EDC/EICs/ECs	No Knowledge about EDC/EICs/ ECs	Knowledge about EDC/EICs/ ECs
Workshops Organized	0.67**	1.95	0.73	1.42	0.42	0.59
Interactions Arranged	0.46*	1.59	0.83	1.31	0.45	0.57
Linkages Established	2.08**	8.00	0.14	4.77	0.12	0.82
Support Services Provided	1.99**	7.31	0.16	2.93	0.14	0.74

** Significant at 1 percent level

* Significant at 5 percent level

The Table 5.10 shows that odd ratios for knowledge about various activities organised and facilities provided is in the favour of the respondents having awareness about the existence of EDCs/EICs/ECs. The odds ratios for different activities and facilities are 1.95 for Workshops Organised, 1.59 for Interactions Arranged, 8.00 for Linkages Established 8.00 and 7.31 for Support Services Provided. Accordingly, the probability of having knowledge about various activities organised and facilities provided by the EDCs/EICs/ECs is higher if the respondents are aware about the existence of EDCs/EICs/ECs in the educational institutions. The calculated probabilities are 0.59,

0.57, 0.82 and 0.74 for having knowledge about the Workshops Organised, Interactions Arranged, Linkages Established and Support Services Provided respectively. Further, the coefficients of regression have been found to be significant at 1 percent level and at 5 per cent level. Hence, ***the null hypothesis H_1 and sub-hypotheses H_{1a}, H_{1b}, H_{1c}, H_{1d} are rejected i.e. there is a significant impact of awareness about the existence of EDCs/EICs/ECs on the knowledge of its activities organised and facilities provided in the educational institutions.***

5.2.4 Frequency of Activities Organized by theEDCs/EICs/ECs

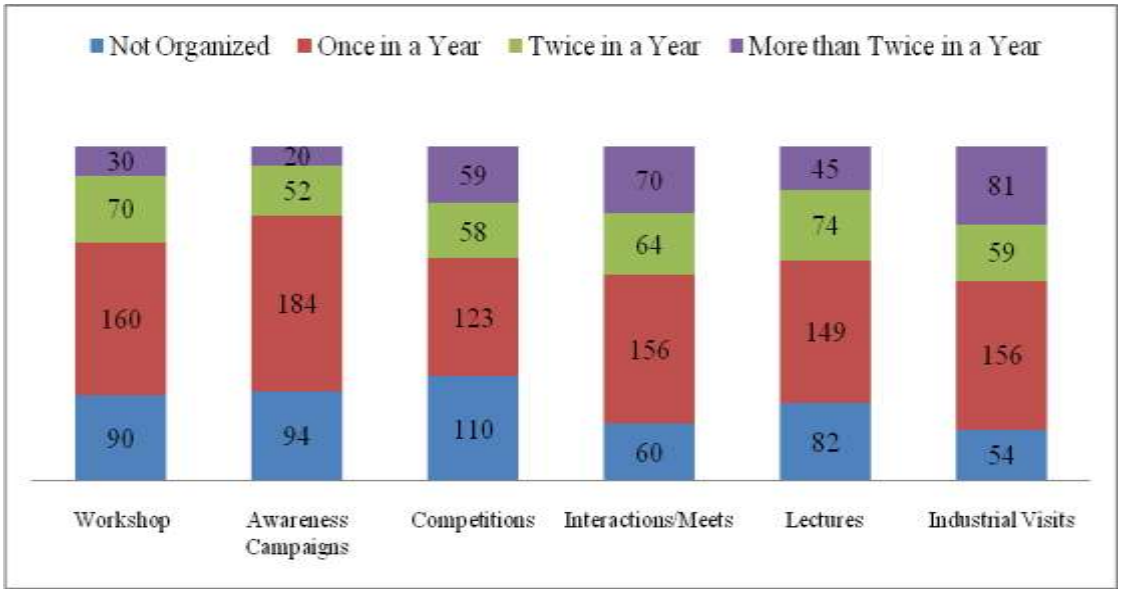
The respondents have been asked about how frequently they hear of various types of activities viz. workshops, awareness campaigns, interactions/meets, competitions, expert lectures and industrial visits being organized by the EDC/EIC/EC in the institutions. The summary of the responses is shown in Table 5.11 and Figure5.10.

Table: 5.11 Frequency of Activities Organized by EDCs/EICs/ECs

Activities	Not Organized	Once in a Year	Twice in a Year	More than Twice in a Year	Total
Workshops	90	160	70	30	350
	(25.71%)	(45.71%)	(20.00%)	(8.57%)	(100.00%)
Awareness Campaigns	94	184	52	20	350
	(26.86%)	(52.57%)	(14.86%)	(5.71%)	(100.00%)
Competitions	110	123	58	59	350
	(31.43%)	(35.14%)	(16.57%)	(16.86%)	(100.00%)
Interactions/Meets	60	156	64	70	350
	(17.14%)	(44.57%)	(18.29%)	(20.00%)	(100.00%)
Expert Lectures	82	149	74	45	350
	(23.43%)	(42.57%)	(21.14%)	(12.86%)	(100.00%)
Industrial Visits	54	156	59	81	350
	(15.43%)	(44.57%)	(16.86%)	(23.14%)	(100.00%)

Source: Primary Data

The above table reveals that most of the activities are being organized just once in a year while in a few cases the respondents are either not aware or believe that no such activities are being organized by these centres/cells/clubs. The proportion of the respondents who reported that these activities have been organized once in a year are 45.71 percent for workshops, 52.57 percent for awareness campaigns, 35.14 percent for competitions, 44.57 percent each for interactions/meets and industrial visits, and 42.57 percent for expert lectures. Very few respondents reported that these activities have been organized twice or more than twice in a year. These activities should be organized more frequently and on continuous basis for the development of entrepreneurial characteristics among the students.



Source: Compiled from Table 5.11

Figure 5.10: Frequency of Activities Organized by EDCs/EICs/ECs

5.2.5 Quality of Services Organized by EDC/EIC/EC in Educational Institutions

In order to identify the quality of services being provided by EDC/EIC/EC of the institutions, the respondents (students/ budding entrepreneurs and faculty) have beenasked to rate the quality of the services on the scale of 1 to 5, where 1 represents very low quality and 5 represents very high quality. The total sum of score of each of

the activity, mean and standard deviation (S.D.) have been calculated. The summary of the results is presented in Table 5.12.

Table 5.12 Perception Regarding Quality of Services Organized byEDCs/EICs/ECs

Activities	**Students/Budding Entrepreneurs**			**Faculty**			**Total**		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Workshops Organised	642	2.14	3.67	158	3.16	1.67	800	2.29	2.17
Interaction Arranged	708	2.36	4.82	134	2.68	3.66	842	2.41	3.92
Linkages Established	582	1.94	2.91	162	3.24	4.62	744	2.13	3.31
Support Services Provided	558	1.86	3.61	144	2.88	0.96	702	2.01	1.83

Source: Primary Data

The Table 5.12 depicts that the respondents rated almost all activities organized by EDC/EIC/EC in the institutions as of average to low quality. The mean values show that the faculty rated these activities as of almost average quality while the students responded to these activities as of low quality. Hence, there is a difference in the perception of the students and faculty towards the quality of the activities organized by EDC/EIC in the institutions. The students are the ultimate customers of the EDCs/EICs/ECs, and the performance and success of the EDCs/EICs/ECs is depicted by the rating given by the students. Hence, it is found that fewer activities are organized by EDCs/EICs and even when these activities are organized they are not up to the expectation of the students/budding entrepreneurs. It is thus suggested that the

institutions must conduct regular surveys of the students for rating the quality of the services organized by their EDC/EIC/EC. It should also seek suggestions/ feedback from the students for improving the performance of the EDCs/EICs/ECs.

5.2.6 Comparison of Perception of Respondents Regarding Quality of Services of EDCS/ EICS/ECS in Educational Institutions

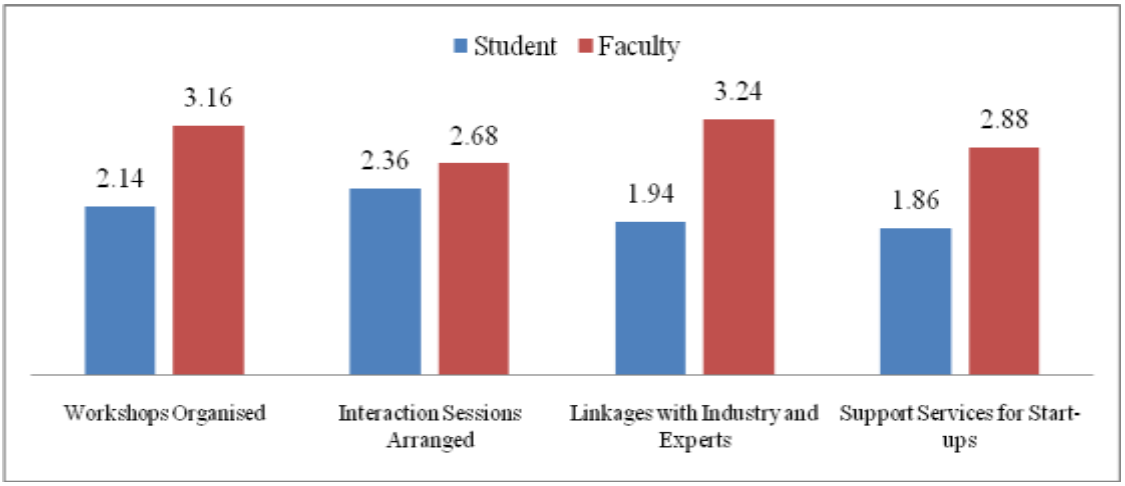
In order to identify, whether there is a significant difference in the perception of students/budding entrepreneurs and faculty towards the quality of the services being provided by EDCs/EICs/ECs, the hypothesis has been tested using t-test. The comparison of means is shown in Figure 5.11 and the analysis has been shown in Table 5.13.

Table 5.13: Comparison of Perception of Respondents Regarding Quality of Services of EDCs/EICs/ECs

Activities	Students		Faculty		t-value
	Mean	***S.D***	***Mean***	***S.D***	
Workshops Organised	2.14	3.67	3.16	1.67	10.37**
Interactions Arranged	2.36	4.82	2.68	3.66	1.32[#]
Linkages Established	1.94	2.91	3.24	4.62	18.16**
Support Services Provided	1.86	3.61	2.88	0.96	9.83**

[#] Non Significant

** Significant at 1 percent Level



Source: Compiled from Table 5.13

Figure 5.11: Comparison of Perception of Respondents Regarding Quality of Services of EDCs/EICs/ECs

The above data shows that the faculty members have higher mean values regarding the quality of services provided (3.16 for Workshops Organised, 2.68 for Interactions Arranged, 3.24 for Linkages Established, and 2.88 for Support Services Provided) by the EDCs/EICs/ECs in comparison to the students (2.14 for Workshops Organized, 2.36 for Interactions Arranged, 1.94 for Linkages Established, and 1.86 for Support Services Provided). This indicates that the faculty members are positive regarding the quality of services provided by EDC/EIC/EC in the educational institutions. Further, the significant t- values for Workshops (10.37), Interactions (1.32), Linkages (18.16) and Support Services (9.83) show that the difference in the perception of the respondents is significant at 1 percent level of significance. Hence, ***the null hypothesis H_2 (sub-hypothesis H_{2a}, H_{2b}, H_{2c} and H_{2d}) is rejected i.e. there is a significant difference in the perception of faculty and students/budding entrepreneurs towards the quality of service of theEDCs/EICs/ECs.***

5.3 FACTORS IN ENTREPRENEURSHIPDEVELOPMENT

There is a role of a number of factors for the development of entrepreneurship. In this regard, the various factors have been classified into four categories i.e. Economic, Social, Psychological and Institutional factors. The respondents have been asked to rate the various sub-factors on a scale of 1 to 3 where, 1 represents not important and 3 represents most important. The results are shown in Table 5.14 to Table 5.17 and Figure 5.12 to Figure 5.15.

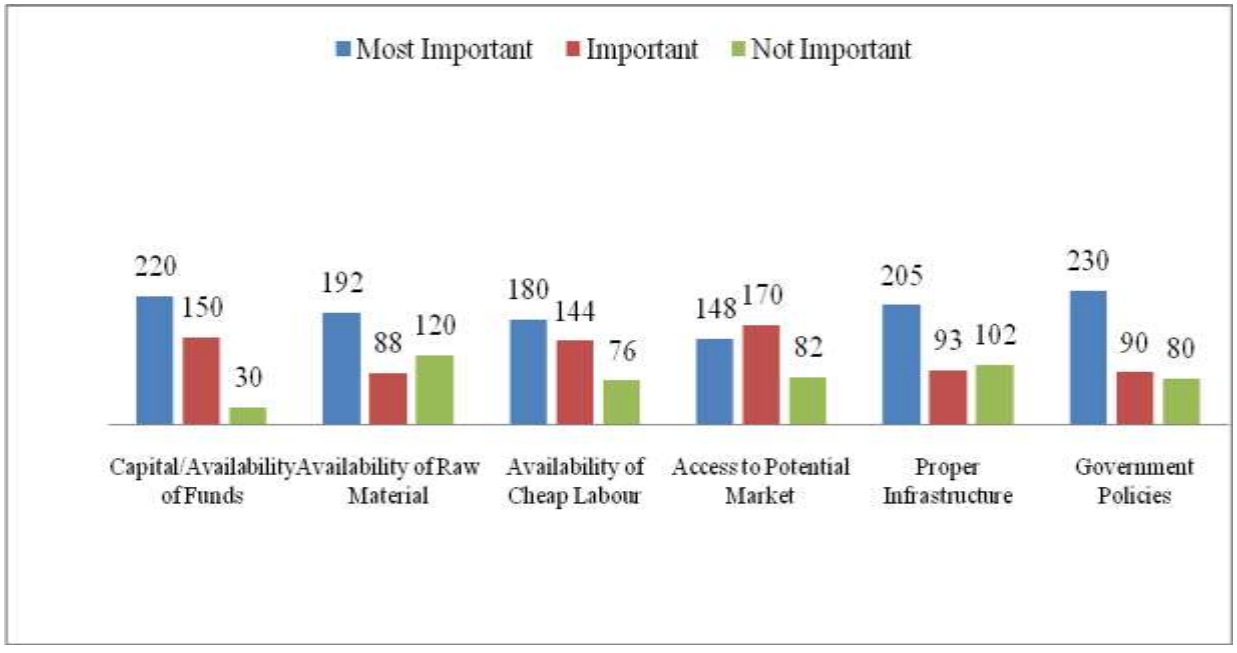
5.3.1 Role of Economic Factors inEntrepreneurship Development

The Table 5.14 and Figure 5.12 show that out of total 400 respondents, a majority of the respondents reported government policies (57.50 percent), capital/availability of funds (55 percent), proper infrastructure (51.25 percent), availability of raw material (48 percent), availability of cheap labour (45 percent) as the most important economic factors whereas access to potential market (42.50 percent) as an important economic factor for entrepreneurship development. On the basis of the total score and mean score, the factors viz. capital/availability of funds, government policies, and availability of cheap labour and proper infrastructure have been ranked as the top three most important factors for entrepreneurship development. Hence, the EDC/EIC/EC in the educational institutions must focus on creating awareness about the features and benefits of existing government policies for the development of entrepreneurs. It is further advised that the information about the proper sources and procedures for availing funds must be communicated to the students in the institutions. The government should also seek suggestions from the EDC/EIC/EC of the institutions while formulating policies for entrepreneurship.

Table 5.14: Role of Economic Factors in Entrepreneurship Development

Economic Factors	Most Important	Important	Not Important	Total Score	Mea n Score	Rank
Capital/Availability of Funds	220 (55.00%)	150 (37.50%)	30 (7.50%)	990	2.48	1
Availability of Raw Material	192 (48.00%)	88 (22.00%)	120 (30.00%)	872	2.18	5
Availability of Cheap Labour	180 (45.00%)	144 (36.00%)	76 (19.00%)	904	2.26	3
Access to Potential Market	148 (37.00%)	170 (42.50%)	82 (20.50%)	866	2.17	6
Proper Infrastructure	205 (51.25%)	93 (23.25%)	102 (25.50%)	903	2.26	3
Government Policies	230 (57.50%)	90 (22.50%)	80 (20.00%)	950	2.38	2

Source: Primary Data



Source: Compiled from Table 5.14

Figure 5.12: Role of Economic Factors in Entrepreneurship Development

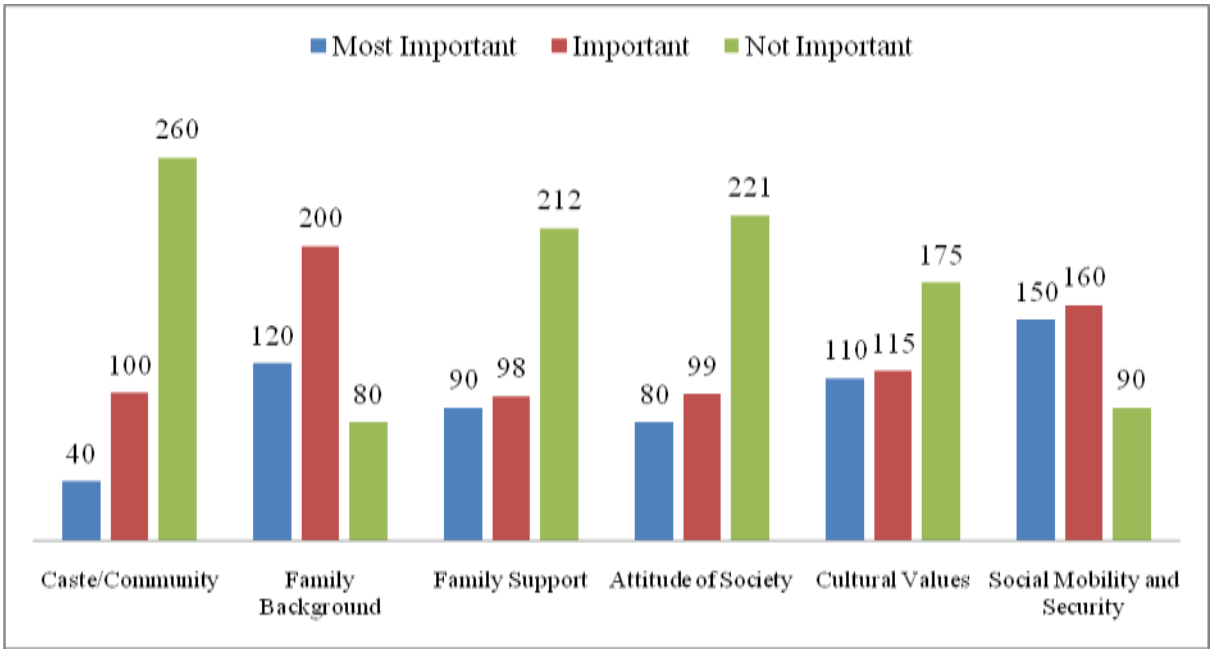
5.3.2 Role of Social Factors in Entrepreneurship Development

The information related to the importance of various social factors in the entrepreneurship development as rated by the respondents is depicted in Table 5.15 and Figure5.13.

Table 5.15: Role of Social Factors in Entrepreneurship Development

Social Factors	Most Important	Important	Not Important	Total Score	Mean Score	Rank
Caste/Community	40	100	260	580	1.45	6
	(10.00%)	(25.00%)	(65.00%)			
Family Background	120	200	80	860	2.15	1
	(30.00%)	(50.00%)	(20.00%)			
Family Support	90	98	212	678	1.70	4
	(22.50%)	(24.50%)	(53.00%)			
Attitude of Society	80	99	221	659	1.65	5
	(20.00%)	(24.75%)	(55.25%)			
Cultural Values	110	115	175	735	1.84	3
	(27.50%)	(28.75%)	(43.75%)			
Social Mobility and Security	150	160	90	840	2.10	2
	(37.50%)	(40.00%)	(22.50%)			

Source: Primary data



Source: Compiled from Table 5.15

Figure 5.13: Role of Social Factors in Entrepreneurship Development

The above table reveals that around 50 percent of the respondents reported family background as an important factor followed by social mobility and security (40percent). Ithas been found that caste/community (65 percent), attitude of the society (55.25 percent), family support (53 percent) and cultural values (43.75 percent of respondents) are unimportant factors by the respondents. The social factors i.e. family background and social mobility and security have been ranked as top two factors on the basis of total and mean scores. Thus, government can play an important role in strengthening social mobility and security by providing a safe environment where entrepreneurship can flourish.

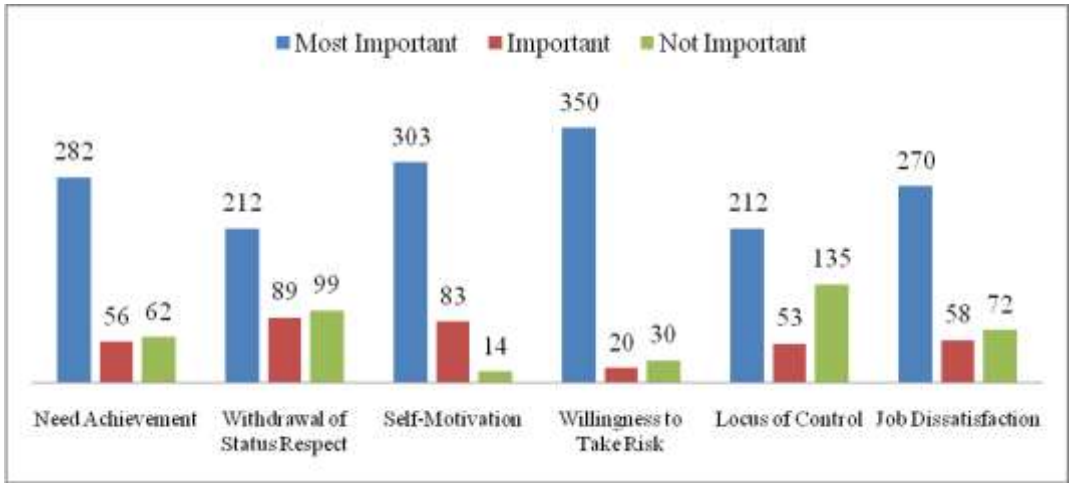
5.3.3 Role of Psychological Factors in Entrepreneurship Development

There are a number of psychological factors which affect entrepreneurship development. These are related to willingness to take risks, need achievement, job dissatisfaction etc. The information related to the response about these factors as provided by the respondents is presented in Table 5.16 and Figure 5.14.

Table 5.16: Role of Psychological Factors in Entrepreneurship Development

Psychological Factors	Most Important	Important	Not Important	Total Score	Mean Score	Rank
Need Achievement	282 (70.50%)	56 (14.00%)	62 (15.50%)	1020	2.55	3
Withdrawal of Status Respect	212 (53.00%)	89 (22.25%)	99 (24.75%)	913	2.28	5
Self-Motivation	303 (75.75%)	83 (20.75%)	14 (3.50%)	1089	2.72	2
Willingness to Take Risk	350 (87.50%)	20 (5.00%)	30 (7.50%)	1120	2.8	1
Locus of Control	212 (53.00%)	53 (13.25%)	135 (33.75%)	877	2.19	6
Job Dissatisfaction	270 (67.50%)	58 (14.50%)	72 (18.00%)	998	2.5	4

Source: Primary Data



Source: Compiled from Table 5.16

Table 5.14: Role of Psychological Factors in Entrepreneurship Development

The data reveals that 87.50 percent of the respondents responded that willingness to take risks was the most important factor for entrepreneurship development, followed by self-motivation (75.75 percent), need achievement (70.50 percent), job dissatisfaction (67.5 percent), locus of control (53 percent) and withdrawal of status respect (53 percent). On the basis of ranking, willingness to take risk, self-motivation and need achievement are the top three social factors for entrepreneurship development. Thus, the EDCs/EICs/ECs should focus on organizing management games that are based on risk taking ability, self-motivation etc. to psychologically induce students to become entrepreneurs.

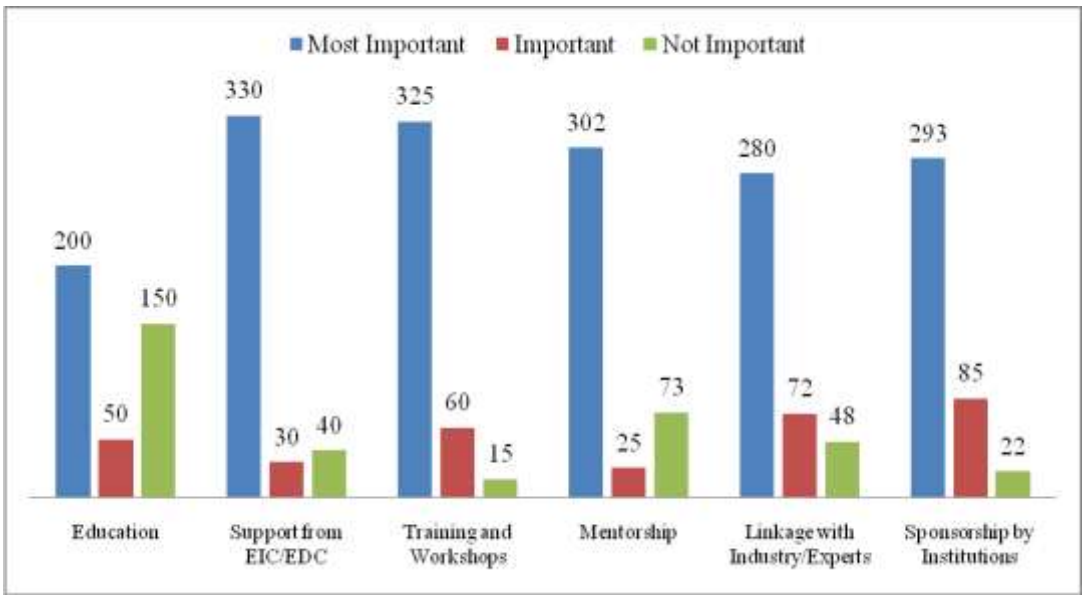
5.3.4 Role of Institutional Factors in Entrepreneurship Development

The information pertaining to the various institutional factors affecting entrepreneurship is presented in Table 5.17 and Figure 5.15. The analysis shows that the support from EICs/EDCs/ECs is the most important factor (82.50 percent of respondents) for promoting entrepreneurship. This factor is followed by training and workshops (81.25 percent of respondents), mentorship (75 percent of respondents) and sponsorship by institutions (73.25 percent), linkage with industry/experts (70 percent of respondents) and education (50 percent of respondents). Rank - wise, training and workshops, support from EDCs/EICs/ECs and sponsorships by institutions are the top three most important factors in entrepreneurship development. Hence, for the promotion of entrepreneurship among the students/budding entrepreneurs, the EDC/EIC/EC in the educational institutions should be empowered with all types of services/facilities so that the students can extract maximum benefits.

Table 5.17: Role of Institutional Factors in Entrepreneurship Development

Institutional Factors	Most Important	Important	Not Important	Total Score	Mean Score	Rank
Education	200 (50.00%)	50 (12.50%)	150 (37.50%)	850	2.13	6
Support from EDC/EIC/EC	330 (82.50%)	30 (7.50%)	40 (10.00%)	1090	2.73	2
Training and Workshops	325 (81.25%)	60 (15.00%)	15 (3.75%)	1110	2.78	1
Mentorship	302 (75.50)	25 (6.25%)	73 (18.25%)	1029	2.57	5
Linkage with Industry/Expert s	280 (70.00%)	72 (18.00%)	48 (12.00%)	1032	2.58	4
Sponsorship by Institutions	293 (73.25%)	85 (21.25%)	22 (5.50%)	1071	2.68	3

Source: Primary Data



Source: Compiled from Table 5.17

Figure 5.15: Role of Institutional Factors in Entrepreneurship Development

5.4 SATISFACTION OF RESPONDENTS FROM THE SERVICES PROVIDED BY THE EDUCATIONAL INSTITUTIONS, GOVERNMENT AND INDUSTRY

In order to identify the satisfaction of the respondents especially of the budding and existing entrepreneurs, from the services provided by the educational institutions, government and industry, the respondents have been asked to rate the level of satisfaction on the scale of 1 to 5, where 5 represents highly satisfied and 1 represents highly dissatisfied. The total sum, mean and standard deviation (S.D.), is depicted in Table 5.18 to Table 5.20 and Figure 5.16 to Figure5.18.

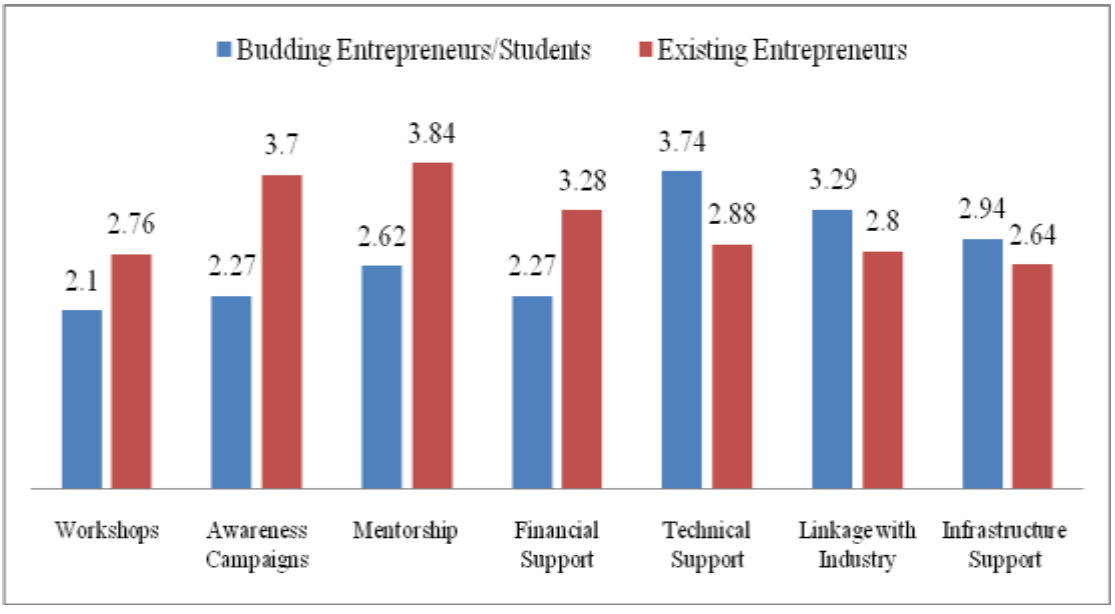
5.4.1 Satisfaction of Respondents from the Services Provided by the Educational Institutions

Educational institutions are the first place where entrepreneurship talent is nurtured. Every entrepreneur has to obtain some sort of formal education which is provided by educational institutions. Hence, their role becomes very crucial. The satisfaction of budding and existing entrepreneurs from the services provided by the educational institutions is presented in the Table 5.18 and Figure 5.16.

Table 5.18: Satisfaction of Respondents from the Services Provided by the Educational Institutions

Services	Students/Budding Entrepreneurs			Existing Entrepreneurs			Overall		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Workshops	630	2.1	1.67	138	2.76	2.67	768	2.19	2.31
Awareness Campaigns	680	2.27	3.22	185	3.7	3.42	865	2.47	3.33
Mentorship	785	2.62	0.98	192	3.84	2.05	977	2.79	1.87
Financial Support	680	2.27	0.34	164	3.28	0.72	844	2.41	0.51
Technical Support	1121	3.74	3.62	144	2.88	3.12	1265	3.61	3.38
Linkage with Industry	986	3.29	2.51	140	.8	2.17	1126	3.22	2.31
Infrastructure Support	883	2.94	3.71	132	2.64	3.11	1015	2.9	3.55

Source: Primary Data



Source: Compiled from Table 5.18

Figure 5.16: Satisfaction of Respondents from the Services Provided by the Educational Institutions

The data clearly reveals that the satisfaction level of Budding Entrepreneurs is high for services like Technical Support (Mean = 3.74) and Linkage with Industry (Mean = 3.29), and relatively low for Workshops (Mean = 2.1), Financial Support (Mean = 2.27) and Awareness Campaigns (Mean = 2.27). The Existing Entrepreneurs are comparatively more satisfied with Mentorship (Mean = 3.84), Awareness Campaigns (Mean = 3.7) and Financial Support (Mean = 3.28). On overall basis, the respondents are not highly satisfied with the services provided by the educational institutions, more specifically with the services like Workshops (Mean = 2.19), Financial Support (Mean = 2.41), Awareness Campaigns (Mean = 2.47) and Mentorship (Mean = 2.79). However, the respondents are fairly satisfied with the Technical Support (Mean = 3.61) provided by theinstitutions.

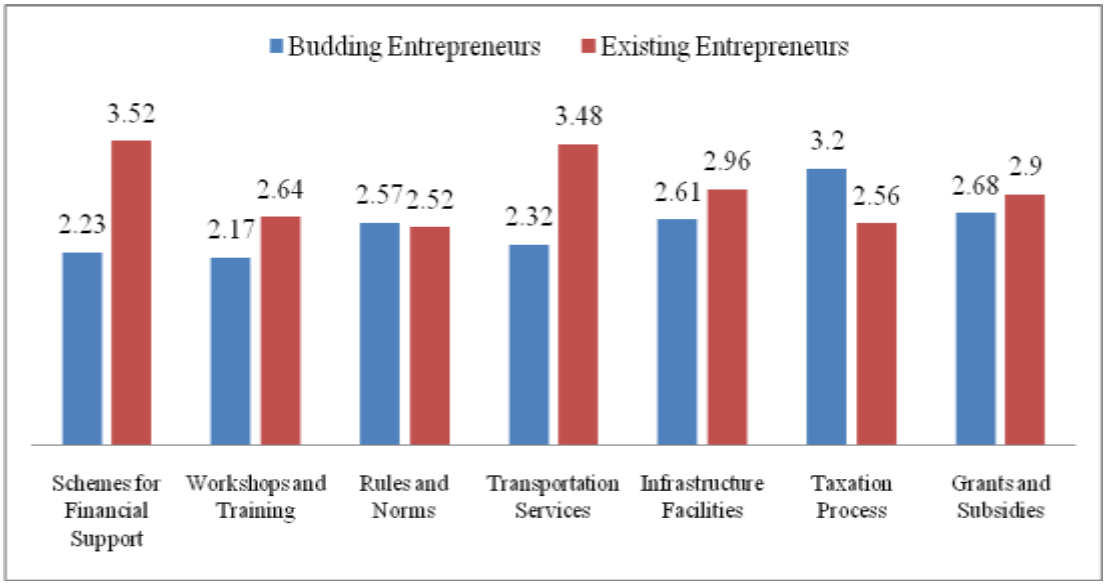
5.4.2 Satisfaction of Respondents from the Services Provided by the Government

The result of the satisfaction derived by existing and budding entrepreneurs from the government services provided for entrepreneurship development is presented in Table 5.19 and Figure 5.17. The data shows that the budding entrepreneurs are relatively satisfied by the Taxation Process (Mean = 3.2) as compared to the other government services. The existing entrepreneurs have a high satisfaction level for services like Schemes for Financial Support (Mean = 3.52) and Transportation Services (Mean = 3.48) as compared to other services for which the satisfaction levels are moderate. On overall basis, the respondents are not satisfied from the services provided by the government particularly with the Schemes for Financial Support (Mean = 2.42), Workshops and Trainings (mean = 2.23), Transportation Services (mean = 2.49), and Rules and Norms (mean = 2.56). The main reason of dissatisfaction is that the schemes provided by the government fail to reach the beneficiaries.

Table 5.19: Satisfaction of Respondents from the Services Provided by the Government

Services	Students/Budding Entrepreneurs			Existing Entrepreneurs			Overall		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Schemes for Financial Support	670	2.23	2.37	176	3.52	.67	846	2.42	1.98
Workshopsand Trainings	650	2.17	3.12	132	2.64	2.12	782	2.23	2.78
Rules andNorms	770	2.57	1.18	126	2.52	3.18	896	2.56	2.09
TransportationServices	696	2.32	2.11	174	3.48	2.37	870	2.49	2.39
Infrastructure Facilities	784	2.61	1.71	148	2.96	2.61	932	2.66	2.01
TaxationProcess	960	3.2	3.89	128	2.56	2.81	1088	3.11	2.86
Grants andSubsidies	805	2.68	2.32	145	2.9	1.87	950	2.71	2.17

Source: Primary Data



Source: Compiled from Table 5.19

Figure 5.17: Satisfaction of Respondents from the Services Provided by the Government

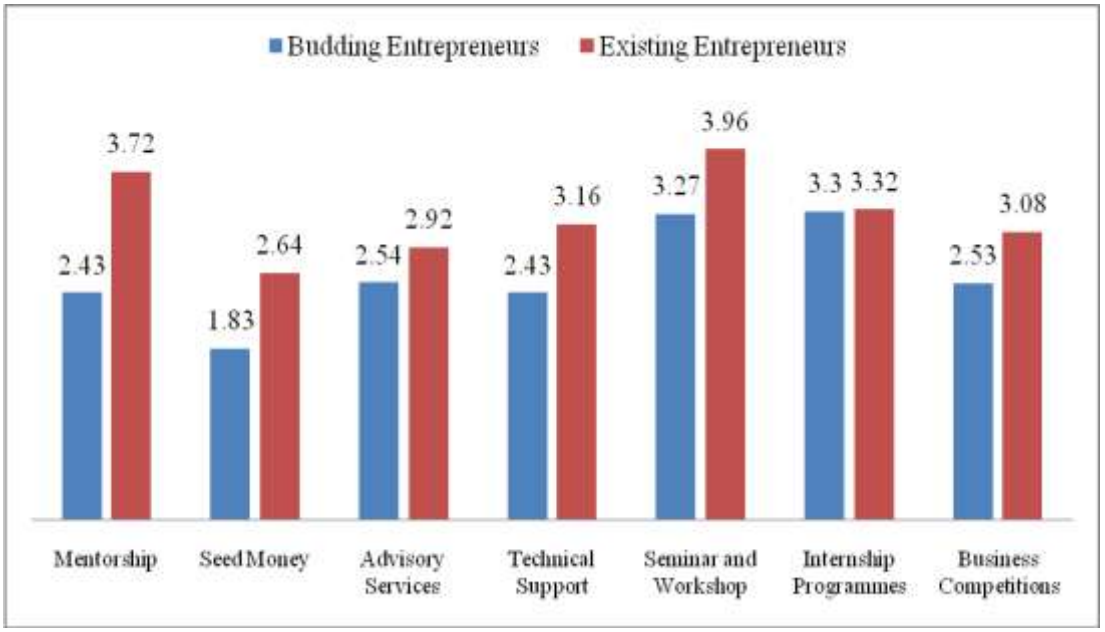
5.4.3 Satisfaction of Respondents from the Services Provided by the Industry

In order to nurture entrepreneurial talent among the students/budding entrepreneurs, the role of industry is very crucial. The respondents have been asked about their satisfaction from the services provided by the industry. The results shown in Table 5.20 and Figure 5.18 depict that the budding entrepreneurs are reasonably satisfied with the services like Seminars and Workshops (Mean = 3.27) and Internship Programmes (Mean = 3.3) whereas not satisfiedwith the Seed Money (Mean = 1.83). In case of existing entrepreneurs, the satisfaction level was reasonably good for Seminars and Workshops (Mean = 3.96), Mentorship (Mean = 3.72), Internship Programmes (Mean = 3.32) and Technical Support (Mean = 3.16). Overall, the respondents are least satisfied with the services like Seed Capital (Mean = 1.95). However, the respondents are less/fairly satisfied with the other services provided by the industry.

Table 5.20: Satisfaction of Respondents from the Services Provided by the Industry

Services	**Students/Budding Entrepreneurs**			**Existing Entrepreneurs**			**Overall**		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Mentorship	730	2.43	2.83	186	3.72	2.17	916	2.62	2.61
Seed Money	550	1.83	3.21	132	2.64	3.11	682	1.95	3.17
Advisory Services	762	2.54	2.11	146	2.92	1.62	908	2.59	1.87
Technical Support	730	2.43	0.67	158	3.16	0.89	888	2.54	0.77
Seminar and Workshop	980	3.27	2.17	198	3.96	1.87	178	3.37	1.92
Internship Programmes	990	3.3	1.17	166	3.32	2.282.61	1156	3.3	1.87
Business Competitions	760	2.53	1.61	154	3.08	2.03	914	2.61	1.83

Source: Primary Data



Source: Compiled from Table 5.20

Figure 5.18: Satisfaction of Respondents from the Services Provided by the Industry

5.4.4 Comparison of Satisfaction Level among Entrepreneurs

In order to identify whether there is a significant difference in the satisfaction level of the respondents i.e. students/budding entrepreneurs and existing entrepreneurs from the servicesprovided by the industry, educational institutions and government, t- test has been used. The results are presented in Table 5.21. The analysis reveals that the existing entrepreneurs are more satisfied in comparison to the budding entrepreneurs as the mean values of existing entrepreneurs (3.12 for Educational Institutions, 3.27 for Government and 3.24 for Industry) stands higher than that of the budding entrepreneurs (2.74 for Educational Institutions, 2.86 for Government and 2.77 for Industry). The difference in the satisfaction level among the entrepreneurs has been found to be significant at 1 percent significance level (t value = 5.66,

6.62 and 8.98 for Educational Institutes, Government and Industry respectively). Thus, ***the null hypothesis H_3 and sub-hypotheses H_{3a}, H_{3b}, H_{3c} is rejected i.e. there is a significant difference in the satisfaction level of students/budding entrepreneurs and existing entrepreneurs from the services provided by the educational institutions, government and industry.***

Table 5.21: Comparison of Satisfaction Level among Entrepreneurs

Category	Budding Entrepreneurs		Existing Entrepreneurs		t Value
	Mean	***S.D***	***Mean***	***S.D***	
Educational Institutes	2.74	2.29	3.12	2.46	5.66**
Government	2.86	1.83	3.27	2.12	6.62**
Industry	2.77	2.07	3.24	1.92	8.98**

**Significant at 1 percent level of significance

5.5 ROLEPLAYEDBY EDUCATIONAL INSTITUTIONS, GOVERNMENTAND INDUSTRY IN THE ENTREPRENEURSHIP DEVELOPMENT

An attempt has also been made to compare the role played by the government, educational institutions and industry in the development of entrepreneurship. The respondents have been asked about their opinions about nine different activities organized by these three bodies. The summary of the analysis has been presented in Table 5.22. It has been found that most of the respondents feel that educational institutions play a major role in organizing Workshops (82.50 percent) for entrepreneurship development, followed by arranging Awareness Campaigns (78 percent) and establishing Linkages with Experts (70 percent), providing Marketing Support (53.75 percent) and Legal Advice (53.25 percent). The respondents responded that the industry plays a vital role in providing Marketing Support (78 percent), Technical Support (77.50 percent), Seed Capital (70 percent), Linkages with Experts (66.25 percent) and Legal Advice (57.50 percent). As far as the role of government is concerned, a majority of the respondents reported that government is mainly involved in providing Marketing Support (67.50 percent), followed by Infrastructural Support (62.50 percent), organizing Awareness Campaigns (58.75 percent) and Workshops (57.50 percent), and providing Seed Money (57.50 percent). Further, the analysis depicts the

need of the educational institutions to provide for initial financial support (seed money), basic infrastructural support, technical support and supply chain logistics to promote entrepreneurship among the future generations. Similarly, the government should focus on providing linkage with experts, legal advice and supply chain logistics. Besides this, the industry should work on organizing more workshops and awareness campaigns.

Table 5.22: Role Played by Government, Educational Institutions and Industry

Role	Government			Education Institutions			Industry		
	Yes	***No***	***Can't say***	***Yes***	***No***	***Can't say***	***Yes***	***No***	***Can't say***
Workshops	230	120	50	330	20	50	170	165	65
	(57.50%)	(30.00%)	(12.50%)	(82.50%)	(5.00%)	(12.50%)	(42.50%)	(41.25%)	(16.25%)
Awareness Campaigns	235	135	30	312	33	55	185	112	103
	(58.75%)	(33.75%)	(7.50%)	(78.00%)	(8.25%)	(13.75%)	(46.25%)	(28.00%)	(25.75%)
Linkages with Experts	180	170	50	280	108	12	265	80	55
	(45.00%)	(42.50%)	(12.50%)	(70.00%)	(27.00%)	(3.00%)	(66.25%)	(20.00%)	(13.75%)
Seed Money/ Financial Support	230	112	58	130	180	90	280	23	97
	(57.50%)	(28.00%)	(14.50%)	(32.50%)	(45.00%)	(22.50%)	(70.00%)	(5.75%)	(24.25%)
Technical Support	210	123	67	180	55	165	310	12	78
	(52.50%)	(30.75%)	(16.75%)	(45.00%)	(13.75%)	(41.25%)	(77.50%)	(3.00%)	(19.50%)
Legal Advice	195	110	95	213	112	75	230	134	36
	(48.75%)	(27.50%)	(23.75%)	(53.25%)	(28.00%)	(18.75%)	(57.50%)	(33.50%)	(9.00%)
Infrastructural Support	250	100	50	130	190	80	234	55	111
	(62.50%)	25	(12.50%)	(32.50%)	(47.50%)	(20.00%)	(58.50%)	(13.75%)	(27.75%)
Marketing Support	270	121	9	215	55	130	312	12	76
	(67.50%)	30.25	(2.25%)	(53.75%)	(13.75%)	(32.50%)	(78.00%)	(3.00%)	(19.00%)
Supply Chain Logistics	202	78	120	192	157	51	234	34	132
	(50.50%)	19.5	(30.00%)	(48.00%)	(39.25%)	(12.75%)	(58.50%)	(8.50%)	(33.00%)

Source: Primary data

5.5.1 Comparison of Role Played by Government, Educational Institutions and Industry

In order to identify whether there is a significant difference in role played by government, educational institutions and industry in entrepreneurship development, Kruskall-Wallis test has been used. The results are presented in Table 5.23. It shows that there is a significant difference in the role played by Educational Institutions, Government and Industry as the overall H- value (12.36) is significant at 1 percent and/or 5 percent level of significance. It has been found that the larger difference prevails in terms of providing Marketing Support, Seed Money, Legal Advice and Linkage with Experts among the Educational Institutions, Government and Industry as depicted by the H-values. Thus, the null hypothesis H4 is rejected i.e. there is a significant difference in the role played by the educational institutions, government and industry in the entrepreneurship development.

Table 5.23: Comparison of Role Played by Government, Educational Institutions and Industry

Role	H-Value	Level of Significance	Significance
Organizing Workshops	7.91	0.01	Significant at 1 percent
Awareness Campaigns	9.82	0.01	Significant at 1 percent
Establishing Linkage with Experts	25.16	0.00	Significant at 1 percent
Providing Seed Money/ FinancialSupport	40.24	0.00	Significant at 1 percent
Providing Technical Support	7.60	0.02	Significant at 5 percent
Providing Legal Advice	37.95	0.00	Significant at 1 percent
Providing Infrastructural Support	8.020	0.02	Significant at 5 percent
Providing Marketing Support	46.99	0.00	Significant at 1 percent
Providing Supply Chain Logistics	0.64	0.73	Not Significant
Overall	12.36	0.00	Significant at 1 percent

Source: Primary Data

5.6 EXPECTATIONS OF RESPONDENTS FROM EDUCATIONAL

INSTITUTIONS, GOVERNMENT AND INDUSTRY FOR ENTREPRENEURSHIP DEVELOPMENT

The respondents have been asked about their expectations from educational institutions, government and industry for entrepreneurship development. In this regard, they have been asked to rate on the scale of 1 to 5, as whether they agree to the given statements. Here, 1 represents 'strongly disagree' and 5 represents 'strongly agree'. The total sum, mean and standard deviation (S.D.) are calculated accordingly to analyse their expectations. The summary of the result is presented in Table 5.24 to Table 5.29.

5.6.1 Expectations of Respondents from Educational Institutions

The result of the expectations of the respondents from the educational institutions is depicted in the Table 5.24. The data reveals that among the respondents, the expectations of the students/budding entrepreneurs from the educational institutions are majorly in the form of Development of Incubation Centre (Mean = 4.50), Discussion on Practical Problem Solving Case Studies (Mean = 4.48), Provision of Infrastructural Facilities (Mean = 4.29) and Conduct of Workshops and Seminars (Mean = 4.12) whereas the expectations of the existing entrepreneurs are more towards Development of Continuous Linkages with Industry Experts (Mean = 4.68), Development of Incubation Centres (Mean = 4.60), Specialized Designed Courses for Entrepreneurship Development (Mean = 4.50) and Discussion on Practical Problem Solving Case Studies (Mean = 4.30). The faculty expects majorly for Specialized Designed Courses for Entrepreneurship Development (Mean = 4.8), Conduct of Competition among Students (Mean = 4.64), Discussion on Practical Problem Solving Case Studies (Mean= 4.64) and Development of Incubation Centre (Mean = 4.42). Overall, the respondents expect that the educational institutions must work towards Development of Incubation Centre (Mean= 4.50), Discussion on Practical Problem Solving Case Studies (Mean= 4.48), Provision of Infrastructural Facilities (Mean= 4.20) and Conduct of Workshops and Seminars (Mean= 4.15) and conduct of Competitions (Mean=4.04).

5.6.2 Expectations of Respondents from the Government

The information about the expectations of the respondents from the government is presented in Table 5.25. The development and nourishment of entrepreneurs is dependent on the role and policies of the government. The data reveals that the Budding Entrepreneurs expect government to ensure Availability of Funds at Reasonable Rates (Mean = 4.83), Transparency in Government Activities (Mean = 4.75), Provision of Market Linkages for Start-Ups (Mean = 4.74), Access to Government Owned Incubation Centres (Mean = 4.55) and Impartial Support to Budding Entrepreneurs (Mean = 4.50). The expectation of the Existing Entrepreneurs from government includes Provision of Market Linkages for Start-Ups (Mean = 4.64), Impartial Support to Budding Entrepreneurs (Mean = 4.60), Transparency in Government Activities (Mean = 4.58) and Timely Approvals for Budding Entrepreneurs (Mean = 4.44). Further, the analysis shows that the faculty expects government to provide Access to Government Owned Incubation centres (Mean = 4.68), Transparency in Government Activities (Mean = 4.62), Provision of Market Linkages for Start-Ups (Mean = 4.60), Technical Expertise (Mean = 4.56) and Impartial Support to Budding Entrepreneurs (Mean = 4.48). Overall, the expectations of the respondents are for Transparency in Government Activities (mean = 4.71), Provision of Market Linkages (Mean = 4.71), Availability of Funds at Reasonable Rates (Mean = 4.66), Impartial Support to Budding Entrepreneurs (Mean = 4.51) and Timely Approvals (Mean = 4.32) from the government. The support of the government can act as a backbone for the establishment and development of entrepreneurship. Thus, government must frame policies keeping in mind the requirements of all the stakeholders i.e. students/budding entrepreneurs, existing entrepreneurs and faculty.

5.6.3 Expectations of Respondents from the Industry

Every entrepreneur after developing his business becomes a part of the industry. It becomes the duty of the industry to undertake such activities which can help in supporting the budding entrepreneurs as this will ultimately lead to the economic development of the

country. In this regard, the respondents have been asked about their expectations from the industry. The analysis (presented in Table 5.26) shows that the expectations of the Budding Entrepreneurs from the industry involves Setting up of Incubation Centre in Collaboration with Educational Institutions (Mean = 4.59), Industry to Act as Angel Investor to Start-ups (Mean= 4.49), Conduct of Workshops and Seminars (Mean = 4.27) and Provisions of Guidelines for New Start-ups (Mean = 4.03). The expectations of the Existing Entrepreneurs from the industry emphasizes on Setting of Incubation Centre in Collaboration with Educational Institutions (Mean = 4.64), Industry to Act as Angel Investor to Start-ups (Mean= 4.58), Conduct of Workshops and Seminars (Mean = 4.58), Provision of Infrastructure Available with the Industry (Mean = 4.56) and Provision of Knowledge about Market Trend, Technology, Innovations etc. (Mean = 4.32). However, the Faculty in educational institutions expects Industry to act as Angel Investor to Start-ups (Mean= 4.70), ensure Provision of Consultancy Services (Mean = 4.62), Provision of Guidelines for New Start-ups (Mean = 4.46), Setting up an Incubation Centre in Collaboration with the Educational Institutions (Mean = 4.32) and Conduct of Workshops and Seminars (Mean = 4.30) from the industry. Hence, keeping the response of the overall respondents in mind, the industry should work on Setting up an Incubation Centre in Collaboration with the Educational Institutions (Mean = 4.56), Industry should Act as Angel Investor for Start-ups (Mean = 4.53) and focus on Conduct of Workshops and Seminars (Mean = 4.32) for promoting entrepreneurship in the country.

Table 5.24: Expectations of Respondents from the Educational Institutions

	Students/Budding Entrepreneurs			Existing Entrepreneurs			Faculty			Overall		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Conduct of Workshops and Seminars	1236	4.12	1.87	210	4.20	2.18	214	4.28	3.12	1660	4.15	2.17
Conduct of Competitions among Students	1172	3.91	1.67	211	4.22	3.17	232	4.64	1.87	1615	4.04	2.23
Development of Incubation Centre	1350	4.50	0.38	230	4.60	1.23	221	4.42	2.13	1801	4.50	1.87
Provision of Infrastructural Facilities	1288	4.29	3.17	190	3.80	2.47	201	4.02	1.61	1679	4.20	2.62
Provision/ Arrangement of Seed Money	1062	3.54	2.23	195	3.90	2.52	215	4.30	2.61	1472	3.68	2.38
Development of Continuous Linkages with Industry Experts	972	3.24	1.83	234	4.68	2.61	207	4.14	3.12	1413	3.53	2.68
Specialized Designed Courses for Entrepreneurship Development	1010	3.37	2.22	225	4.50	3.31	240	4.80	1.17	1475	3.69	2.31
Discussion on Practical Problem Solving Case Studies	1345	4.48	2.37	215	4.30	1.62	232	4.64	1.23	1792	4.48	1.88

Source: Primary data

Table 5.25: Expectations of Respondents from the Government

	Students/Budding Entrepreneurs			Existing Entrepreneurs			Faculty			Overall		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Impartial Support to Budding Entrepreneurs	1351	4.50	2.31	230	4.60	3.17	224	4.48	3.22	1805	4.51	2.87
Timely Approvals for Budding Entrepreneurs	1286	4.29	3.14	222	4.44	2.36	218	4.36	2.28	1726	4.32	2.39
Special Programme for Women and Rural Entrepreneurs	1109	3.70	2.37	214	4.28	5.21	211	4.22	6.17	1534	3.84	4.17
Transparency in Government Activities	1425	4.75	1.67	229	4.58	3.33	231	4.62	3.16	1885	4.71	2.89
Access to Government-Owned Incubation Centres	1365	4.55	2.91	189	3.78	2.67	234	4.68	2.32	1788	4.47	2.62
Provision of Market Linkages for the Start-ups	1423	4.74	4.14	232	4.64	3.16	230	4.60	3.17	1885	4.71	3.71
Availability of Funds at Reasonable Rates	1450	4.83	2.81	190	3.80	2.92	222	4.44	3.63	1862	4.66	2.88
Sponsorship Programmes by Government	1098	3.66	3.70	186	3.72	2.28	204	4.08	3.33	1488	3.72	3.73
Technical Expertise	1324	4.41	4.88	201	4.02	6.7	228	4.56	2.32	1753	4.38	4.83

Source: Primary Data

Table 5.26: Expectations of Respondents from the Industry

	Students/Budding Entrepreneurs			Existing Entrepreneurs			Faculty			Overall		
	Sum	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***	***Sum***	***Mean***	***S.D.***
Conduct of Workshops and Seminars	1282	4.27	3.12	229	4.58	3.33	215	4.30	3.23	1726	4.32	3.23
Setting up of Incubation Centre in Collaboration with Educational Institutions	1377	4.59	2.17	232	4.64	2.81	216	4.32	2.68	1825	4.56	2.36
Consultancy Services	1123	3.74	3.16	210	4.20	3.87	231	4.62	3.13	1564	3.91	3.19
Provision of Knowledge about Market Trend, Technology, Innovations etc.	1109	3.70	2.32	216	4.32	2.61	202	4.04	2.64	1527	3.82	2.81
Provisions of Guidelines for New Start-Ups	1208	4.03	3.31	208	4.16	2.07	223	4.46	2.19	1639	4.10	3.43
Provision of Infrastructure Available with the Industry	1013	3.38	2.82	228	4.56	3.18	208	4.16	3.27	1449	3.62	2.97
Industry to Act as Angel Investors for Start-Ups	1348	4.49	2.32	229	4.58	3.32	235	4.70	2.16	1812	4.53	2.38

Source: Primary data

5.6.4 Comparison of Expectations of Respondents from Educational Institutions

In order to identify whether there is a significant difference in the expectations of budding entrepreneurs, existing entrepreneurs and faculty from the services provided by the educational institutions, Kruskall-Wallis test has been used and the results are presented in Table 5.27. The data shows that on overall basis there is a significant difference in the expectations of the budding entrepreneurs, existing entrepreneurs and faculty from the educational institutions (H-Value=9.86). The H-value of individual activities depicts that larger significant differences exist in the expectations of the respondents (budding entrepreneurs, existing entrepreneurs and faculty) in terms of Provision of Seed Money, Development of Incubation Centre and Specially Designed Courses for Entrepreneurship Development at 5 and/or 10 percent significance level. Therefore, the ***null hypothesis H_{5a} is rejected i.e. there exists a significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions for entrepreneurship development.***

Table 5.27: Comparison of Expectations of Respondents from Educational Institutions

Factors	H-Value	Level of Significance	Significance
Conduct of Workshops and Seminars	5.1	0.16	Not Significant
Conduct of Competitions among Students	2.58	0.46	Not Significant
Development of Incubation Centre	7.54	0.06	Significant at 10 percent Level
Provision of Infrastructural Facilities	5.07	0.17	Not Significant
Provision/ Arrangement of Seed Money	9.26	0.03	Significant at 5 percent Level
Development of Continuous Linkages with Industry Experts	5.85	0.12	Not Significant
Specialized Designed Courses for Entrepreneurship Development	6.4	0.09	Significant at 10 percent Level
Discussion on Practical Problem Solving Case Studies	1.78	0.62	Not Significant
Overall	9.86	0.03	Significant at 5 percent Level

Source: Primary Data

5.6.5 Comparison of Expectations of Respondents from Government

Kruskall-Wallis test has also been used to analyze whether there is a significant difference in the expectations of the respondents from the government. The summary of the results are presented in the Table 5.28. The data shows that on overall basis, there is a significant difference in the expectations of the budding entrepreneurs, existing entrepreneurs and faculty from the government (H-value=23.66). It has been found that a larger difference exists with respectto Sponsorship Programmes by Government, followed by Provision of Market Linkages for the Start-ups, Transparency in Government Activities and Access to Government-Owned Incubation Centres as depicted by H-values. The results are found to be significant at

1 and/or 5 and/or 10 percent level showing variation in the expectations of the respondents. Hence, the ***null hypothesis H_{5b} is rejected i.e. there exists a significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the government for entrepreneurship development.***

Table 5.28: Comparison of Expectations of Respondents from Government

Factors	H-Value	Level of Significance	Significance
Impartial Support to Budding Entrepreneurs	5.28	0.07	Significant at 10 percent Level
Timely Approvals of New Projects of Budding Entrepreneurs	6.16	0.05	Significant at 5 percent Level
Special Programme for Women and Rural Entrepreneurs	17	0.00	Significant at 1 percent Level
Transparency in Government Activities	18.73	0.00	Significant at 1 percent Level
Access to Government-owned Incubation Centres	13.9	0.00	Significant at 1 percent Level
Provision of Market Linkages for the Start-Ups	26.01	0.00	Significant at 1 percent Level
Availability of Funds at Reasonable Rates	4.56	0.10	Significant at 10 percent Level
Sponsorship Programmes by Government	33.19	0.00	Significant at 1 percent Level
Technical Expertise	3.88	0.14	Not Significant
Overall	23.66	0.00	Significant at 1 percent Level

Source: Primary Data

5.6.6 COMPARISON OF EXPECTATIONS OF RESPONDENTS FROM INDUSTRY

The Industry has a major role into the promotion of entrepreneurship as it provides practical exposure to the budding entrepreneurs. Keeping this in mind, an attempt has been made to analyse whether there is a significant difference in the expectations of the respondents from the industry by using Kruskall-Wallis test. The analysis is presented in Table 5.29. The results show that on an overall basis, there is a significant difference in the expectations of the budding entrepreneurs, existing entrepreneurs and faculty from the industry (H- value=13.85). The H-value of activities indicates that larger difference prevails in the expectations of the respondents with respect to Provision of Guidelines for New Start-ups, Knowledge about Market Trend, Technology, Innovations etc. and Infrastructure Available with the Industry. The results have been found to be statistically significant at 1 percent significance level. Thus, the ***null hypothesis H_{5c} is rejected i.e. there exists a significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions for entrepreneurship development.***

Table 5.29: Comparison of Expectations of Respondents from Industry

Factors	H-Value	Level of Significance	Significance
Conduct of Workshops and Seminars	2.06	0.56	Not Significant
Setting of Incubation Centre in Collaboration with Educational Institutions	1.99	0.57	Not Significant
Provision of Consultancy Services	5.41	0.14	Not Significant
Provision of Knowledge about Market Trend, Technology, Innovations etc.	13.74	0.00	Significant at 1 percent Level
Provision of Guidelines for New Start-Ups	24.34	0.00	Significant at 1 percent Level
Provision of Infrastructure Available with the Industry	11.76	0.01	Significant at 1 percent Level
Industry to Act as Angel Investors for Start-Ups	0.2	0.98	Not Significant
Overall	13.85	0.00	Significant at 1 percent Level

Source: Primary Data

Overall the results indicate a significant difference in the expectations of the students/budding entrepreneurs, existing entrepreneurs and faculty from Educational Institutions, Government and Industry. Therefore, all these stakeholders should make proper efforts to fulfil these expectations for successful entrepreneurship development in the country.

5.7 SUMMARY OF HYPOTHESES ACCEPTANCE/REJECTION

The summary of results of the study depicting the status about all the research hypotheses have been shown in the Table 5.30.

Table 5.30: Result of Hypotheses

Hypotheses	Status
H1: There is no significant impact of awareness about EDCs/EICs/ECs on knowledge of various activities organized in the educational institutions.	Rejected
H2: There is no significant difference in the perception of budding entrepreneurs/students and faculty regarding the quality of services organized by EDCs/EICs/ECs.	Rejected
H3: There is no significant difference in the satisfaction level of budding entrepreneurs and existing entrepreneurs from the services provided by the educational institutions, government and industry.	Rejected
H4: There is no significant difference in the role played by the educational institutions, government and industry in the entrepreneurship development.	Rejected
H5: There is no significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions, government and industry for entrepreneurship development.	Rejected

The table revealed that all the ***hypotheses (null hypotheses) of the study i.e. H1 to H5 have been rejected indicating significant results***. In other words, it has been analyzed that there a significant impact of awareness about EDCs/EICs/ECs on knowledge of various activities organized in the educational institutions, there is a significant difference in the perception of budding entrepreneurs/students and faculty regarding the quality of services organized by EDCs/EICs/ECs, there is a

significant difference in the satisfaction level of budding entrepreneurs and existing entrepreneurs from the services provided by the educational institutions, government and industry, there is a significant difference in the role played by the educational institutions, government and industry in the entrepreneurship development and there is a significant difference in the expectations of budding entrepreneurs/students, faculty and existing entrepreneurs from the educational institutions, government and industry for entrepreneurship development.

CHAPTER-6
FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 OVERVIEW

This chapter lists down the findings as derived from the secondary and primary data analysis. It is followed by suggestions and conceptual model proposed for adoption by the three stakeholders viz. educational institutions, government and industry for sustainable development of entrepreneurship in the country.

6.2 FINDINGS OF THE STUDY

- The total number of MSMEs (entrepreneurial ventures) have registered a growth of 75.22 percent from 2006-07 to 2015-16 and employment has also correspondingly increased by 37.84 percent during this period. MSMEs contributed a significant proportion of 30.74 percent to GDP in 2014-15. Therefore, entrepreneurship plays a crucial role in the growth and development of India by providing multiple benefits.

- All the four institutions viz. Entrepreneurship Development Institution of India (EDII), Indian Institute of Entrepreneurship (IIE), National Institute of Entrepreneurship and Small Business Development (NIESBUD) and National Institute of Micro, Small and Medium Enterprises(NIMSME)are engaged in similar activities like education (course material for schools and/or EDPs etc.), research (publication and/or research studies), variety of training programmes (such as awareness programmes, EDP/MDP/FDP, capacity building programmes, cluster development programmes, skill development programmes, sector-specific programmes etc.) and consultancy. Hence, the overlapping of activities and the lack of coordination among all these institutions create unhealthy competition which in turn decreases the effectiveness of such programmes.

- Age-wise analysis reveals that a majority of students/budding entrepreneurs belonged to the age group 25 years and below while a majority of faculty and existing entrepreneurs were between 25-50 years of age.
- Gender-wise results depict that among the students/budding entrepreneurs and existing entrepreneurs, maximum number of the respondents were male whereas almost equal gender distribution prevails among the faculty members.
- Education-wise analysis shows that a majority of the total respondents were 10+2 as maximum number of respondents belonged to the category of students/budding entrepreneurs. Among faculty, almost equal numbers of respondents were doctorate and postgraduate.
- The study indicates that 30 percent of the respondents are manufacturing and trading entrepreneurs each whereas 20 percent of the respondents belonged to the service and education sector each. Further, it shows that there is a symmetrical distribution of entrepreneurs according to the scale ofoperations.
- The data reveals that out of the total respondents (350), more than 33 percent ofthe respondents are not aware about the EDC/EIC/EC in their institutions which indicates either non-existence of EDC/EIC/EC in the selected institutions or non- awareness among respondents about the working of the EDC/EIC/EC.
- The analysis about the status of various activities performed or facilities provided by EDC/EIC/EC in the institutions indicates that the workshops related to commercial skill development (67.14 percent of the respondents) were the most common workshops organized by the EDCs/EICs/ECs while less attention has been paid to workshops related to government policies and financial schemes. A majority of the institutions are organizing interactions only with experts related to industry, technical functioning and marketing.

There is no sufficient linkage of the EDCs/EICs/ECs with VCs, banks/FIs, legal advisors and government bodies except linkage with technical experts. It is also found that EDCs/EICs/ECs are lagging behind in providing support services especially technical, financial, R&D and infrastructural for the development of entrepreneurs.

- The logistic regression analysis reveals that there is a significant impact of awareness about the existence of EDCs/EICs/ECs on the knowledge ofvarious activities in educational institutions. In other words, odd ratio for all the activities are in favour when EDCs/EICs/ECs exists.

- It has been found that maximum number of activities is being organized just once a year while in many cases it has also been seen that the respondents were either not aware or believed that no such activities are being organized by the institutions.

- The analysis to assess the quality of services provided by the EDCs/EICs/ECs shows that the respondents rated almost all activities organized by EDC/EIC/EC in the institutions as of average to low quality. The mean values regarding the quality of services provided by EDCs/EICs/ECs shows that the faculty is more positive than the students. The result of t-test also reveals that there is a significant difference in the perception of the students and faculty towards the quality of the various services provided by EDC/EIC/EC in the institutions at 1 percent level of significance except for the interactions arranged.

- The analysis of the role of four factors, viz., economic, social, psychological and institutional affecting entrepreneurship development reveals that availability of funds, government policies and availability of cheap labour are the top three economic factors. Among the social factors, family background

and social mobility and security are found to top most factors. As far as psychological factors are concerned, maximum number of the respondents reported willingness to take risks (87.50 percent), followed by self-motivation (75.75 percent) and need achievement (70.50 percent) as the most important factors. Further, the results with regard to institutional factors show that trainings and workshops, and support from EIC/EDC/EC are the top factors.

- The assessment of satisfaction of the respondents from the services provided by the educational institutions highlights that the budding entrepreneurs were most satisfied with technical support (mean = 3.74) while the existing entrepreneurs were more satisfied with mentorship (mean = 3.84). The respondents were least satisfied with workshops (mean = 2.19) while most satisfied with the technical support (mean = 3.61) provided by the institutions.
- The result of the satisfaction derived by the respondents from the services provided by the government shows that they were not satisfied with the government services, as most of the services provided by the government fail to reach the end users. The budding entrepreneurs were relatively satisfied by the taxation process (mean = 3.2) whereas the existing entrepreneurs were more satisfied with schemes for financial support (mean = 3.52) and transportation services (mean = 3.48) as compared to the other services.
- As far as satisfaction from the industry is concerned, the respondents were found to be not much satisfied in terms of the seed money (mean = 1.95) provided by the industry. The budding entrepreneurs were reasonably satisfied with the services provided by the industry like internship programmes (mean = 3.3) and seminars and workshops (mean=3.27) while the existing entrepreneurs were mostly satisfied withseminars and workshops (mean = 3.96), mentorship (mean = 3.72) and internship programmes (mean = 3.32).

- The t-test analysis points out that the existing entrepreneurs are more satisfied in comparison to the budding entrepreneurs as the mean values of existing entrepreneurs (3.12 for Educational Institutes, 3.27 for Government and 3.24 for Industry) are higher than that of the budding entrepreneurs (2.74 for Educational Institutes, 2.86 for Government and 2.77 for Industry) at 1 percent significance level.
- In order to compare the role played by government, educational institutions &industry, it was found that educational institutions are playing a major role in areas such as organizing workshops, arranging awareness campaigns and establishing linkages with the experts but lack in providing seed capital money/financial support and infrastructural support.
- Similarly, industry is playing a vital role in providing marketing and technical support, seed capital money/financial support and linkage with experts. Likewise, government is playing a significant role in providing marketing and infrastructural support.
- The results of kruskal-wallis test show that there exists a significant difference in the role played by the educational institutions, the government and theindustry for entrepreneurship development with respect to nine services provided by the contributors.
- The result of the expectations of the respondents from the educational institutions points out that practical exposure and basic support facilities are the pre-requisites for thegrowth of entrepreneurship.
- The expectations of respondents from government are transparency in government activities (mean = 4.71) and provision of market linkages for start-ups (mean = 4.71), followed by the availability of funds at reasonable rates, impartial support to budding entrepreneurs, access to govt. owned

incubation centres, technical expertise and timely approvals extended to budding entrepreneurs etc.

- Overall, the respondents' expectations from industry highlights the need for setting up an incubation centre in collaboration with the educational institutions and industry to act as angel investor for start-ups.
- On overall basis, there is a significant difference in the expectations of the budding entrepreneurs, existing entrepreneurs and faculty from the educational institutions (H-Value=9.86), government (H value = 23.66) and industry (H value = 13.85) as found by the Kruskal-Wallis test.

6.3 SUGGESTIONS OF THESTUDY

On the basis of the findings of the study, the following recommendations have been suggested for all the three stakeholders viz. educational institutions, government and industry.

6.3.1 Suggestions for EducationalInstitutions

- The study reveals that most of the existing entrepreneurs were graduates. This implies that all degree/diploma colleges/institutions should engage themselves in promoting entrepreneurship. Therefore, the requirement of boosting entrepreneurship as a career option is higher among colleges offering courses that lack direct placement in the industry like B.A., B.Com, BBA, BFA etc. Moreover, entrepreneurship has a potential to provide self- employment to all those students who are weak in academics either at undergraduate and/or graduate level.
- In order to make the best possible implication of institutional efforts, proper awareness about the existence of EDCs/EICs/ECs must be created among the students and faculty. Also, the information related to EDC/EIC/EC should be available on institute brochure/ prospectus, notice boards along with its

website.

- The literature reveals that the financial problem is the main hindrance in the growth of entrepreneurial ventures in the country. It is suggested that the institutions must work on organising more workshops related to the financial schemes and government policies for entrepreneurship. These workshops should not only target on creating awareness about financial schemes and government policies but also on the procedures which are to be followed for availing the benefits of these schemes and policies. For this purpose, institutions can tie up with respective government bodies and one or two mandatory workshops must be organized in every institution in ayear.
- The results depicted less interactions and linkage with legal experts. For this purpose, the institution must empanel a legal advisor in the EDC/EIC/EC. As far as interactions and linkages are concerned VCs, banks/FIs, legal advisors, tax consultants and established entrepreneurs can boost the confidence level of budding entrepreneurs. The frequent interactions and linkages of budding entrepreneurs with existing entrepreneurs are a need of the hour to give them practical knowledge on matters related to finance, taxation, legal aspects etc.
- It is advised that the institutions should create a special fund for financing these support services. In addition to it, the government should also adopt a liberal approach to provide one-time grant funds to all institutions for providing support services under different schemes. There is a need for the government to allocate funds on the basis of the category of the educational institutions (like IITs/NITs, Central Universities, State Universities, Affiliated Colleges, Private Institutions etc.) because the environment prevailing in each category of the institutions differs from the other on various aspects.

- The activities organized by the EDCs/EICs/ECs can be effective only if these are provided on a continuous basis. It is suggested that such activities be organized frequently (at least once in a year) and the students should be in a position to attend these activities when organized without missing their classes.

- Quality of services can be improved if experts from different specializations are invited/ empanelled for workshops, interactions, linkages and support services. Feedback/opinion of students and faculty must be taken after every activity so as to improve the quality. There should be a proper mix of quantity and quality of activities organized by the EDCs/EICs/ECs. In order to improve the perception of the budding entrepreneurs and faculty towards the services provided by the educational institutions.\

- It has been found that the psychological factors have a substantial effect on entrepreneurship development. The EDCs/EICs/ECs should conduct such activities where students can be induced psychologically to take risks and become passionate and self-motivated to achieve success.

- The faculty or staff engaged in EDC/EIC/EC of the institutions should have an encouraging and empathetic attitude. The faculty should motivate students to share their ideas openly and give them the desired input for making the ideas feasible. They should properly address the problems and queries of the budding entrepreneurs and motivate them to try and work harder. Further, any idea or initiative from students should not be condemned rather it should be welcomed and polished by providing support and counselling. Non-financial motivation is one of the best ways to encourage budding entrepreneurs, especially at the initial stage.

6.3.2 Suggestions forGovernment

- Mass awareness about various initiatives/schemes should be made through the media like newspapers, radio, TV channels and the internet. In addition to this, government agencies should join hands with educational institutions to organize awareness campaigns and workshops periodically in their campus.

- It is suggested that the government set common standards on the basis of which all these national level entrepreneurship institutions must function. A set of guidelines must be provided to help these institutions work on the same platform. Either different activities must be allotted to each of these institutions to work upon on the basis of their specialization like thrust areas, focus groups and special sectors etc. or the same set of standard activities must be performed by all these institutions primarily focusing on their geographic region like IIE in the east, EDII in the west, NIESBUD in the north and NIMSME in south. Hence, the institutions will be able to either work in different specialized spheres or target different geographic areas. This will reduce overlapping with respect to activities or target sectors or geographic area and will help in improving the efficiency and output of these institutions. Moreover, when these institutions will function on common standards, it will be easier to assess their performance and contribution for entrepreneurship development. It is also advised that there should be periodic evaluation of these institutions on the basis of the fixed standard.

- The government should bring up special schemes and incentives to promote entrepreneurship among females. More initiatives like women self-help groups (SHGs) should be introduced to give entrepreneurial opportunities to women. Capacity-building workshops for women must also be organized frequently.

- Government can play an important role in making the funds available to the budding entrepreneurs and framing flexible friendly policies. This can be done by developing a model similar to that of microfinance i.e. government can route money to budding entrepreneurs from banks either through Educational Institutions or NGOs or any such intermediary. This will make the process simpler for the budding entrepreneurs in comparison to having to directly approach the banks. The model depicting channels for routing money to entrepreneurs have been shown in Figure 6.1. Further, the government policies should be framed on the basis of the feedback of students/budding entrepreneurs and faculty (through opinion polls or questionnaires) in the educational institutions.

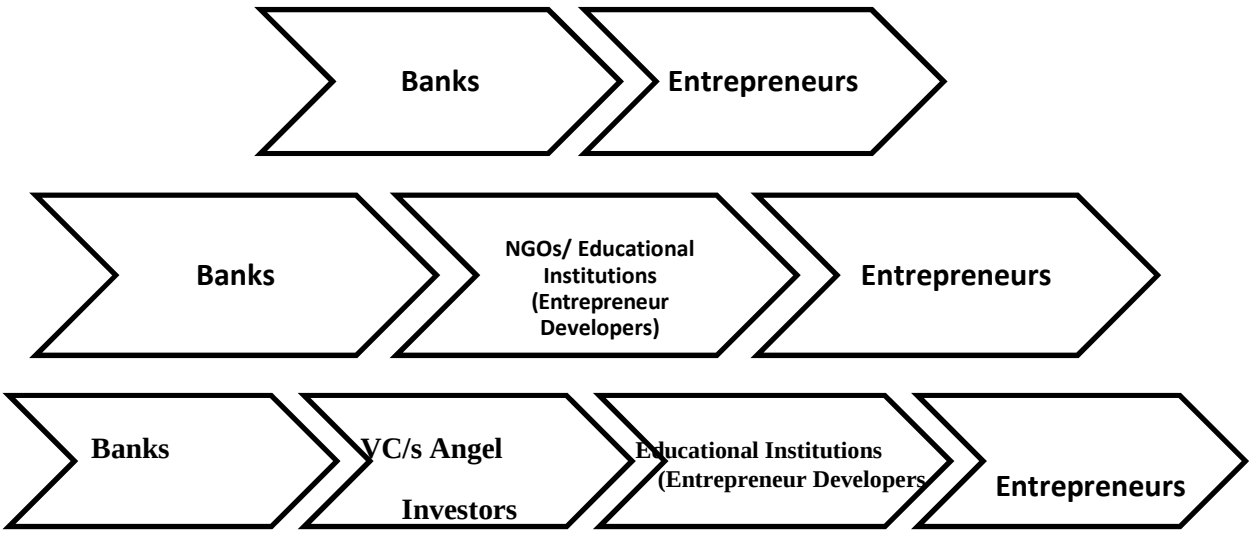


Figure 6.1: Finance Model for Entrepreneurs

- Government plays a very significant role through the provision of social mobility and security. It is suggested that for the development of entrepreneurship, the government should provide a safe environment where entrepreneurship can flourish.

- The government should organize workshops and training sessions through its different agencies at local level to induce youth to become entrepreneurs. These workshops should focus on creating awareness about government policies, financial schemes, legal aspects for starting abusiness, technical aspects, and other government facilities available for budding entrepreneurs. The government can rope in few NGOs to assist in organizing such workshops at the village, city and state level.

- The government must simplify its procedures for obtaining approvals required for starting a business because the simplification will motivate the youth to become entrepreneurs. According to the World Bank's Doing Business 2016 report, it takes 29 days and over 12 procedures to begin a new venture in India, i.e., India still ranks at 130th position among 189 countries (PTI, 2015).

6.3.3 Suggestions for Industry

- The Industry must welcome students from educational institutions to visit their plant/factory or workplace for trainings/workshops or just for casual visits so that they can get real life exposure of the corporate world. Also, weekly or monthly or six-monthly internships of students/budding entrepreneurs in the industry or with existing entrepreneurs will prove very fruitful in giving them hands-on practical experience and sorting out their queries.

- The respondents have been found to be least satisfied with the seed capital or financial support provided by the Industry. The Industry must come up to provide seed funding to the budding entrepreneurs either directly or through their educational institutions. The financial support provided by the industry to budding entrepreneurs and EDCs/EICs/ECs in terms of grants/donations must be allowed as part of their Corporate Social Responsibility (CSR) by the government.

6.3.4 Combined Suggestions for all three Stakeholders

- In order to promote entrepreneurship among the students the role of educational institutions is fundamental. In performing this role, both the industry and the government are major contributors. At one end, the industry provides with the basic expertise and at the other end, the government provides the basic facilities. On the basis of the expectations of the respondents, the setting up of an Incubation Centre in every educational institution with the collaboration of government and industry is suggested. If this is not possible then every institution must have access to government owned incubation centres. Government and industry should help educational institutions in a smooth setting-up and functioning of incubation centres by providing all kinds of support. Entrepreneurship must be introduced as a compulsory, specially designed course in the under graduate curriculum across all fields.

- Educational institutions should focus on organizing awareness campaigns, and training and skill development workshops so as to develop and polish skillsamong the budding entrepreneurs. Besides this, they should lay emphasis on either sponsoring the projects of budding entrepreneurs or help in arranging sponsors for providing financial support which is one of the essential requirements. Also, a faculty member and an industry expert as per their expertise must be assigned with the budding entrepreneurs to provide them constant mentorship. Further, institutions should be empowered with all types of services/facilities so that students can extract maximum benefits. For this, government and industry must assist the educational institutions to provide all services required by the budding entrepreneurs at the earliest without muchhurdles.

6.4 FRAMEWORK FOR ENTREPRENEURSHIPDEVELOPMENT

6.4.1 Overview of Framework

In addition to the above given suggestions, a framework has been developed based on the findings of the study for educational institutions (Figure 6.2). However, for successful implementation of this framework, combined contribution of the educational institutions, government and industry is required to promote sustainable entrepreneurship development in the country.

Introduction of 'Entrepreneurship'Courses

- Few courses on 'Entrepreneurship' should be introduced at the undergraduate level across all degree/diploma colleges in India.
- Government should develop the curriculum for these courses in alliance with expertsfromtheMinistryofMSME, Ministry of MSDE and national level institutions like EDII, IIE, NIMSME and NIESBUD etc. to be followed uniformly by all the educational institutions in the country.

Development of Incubator in Educational Institutions

- Government should classify educational institutions in the country on the basis of certain criteria like number of students. On this basis, government should make it mandatory for educational institutions (having more than a specified number of students) to develop an Entrepreneurship Incubator. This is not implied on institutions which already have an incubator. The institutions which have fewer than the specified number of students should be linked with the government-owned, industry-owned or university-owned incubators. The main emphasis is that every undergraduate institution should either have its own incubator or be linked with anincubator.

Collaboration of Educational Institutions withIndustry

- Enterprises working in the vicinity of every educational institution must be listed and classified on the basis of their expertise/product. It should be made compulsory for every educational institution to collaborate or sign a MOU withatleastfiveenterprises, each of a different expertise. Parallel to this, it should be made compulsory for every registered enterprise to collaborate with atleast one educational institution.
- Through this collaboration, the industry must provide all sorts of support to the educational institutions i.e. financial, market, technical, infrastructural, research and development, legal, consultancy, mentorship etc.
- Weekly or monthly or six-monthly internships of students/budding entrepreneurs of the institutions with the collaborated enterprises should be made a compulsory annual feature.
- There must be atleast two compulsory visits of experts from each enterprise in educational institutions for workshops/ seminars/ trainings etc.
- The existing entrepreneurs and alumni of the educational institutions can also be leveraged for collaboration as they too form part of theindustry.

RegulatoryBody

- A government regulatory body must be developed which should be responsible for effective implementation of the above mentioned framework. This body should monitor the curriculum of the entrepreneurship course, development/ linkage/ working of the incubators, functioning of educational institutions and industry on the above parameters etc.

6.4.2 Validation of Framework

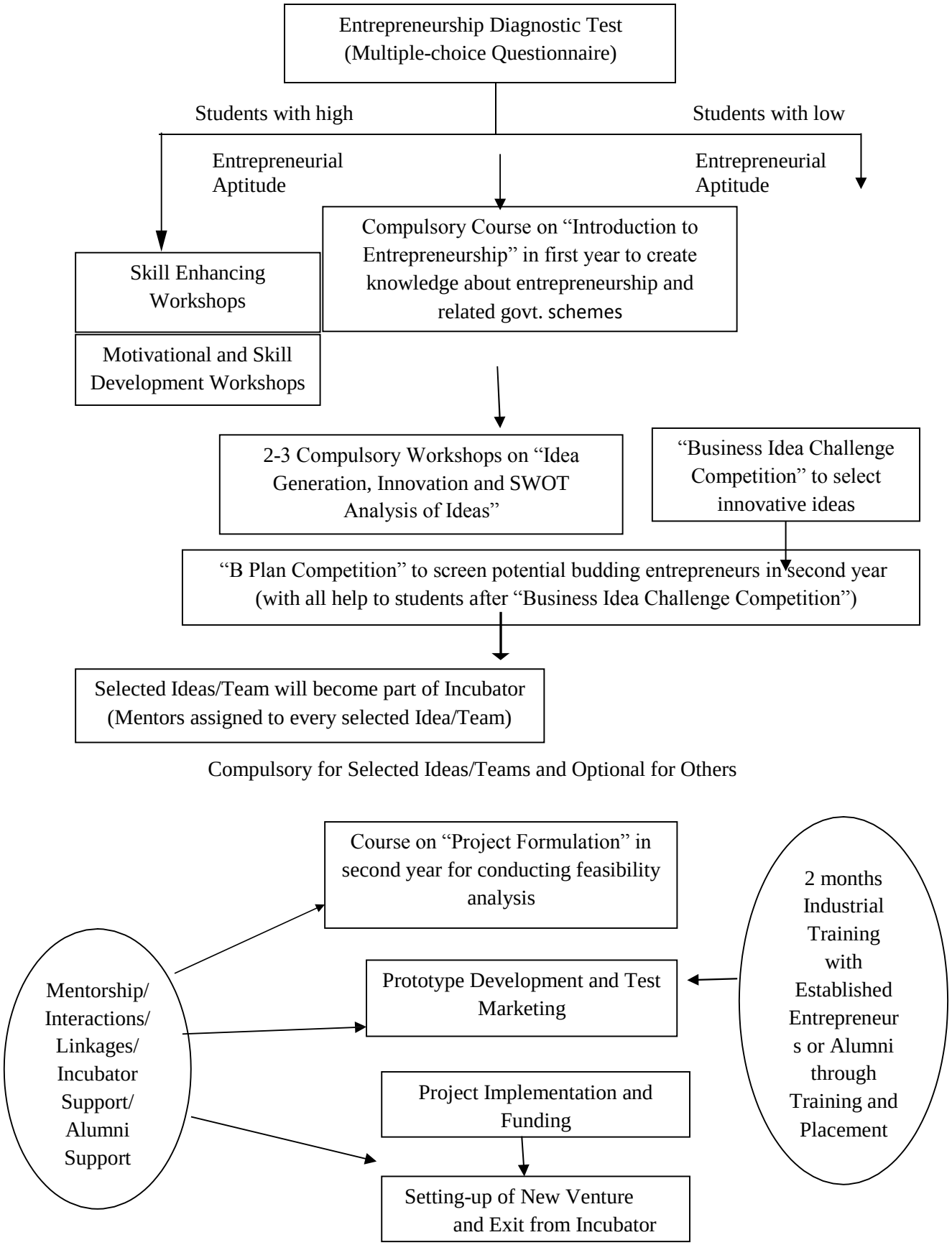
The questionnaire related to Framework for Entrepreneurship Development was circulated among the experts like educators, entrepreneurs, industrialists, advisors (financial, legal, technical etc.) and policy makers for Validation. The questionnaire (Methodology for Entrepreneurship Development) was formulated on the basis of the following parameters:

- Entrepreneurship DiagnosticTest
- Types of Workshops (Idea Generation, Innovation, BPlan)
- SWOT Analysis of theIdea
- Compulsory Course on Entrepreneurship
- IncubatorSupport
- Business Plan Competition
- Feasibility Analysis
- IndustrialTrainings
- Mentorship/Linkages/Interactions
- Prototype Development and TestMarketing
- Funding

The experts from different fields have found the framework highly useful as a starting point for Entrepreneurship Development. Around 95 percent experts have expressed that Entrepreneurship Diagnostic Test and Skill Enhancing Workshops, Credits/Certification for the Entrepreneurship Course, Awarenes about Entrepreneurship and related Government Schemes would be highly useful (80 percent) for the budding entrepreneurs. Further, the experts have agreed that Assigning Mentors and Collaboration with the Industry (100 percent) would increase

their confidence todo entrepreneurial activities. The seed money and other type of required support to develop Prototype would also help the students to pre-test their product. Almost 100 percent experts have agreed that the help in Raising Funds by institutions from Banks/Financial Institutions, Angel Investors/Venture Capitalists, etc. would play a very significant role in promoting entrepreneurs. In case, the students are unable to implement the project, the Deferred Placement Policy offered in institutions would act as a motivator. The framework was also presented in a workshop organized at MNIT Jaipur and the participants also agreed with the proposed framework.

Figure 6.2 Framework for Entrepreneurship Development



6.5 THEORETICAL CONTRIBUTION

The thesis is part of the larger discussion on the role of institutions in entrepreneurship development which has become a searing topic for discussion in Indian scenario due to its scope in building an entrepreneurial culture in the country. This dissertation offers an innovative and analytical approach in studying the institution based entrepreneurship development in India. It combines the comparative examination of national level entrepreneurship development institutions on a broader level along with an in-depth analysis of North-India based educational institutions in promoting and developing entrepreneurship in the country. It focuses on studying the awareness and perception of budding entrepreneurs (students), faculty and existing entrepreneurs about the activities and quality of services provided by the EDCs/EICs/ECs of educational institutions. It also analyzes the role played by educational institutions, government and industry in entrepreneurship development besides evaluating the satisfaction and expectations of budding entrepreneurs (students), faculty and existing entrepreneurs about the same. This thesis provides a large reservoir of information about policy framework (government initiatives), national level entrepreneurship development institutions and empirical evidences from North-India to the future researchers and practitioners which highlights its originality and exhaustiveness.

6.6 CONCLUSION

Entrepreneurship plays a significant role in the economic development of the country. The role of institutions especially educational institutions is very relevant for effective entrepreneurship development. The government must set common standards on the basis of which all the national level entrepreneurship institutions must function to keep a check on their performance and avoid overlapping of activities. There is a requirement of boosting entrepreneurship as a career optionin all the undergraduate

colleges across India. For this purpose, an Incubation Centre must be established and developed in every educational institution with the collaboration of government and industry. The suggested conceptual framework/model requires the combined contribution of the educational institutions, government and industry so as to leverage their strengths for sustainable entrepreneurship development in the country. These recommendations will help the policy makers (government) to bring out a mandatory policy for promoting entrepreneurship in the country through educational institutions in collaboration with the industry. The endeavours towards entrepreneurship development are of great concern and should be kept at utmost priority so as to solve the problem of unemployment in the country.

6.7 SCOPE FOR FUTURE RESEARCH

1. The functioning of other national level and state level Entrepreneurship Development Institutions of India can be studied.
2. The global practices in entrepreneurship adopted by international level Entrepreneurship Development Institutions can be compared with Indian institutions.
3. The primary data analysis has been conducted for Northern India taking a sample of 5 states/UTs. The same can be done by collecting data for other states/UTsof India as well. Comparison between different states/UTs can also bemade.
4. The analysis can also be conducted by collecting primary data from a greater number of educational institutions within the states/UTs and can be comparatively analyzed.

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Appendix I

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY, JAIPUR

The topic of Ph.D is **"A Study of Institutional Promoted Entrepreneurship Development in India"**. Please fill out the information below as accurately as possible using (√ **)** Mark**.** The data collected through this questionnaire will be kept confidential and it will be used exclusively for research work.

SECTION 1

Name: _____

Age: a. Below25yrs b. 25 yrs to50yrs c. Above 50yrs

Gender: a.Male b. Female

Qualification: a.10+2 b.Graduatec.Post-Graduate d. Doctorate e.Other

Institution/ College/ Organisation: Complete Address(Optional)

Total Professional Experience (ifany)

Category ofRespondent: a.Entrepreneur b.Faculty c.Student

If, you are an entrepreneur or your family background isbusiness

a) Which category of entrepreneur due you belongto?

a.ManufacturingEntrepreneur b. TradingEntrepreneur

c.ServiceEntrepreneur d. EducationalEntrepreneur

e.Other _____

b) which category entrepreneur does you belong to? (on the basis ofinvestment)

a.Micro b. Small c. Medium

SECTION- 2

1. Do you have awareness about Entrepreneurship Development Cell/Centre (EDC)/ Entrepreneurship and Incubation Cell/Centre (EIC/Entrepreneurship cell in (EC) your college/institution?

   1 Yes

   2. No

2. Do you have information/Knowledge about following types of activities are performed

   OR services provided by theEDC/EIC?

A)Workshops	Yes	No	Don't Know
	3	2	1
Technical Skills			
Commercial Skill			
Marketing Skills			
Financial Skills			
Managerial Skills			
Formulation of Business Plan			
Legal Aspects of Business			
Government Policies and Procedures			
Financial Schemes			
Identification of Problem			
b)Interaction Sessions			
Established Entrepreneurs			
Venture capitalist			
Technical Experts			
Legal Advisors			
Marketing Agencies			

Industry Experts			
Tax Consultants			
c) Linkages			
Venture capitalist			
Bankers/FIs			

Technical Experts			
Legal Advisors			
Government Bodies			
d) Support Services			
Technical Support			
Seed Money			
Infrastructure			
Research and Development			
Marketing			
Legal Advisory			

3. What is the frequency of organization of the followingevents?

Events	Not Organized	Once in a Year	Twice in a Year	Morethan Twiceina Year
	1	2	3	4
Workshop				
Awareness Campaigns				
Competitions				
Interactions/Meets				
Expert Lectures				
Industrial Visits				

4. Kindly Rate the Quality of services Provided byEIC/EDCs

Activities	Very Poor	Poor	Neutral	Good	Excellent
	1	2	3	4	5
Workshops Organised					
Interaction Arranged					
Linkages Established					
Support Services Provided					

5. What factors play important role in the promotion of EntrepreneurshipDevelopment?

Economic Factors	**Not Important**	**Important**	**Most Important**
	1	2	3
Capital/Availability of Funds			
Availability of Raw Material			
Availability of Cheap Labour			
Access to Potential Market			
Proper Infrastructure			
Government Policies			
Social Factors			
Caste/Community			
Family background			
Family Support			
Attitude of Society			
Cultural values			
Social Mobility and Security			
Psychological Factors			
Need Achievement			
Withdrawal of Status Respect			
Self-Motivation			
Willingness to Take Risk			
Locus of Control			
Job Dissatisfaction			
Institutional Factors			
Education			
Support from EIC/EDC/EC			
Training and Workshops			
Mentorship			
Linkage with Industry/Experts			
Sponsorship by Institutions			

6. Are you satisfied with the activities performed OR services provided by theEducation Institutions, Govt. and Industry?

(HS – Highly Satisfied, S – Satisfied, N – Neutral, D – Dissatisfied, HD – Highly Dissatisfied)

Education Institutions	HS	S	N	D	HD
	5	4	3	2	1
Workshops					
Awareness Campaigns					
Mentorship					
Financial Support					
Technical Support					
Linkage with Industry					
Infrastructure Support					
Government					
Schemes for Financial Support					
Workshops and Training					
Rules and Norms					
Transportation Services					
Infrastructure Facilities					
Taxation Process					
Grants and Subsidies					
Industry					
Mentorship					
Seed Money					
Advisory Services					
Technical Support					
Seminar and Workshop					
Internship Programmes					
Business Competitions					

7. What are your expectations to increase the level of entrepreneurship inIndia?

(SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree)

Educational institutes	S.D	D	N	A	S.A
	1	2	3	4	5
Conduct of Workshops and Seminars					
Conduct of Competition among Students					
Development of Incubation Centre					
Provision of Infrastructural Facilities					
Provision/ Arrangement of Seed Money					
Development of Continuous Linkages with Industry Experts					
Specialized Designed Courses for Entrepreneurship Development					
Discussion on Practical Problem Solving Case Studies					
Government					
Impartial Support to Budding Entrepreneurs					
Timely Approvals for Budding Entrepreneurs					
Special Programme for Women and Rural Entrepreneurs					
Transparency in Government Activities					
Access to Government-owned Incubation Centres					
Provision of Market Linkages for the Start-ups					
Availability of Funds at Reasonable Rates					
Sponsorship Programmes by Government					
Technical Expertise					
Industry					
Conduct of Workshops and Seminars					
Setting up of Incubation Centre in Collaboration with EducationalInstitutions					
Consultancy Services					
Provision of Knowledge about Market Trend, Technology, Innovations etc.					
Provisions of Guidelines for New Start-ups					
Provision of Infrastructure Available with the Industry					
Industry to Act as Angel Investors for Start-Ups					

8. Examine role of the three institutions in Promotion ofEntrepreneurs?

Role	**Government**			**Education Institutions**			**Industry**		
	Yes	***No***	***Can't say***	***Yes***	***No***	***Can't say***	***Yes***	***No***	***Can't say***
	3	2	1	3	2	1	3	2	1
Organizing Workshops									
Awareness Campaigns									
Linkages with Experts									
Providing Seed Money/ Financial Support									
Technical Support									
Legal Advice									
Infrastructural Support									
Marketing Support									
Supply Chain Logistics									

Appendix II

LIST OF PAPERS PUBLISHED IN JOURNAL/ CONFERENCE PROCEEDINGS AND PAPERS PRESENTED

- "Entrepreneurship Education in India: Prospects and Challenges", Apeejay Journal of Management and Technology, Vol. 12, No. 1 & 2, pp. 30-39, January & July 2017, ISSN: 0974-3294, UGCNo.

- "Institution based Entrepreneurship in India – A Case Study of EDII" presented at 6th International Conference on Recent Development in Engineering, Science, Humanities and Management (ESHM-17) held at NITTTR, Chandigarh on 14th May 2017.

- "Entrepreneurship Development in India: A New Paradigm" presented at World Congress of Engineering (WCE 2016) organized by International Association of Engineers (IAENG) held on 29 June – 1 July 2016 at London (UK) and Published in its Conference Proceedings, ISBN: 978-988-14048-0-0, ISSN:2078-0958.

Appendix-III

Bio-Data

Personal Details:-

Name	MANISH KUMAR
Father's Name	SHRI G.C. JINDAL
Date of Birth/Age	03.07.1969/ 47 years
Category	General
Correspondence Address	H.No. 89, BJ East, Shalimar Bagh, New Delhi-110088
Permanent Address	# 904, Sector-12, Punjab Engineering College Campus, Chandigarh. Pincode - 160012
Nationality	Indian
Mobile/ Telephone No.	09876620380
E-mail address	manishjindal.hsbte@gmail.com

Family background:

Father	Sh. G.C. Jindal	Retired as Assistant Engineer from Doordarshan, Govt. of India
Mother	Smt. Shashi Prabha	Retired as PGT (School Teacher) from Delhi Govt.
Wife	Ms. Jaimala Jindal	Working as Faculty in Electrical Engineering Department, PEC University of Technology, Chandigarh
Son	Mr. Anmol Jindal	Pursuing Law programme
Son	Mr. Abhishek Jindal	In 10^{th} Standard

Educational Qualification:

Exam Passed	Yearof passing	Board/ University	Subjects	Percentage
10th	1984	CBSE Delhi	Hindi, English, Maths Science, Social Science	69%
10+2	1986	CBSE, Delhi	Physics, Chemistry, Maths	81 %
B.E.	1990	Nagpur University	Electronics & Power	71 %
M.E.	1993	Delhi University	Control & Instrumentation	67 %
LLB	1998	Delhi University	Law	59 %
LLM	2003	MDU Rohtak	Law	58.5 %
MBA	2012	Punjab University, Chandigarh	Management	65 %
Ph.D	-	MNIT Jaipur	Management (Entrepreneurship Development)	Thesis Submitted

Professional Training:-

Organization	Period		Details of Training
	From	To	
NITTTR	23.06.2003	27.06.2003	Project Planning and Management
NITTTR	29.09.2004	01.10.2004	Effective Communication
NITTR	08.11.2004	10.11.2004	SWOT Analysis
NITTTR	10.01.2005	14.01.2005	Innovations and creativity
IIM Ahmadabad	5 days in July 2006		General Management

Career Details till date:

Post Held	Name of Organization	Period		Pay / Scale of Pay (Rs.)	Service in years
		From	To		
Lecturer	Directorate of Technical Education Haryana	18.12.1990	20.10.1998	2200-4000/ 8000-13500	7 yrs 10 months
Assistant Director (Deputation)	AICTE	21.10.1998	22.10.2001	10000-15200	3 yrs
Sr. Lect./ Training & Placement Officer (Regular) Head of Department/ Training& Placement Officer (Regular)	Directorate of Technical Education Haryana Directorate Technical Education Haryana	23.10.2001	16.04.2005	10000-15200 (Pre revised) 12000-16500	3 years 04 months
Joint Director (Regular)	Directorate of Technical Education Haryana (Head Quarter)	17.04.2005	26.01.2010	15600-39000 GP 7600	4yrs 9 months
Registrar (Deputation)	National Institute of Technology Hamirpur	27.01.2010	18.11.2010	37400-67000 GP 8700	10 months
Joint Secretary (Deputation)	CBSE	01.12.2010	23.03.2011	37400-67000 GP 8700	04 months
Joint Director/ Joint Secretary / Registrar, campus of University for Performing & Visual Arts Haryana / SBTE Haryana/	Haryana Government	24.03.2011	12.09.2013	37400-67000 GP 8700	. 2 yrs 5 months
Registrar (Contract)	MNIT, Jaipur	13.09.2013	22.12.2014	37400-67000 GP 10,000/-	01 yr3 months
Registrar (Contract)	PEC University of Technology Chandigarh	23.12.2014	15.02.2018	37400-67000 GP 10,000/-	03 yrs 02 months
Chief Executive Officer	NABET, Quality Council of India, New Delhi	16.02.2018	Till Date	Rs. 33,05,054 (Annually)	-

Note: Taken VRS from Govt. of Haryana on 12.09.2013.

Work Experience:

1. Project Planning & execution, civil works, Establishment of new

Institutions, appointment of consultants, Tender documents preparation & evaluation. Human resource development & policy formulation, creation of posts, recruitment & promotion, Staff development programs. Purchase and stores. Organizing purchase/ civil works/ academic council/ BOG/ Senate/ Building Works Committee/ expert groups meetings. Computerization & Digitization, General & Academic Administration.

2. Legal cell, Drafting of Act, Statues, Regulations, Guidelines &Implementation.
3. Budget planning, Formulation & monitoring, Planning and implementation of social welfare, Scholarship schemes, GOIfunding.
4. Parliamentary Assembly & VIP references, Organizing seminars, conferences, workshops andevents.Nodal Officer for foreign & inter State Delegations, Public Information Officer.
5. Liaison with local bodies/ state government/ Govt. of India/ Planning commission/ QCI/ CII/ PHDCCI/ NASSCOM/ NCRPB/ UGC/ AICTE/ MHRD/NBA.
6. Training and placement, Curriculum and learning material development, Approval and accreditation, Skill Development, Vocational education, community development schemes, Modernization of laboratories, Teaching andallied.
7. Involved in addressing a variety of quality issues, ranging from Education, Environment, Training Institutes and employment for thecountry.

References:

Name	Occupation/ Position	Address
Shri Ajit M. Saran, IAS (Retd.)	Secretary AYUSH, Govt. of India	New Delhi Mobile: 09810701876 Email: secy-ayush@nic.in
Shri Sanjeev Kaushal, IAS	Additional Chief Secretary Govt. of Haryana	Civil Secretariat, Sector – 1, Chandigarh Mobile: 09216520200
Prof. I.K. Bhat	Vice Chancellor	Manav Rachna University Faridabad, Haryana 9414076013
Prof. Manoj Arora	Vice Chancellor	Munjal University Manaser, Haryana 9872577544
Dr. R.P. Singh	Secretary General QCI	Engineers Bhawan, I.T.O, New Delhi 9818333993