

Dynamics of Entrepreneurship: A Study on the Perception of Gen Y

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Abstract: *Accentuating the volatile job market across the nation and the globe, this paper highlights the varied intriguing aspects of entrepreneurship among the graduates of various B-Schools. The study undertaken aims to look at the enterprising spirit in the final year students of “B-schools” in Delhi and Bangalore. Since the tendency to get placements immediately after the completion of their studies is at a rise, new venture creation has not ideally come from these graduates who learn several aspect of business. The myth that entrepreneurs are born and not made and the probable shortcomings among the future entrepreneurs has been analysed in the study. The study reveals that entrepreneurship for gen-y is a better option than job/placements and underscore that innovation lead business is the only way to sustain and be successful in the current volatile job market.*

JEL classification : M10

Keywords: Entrepreneurship, Entrepreneur, B-Schools, Gen Y.

1. Introduction

Entrepreneurship can be defined as a process of tapping the opportunity by creating new enterprise through mobilizing resources, taking risk, innovating ideas and managing them for expected reward. It is simply creating and operating a new enterprise. Entrepreneur is derived from the French word “*entrependre*” literally means ‘to undertake’ which indicates the minimum characteristics of an entrepreneur. The term entrepreneur and entrepreneurship are common to the vocabularies of most of the people today, and the topic itself occupies a prominent position on the research agendas of academicians as well as practitioners of variety of disciplines including anthropology, psychology, history, management, sociology, economics and strategy. Of late, the trend to include entrepreneurship as academic course has been increasingly found in universities and some of them have solely taken it as the only area of study. Several centers for study of entrepreneurship have been established and several incubators have been introduced to assist future executives to master enterprising skill imbibed with academics.

The term entrepreneur was coined by renowned economist Richard Cantillon. Cantillon in his work outlined a framework of a nascent market economy founded on individual property right and based on economic interdependency which he called “mutual need and necessity”. In his work he identified three economic agents in the society: (i) landowners, who are financially independent. (ii) entrepreneurs, who engage in market exchanges at their own risk in order to make profit and (iii) hirelings, who eschew active decision making in order to secure contractual guarantees of stable income. Though Cantillon placed landowner at the top of the economic hierarchy a close examination of his works

reveal entrepreneur as the central economic actor. Beyond Cantillon, several other economists at different times have contributed to this field. Joseph Schumpeter in his work unveiled the concept of entrepreneur against the backdrop of economic development. Schumpeter puts entrepreneur as the key figure as he argues that entrepreneur is the *persona causa* of economic development. The entrepreneur seeks to reform or revolutionize the pattern of production by exploiting an invention, or more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new commodity or by opening up a new sources of supply of materials or a new outlet for products. Entrepreneurship, as defined, essentially consists of doing things that are not generally done in the ordinary course of business routine.

Peter Drucker described the entrepreneurial role as one of the gathering and using resources, to produce results, must be allocated to opportunities rather than to problems. In Drucker's view, entrepreneurship occurs when resources are redirected to progressive opportunities, not used to ensure administrative efficiency. This redirection of resources distinguishes the entrepreneurial role from that of the traditional management role. The National Knowledge Commission of India (2008) defines, "Entrepreneurship is the professional application of knowledge, skills and competencies and/or of monetizing a new idea, by an individual or a set of people by launching an enterprise *de novo* or diversifying from an existing one (distinct from seeking self-employment t as in a profession or trade), thus to pursue growth while generating wealth, employment and social good'. The various definitions of entrepreneurship prescribed by eminent experts, academicians, and the institute of repute succinctly proves that entrepreneurship is not merely a job performed/coordinated by a manager but a responsibility or an obligation which an entrepreneur owes to the business for making it profitable and sustainable in a long run by tapping opportunity, resources, energy, taking reasonable amount of risks, innovating ideas and managing them for the maximum reward.

Objectives of the Study

The study aims to examine the relevant knowledge and skills that are required to be a successful entrepreneur and identifying whether the students who are willing to create their venture are aware of the government support provided by the government of India. In addition, the main objectives of the study can be highlighted as follows:

- Explore the motives for becoming an entrepreneur or aspiring for entrepreneurship and identify the trends of entrepreneurship in India.
- To examine the importance of formal education and acquiring necessary skills through B-Schools for excelling in entrepreneurship.
- Identify opportunities and challenges for budding entrepreneurship in India.
- To examine the perception of young graduates about entrepreneurship and to analyse the various initiatives provided by the government for the development of entrepreneurship in India.

Hypotheses of the Study:

- **H₀₁:** There is no difference of opinion among male and female respondents that formal education and necessary skills are a prerequisite for successful entrepreneurship.
- **H₀₂:** There is no difference of opinion among male and female respondents that entrepreneurs necessarily possess sound knowledge and idea about the venture s/he is in.

- **H₀₃:** There is no difference of opinion among male and female respondents that successful ventures are not always the result of market research and learning of entrepreneurship.
- **H₀₄:** There is no difference of opinion among male and female respondents that B-schools facilitate the ideas of students/entrepreneur and groom them in creating a successful venture.

Rationale of the Study:

India has been seen as a hub of one of the most prominent management education in the South Asian Region. Having the world known institutes like Indian Institute of Management, Indian School of Business, Indian Institute of Technology, there is no remarkable achievement when it comes to creating global ventures. As compared to the Western counterparts, post liberalization, it has been observed that students graduating are more into service rather than in entrepreneurship. Therefore, in pursuit of knowing what students graduating from “B-school” prefer and the role of “B-school” in aspiring them to become an entrepreneur, this study has been taken up to assess their perception about entrepreneurship.

Limitation of the Study:

The study came across the following limitations:

- Availability of secondary data was a major constraint analyzed during the course of this study as no extensive research has been done so far on the comparison of entrepreneurship among students of “B school” in India.
- The “B- Schools” chosen for the study were selected as per the convenience.

2. Review of Literature:

Based on the case study of 86 village based entrepreneurs drawn from different regions of India, (Kantikar 1994), his study has examined the socio-cultural profile of the entrepreneurs, their motivation for shifting from an agricultural based occupation to a non-farming activity, their approach to raising resources for their enterprise and factors that facilitate entry of village based entrepreneurship into a business activity. The results of a study aimed at understanding the emergence of successful entrepreneur and owners of micro-enterprises in rural India. The roles of government intervention and individual enterprise in the economic development of the country were accentuated (Lal and Clement 2005). The authors have empirically concluded that the reforms in the market by the government have encouraged individual enterprise and that has led to the higher economic growth of the country. They also revealed that India’s strategy of economic development after independence supported by various data. The paper also depicts several consequences of India’s regulated economic development by examining how individuals are guided by the self-interest of survival and wealth accumulation in a regulated environment. With the help of GEM (Global Entrepreneurship Monitor) model and research conducted in 21 countries by Reynolds, Hay, Bygrave, Camp and Autio (2000) which found strong correlation between successful entrepreneurial activity and economic growth, the authors have identified strong education base, the necessary financial support, opportunities for networking among entrepreneurs and minimal role of government as the characteristics that can foster successful entrepreneurial activities.

Since there has been little empirical research in this regard, (Kirkwood 2007) reveals the behavioural aspect among individual regarding the role of family on igniting the spirit of entrepreneurship. The author has carried out a qualitative research through in-depth semi-structured interviews accommodating the experience of fifty entrepreneurs. The sample size

includes equal number of male and female respondents. The research showed that parents influenced participants' decision to create a new venture in a number of ways and two key gender differences were noted in this parental influence.

Using the GEM (Koster and Rai 2008) exemplify the possible link between entrepreneurship and economic development in case of India. The model and other empirical analysis, the authors have examined whether there is decline in the rate of entrepreneurship as economic development opens up employment opportunities and thereby decreasing the necessity of entrepreneurship. The authors argue that India has displayed a remarkable economic growth in the last many years and also has participated in the GEM at several occasions which has standardized methodology to access entrepreneurial activity all over the globe. The authors have empirically studied the Small Scale Industries from 1991-2005 and found that GDP growth is not accompanied by declining rate of entrepreneurial activity expected from the GEM model.

Ramam calls for emerging economies to leverage understanding of their local markets to deliver new technologies to create leap frog solutions in basic infrastructure services in energy, education and healthcare. Ramam (2010) examines the role of technology, business and entrepreneurship to propose a strategy for venture creation that does not have to make a choice between profit, people and planet. According to the author, a judicious balance between innovation and global technology collaboration is needed to prevent deployment of stale technologies that have served developed nations but are just too expensive for acquiring the same in an emerging economy. The author focuses on partnerships between government, businesses and non-profit organizations for a way to create market forces to scale or replicate impact and foster rapid change.

3. Data and Research Methodology

Data Sources: both primary as well as the secondary forms an integral part of this study.

Primary data was collected mainly from the final year students of "B-schools". Out of the 150 questionnaires distributed, 122 responses were received. The following "B-schools" were included for the primary research purpose.

- i. MBA, Faculty of Management Studies, University of Delhi.
- ii. MIB, Department of Commerce, University of Delhi.
- iii. MHROD, Department of Commerce, University of Delhi.
- iv. PGD (GBO), Shree Ram College of Commerce, University of Delhi.
- v. MBA, Brindawan College of Management, Bangalore University.
- vi. MBA, JIMS, Rohini, New Delhi.

Secondary data has been collected mainly from the e-resources and the various books and journals available from the Ratan Tata Library of University of Delhi.

Methodology: the responses obtained from the respondents were thoroughly sorted and tested using the various tools and techniques. Two major statistical tools were applied to check the acceptance and rejection of hypotheses that were formulated. Firstly, **Factor Analysis** was conducted to find the commonalities in the questionnaire and then on the basis of results derived from the factor analysis, four hypotheses were formulated. For the purpose of checking the hypothesis, **Mann-Whitney test** was conducted using the statistical package SPSS (Statistical Package for Social Science) version 16.0. On the basis of the result derived from the test, conclusions were arrived at.

General Profile of Respondents: the study conducted amongst the "B-school" students contained two set of questions (see appendix 1) one containing nine and other containing ten questions whereby details of each respondents like gender, age, educational background and the family background were asked. The following tables below depict the composition of respondents.

GENDER

FEMALE		MALE	
Frequency	Percent	Frequency	Percent
27	100.0%	95	100.0%

Table 1: Gender Composition of Respondents

AGE

20-25 YRS		26-30 YRS		31-35 YRS	
Frequency	Percent	Frequency	Percent	Frequency	Percent
102	100.0%	17	100.0%	3	100.0%

Table 2: Age Composition of Respondents

EDUCATIONAL BACKGROUND

COMMERCE		ENGINEERING		ARTS		MEDICINE/PHARMACY		OTHERS	
Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
46	100.0%	49	100.0%	11	100.0%	3	100.0%	13	100.0%

Table 3: Education Background of Respondents

FAMILY BACKGROUND

BUSINESS		AGRICULTURE		SERVICE (PVT. SEC.)		SERVICE (GOVT.SEC.)		OTHERS	
Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
39	100.0%	11	100.0%	16	100.0%	48	100.0%	8	100.0%

Table 4: Family Background of Respondents

To precisely define and identify the commonalities among the first set of questionnaire containing nine questions (appendix 1), factor analysis or Principle Component Analysis (PCA) was conducted. It seeks a linear combination of variables such that the maximum variance is extracted from the variables. It then removes this variance and seeks a second linear combination which explains the maximum proportion of the remaining variance, and so on. The following table shows the process of factor analysis in a greater detail.

KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.550
Bartlett's Test of Sphericity Approx. Chi-Square	89.413
Df	36
Sig.	.000

Table 5: KMO and Bartlett's Test

The factor analysis was conducted in order to reduce the nine parameters into several components on the basis of commonalities. The following table shows the parameters used for the analysis.

Table 6: Parameters used for Factor Analysis

Parameter	Parameter Defined
Q1	All entrepreneurs necessarily need to learn entrepreneurship in their course of action.
Q2	The success/failure of an entrepreneur depends upon the quality of education s/he obtains from the university.
Q3	Being an entrepreneur requires a person to have sound knowledge about the venture s/he would be involved in.
Q4	All individuals with business as family background are successful entrepreneur.
Q5	All B-school graduates are better suited for entrepreneurship than non-graduate individuals.
Q6	Some B-schools facilitate the ideas of individual and hence groom them for creating successful venture.
Q7	Creating a venture primarily requires a pre-conceived idea among the budding entrepreneurs in B-school.
Q8	Entrepreneurs not enrolled in B-school lack skills to carry out successful ventures.
Q9	All ventures by budding entrepreneurs are not a result of market research.

In Table 6, all the parameters taken into consideration for collecting primary data using questionnaire method is defined. In order to reduce the parameters in terms of their similarities and thereby develop components for developing hypotheses, these parameters were processed using Factor Analysis. Table 8 and 9 provides the factor loadings for the different components that were a part of questionnaire. The hypotheses of the study have been taken up considering the factor loadings of the different components. On the basis of the factor loadings, four components have been categorized with the associated variable. Table 7 represents the component and variable that has been taken into consideration.

Table 7: Component and Variable

Component	Variable
1	Skill and Education
2	Knowledge and Idea
3	Market research and learning
4	B-school support

The classification of different variables mentioned in Table7 can be understood from Table 10 below:

Table 8: Rotated component matrix

Parameter	Component			
	1	2	3	4
Q8	.779			
Q4	.703			
Q5	.696			
Q3		.792		
Q7		.666		
Q9			.728	
Q2	.310		.617	
Q6				.828
Q1		.376	.477	-.558

Component/Variable	Entrepreneurs not enrolled in B-schools lack skills to carryout successful ventures. All individuals with business as family background are successful entrepreneur. All B-school graduates are better suited for entrepreneurship than non-graduate individuals.
1. Skills and Education	
2. Knowledge and Idea	Being an entrepreneur requires a person to have sound knowledge about the venture s/he would be involved in. Creating a venture primarily requires a pre-conceived idea among the budding entrepreneurs in B-schools.
3. Market Research and Learning	All ventures by budding entrepreneurs are not a result of market research. The success/failure of an entrepreneur depends upon the quality of education s/he obtains from university. All entrepreneurs necessarily need to learn entrepreneurship in their course of action.
4. B-School Support	Some B-schools facilitate the ideas of individuals and hence groom them in creating successful venture.

Table: 9 Component Matrix

Parameter	Component			
	1	2	3	4
Q5	.660			
Q4	.649		-.403	
Q8	.646	-.459		
Q2	.515		.490	
Q3		.626	-.466	
Q7	.417	.621		
Q9		.365	.568	
Q6		.376		-.744
Q1		.352	.368	.623

Table 10: Component, Variable and Parameter

From the above table, we observe that the rotated component matrix has further reduced the values of each parameter and clustered the parameters into components in terms of the value assigned to each parameter obtained with the use of the *Varimax with Kaiser Normalization* process. The table clearly shows that parameter Q8, Q4 and Q5 come under component 1. Similarly, parameter Q3 and Q7 come under component 2. Although parameter Q2 and parameter Q1 come under two components, we take the highest value of the corresponding parameter to decide the component. Therefore, parameter Q9, Q2 and Q1 fall under component 3 whereas parameter Q6 falls under component 4. The components obtained from the rotated component matrix have been assigned a variable analyzing the similarity in parameters. The name of the variable and the corresponding component are given in the following table. For the purpose of testing the hypotheses, Mann-Whitney test was conducted using SPSS.

The Mann-Whitney U test is a nonparametric statistic test most frequently used to assess whether two independent groups are significantly different from each other. Thus, it is often portrayed as the nonparametric equivalent to 'Student's t test'. Broadly, it can be said that the Mann-Whitney U test is a rank-order test (or nonparametric test) for not only assessing the differences of means or medians but the distribution of two independent groups when combined into a single sample (i.e., whether the scores of two independent groups have

a similar ranked distribution). In this study, the Mann-Whitney test has been applied to test the four major hypotheses of the study.

Table: 11: Test of Significance

	COMP1	COMP2	COMP3	COMP4
Mann-Whitney U	1.220E3	1.280E3	1.196E3	1.028E3
Wilcoxon W	5.780E3	5.840E3	5.756E3	5.588E3
Z	-.388	-.016	-.536	-1.968
Asymptotic. Sig. (2-tailed)	.698	.987	.592	.049

Descriptive Analysis has been used to analyse the second set (Section B) of the responses. Table 12 below shows the descriptive statistics of the total respondents. From the statistics we can say that most of the respondents believe that innovative business idea build successful business venture. Similarly, a large numbers of respondents also believe that entrepreneurship is better than job. However, fewer respondents actively participate in activities conducted by the entrepreneur cell in the B- schools.

On the basis of the survey carried out and use of the statistical tools to test the hypothesis thereafter, certain findings have been made with regard to this study. These findings are categorically explained under two broad headings.

Table: 12: Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Q7	122	1	3	1.61	.896	.803
Q10	122	1	3	2.02	.962	.925
Q8	122	1	3	2.07	.989	.978
Q6	122	1	3	2.15	.976	.953
Q2	122	1	3	2.20	.890	.792
Q9	122	1	3	2.29	.848	.719
Q5	122	1	3	2.33	.904	.817
Q4	122	1	3	2.43	.832	.693
Q1	122	1	3	2.57	.750	.562
Q3	122	1	3	2.81	.535	.286
Valid N	122					

4. Results/Findings:

By applying Factor Analysis, the initial nine parameters were segregated into four components (see Table 7). Rotated Component Matrix was applied to get these components. The following four components have been taken as the major hypotheses for the study.

- | | |
|-----------------------------------|------------------------|
| i. Skill and Education | ii. Knowledge and Idea |
| iii. Market Research and learning | iv. B school support. |

Mann-Whitney test was conducted to test the hypotheses which were developed on the basis of Factor Analysis. At 5% level of significance, the following were the results derived. Hence we conclude that;

- There is no difference of opinion among male and female students on the issue of formal education and necessary skills which are a prerequisite for successful entrepreneurship.

- There is no difference of opinion among male and female respondents that entrepreneurs necessarily possess sound knowledge and idea about the venture s/he is in.
- There is no difference of opinion among male and female students that successful ventures are not always the result of market research and learning of entrepreneurship.
- There is a difference of opinion among male and female respondents that B schools facilitate the ideas of students/entrepreneur and groom them in creating a successful venture.

From the descriptive analysis, the followings

- With the mean of **(2.81)**, most of the respondents believe that innovative business idea would build a successful entrepreneurial venture.
- With the mean of **(2.57)**, respondents firmly believed that entrepreneurship is better than a job. This shows that the respondents do have a plan B in case they are not satisfied with the job.
- Significant respondents with the mean of **(2.43)** also believed that at any point of time they could start venture of their own.
- However, with the mean of **(2.02)**, it was found that respondents did not have any sort of business idea.
- The analysis also showed that most of the respondents **(1.61)** did not participate in the activities of incubator or entrepreneurship cell in most of the B- schools.

Secondary Data Analysis: the ecosystem of entrepreneurship in India is not so matured. However, both government and private sector has been working assiduously in this regard. The role of venture capitalist and private equity funds has aided the entrepreneurial development to a greater extent. However, the nature of the support is linked to profit sharing and equity holding in the new venture. Of late, several technological start-ups have come as result of private support. This has led not only the venture capitalist to earn profit but also has given entrepreneur a platform to expand business in a larger scale. As a result, small Indian firms are doing business with the some of the biggest companies of the world. A part from this, several B-schools do have some or the other incubation centre at their disposal, which has also attracted partners who are ready to commercialize those ideas.

On the government front, Ministry of Micro, Small and Medium Enterprises has been seen as the front runner in supporting budding entrepreneurs in India. Basically, it support small, micro and medium enterprises through legislation, credit support, fiscal support, providing support for cluster based development and technological and quality support up gradation. Broadly the scheme and incentive that government of India through the Ministry of Micro, Small and Medium Enterprises provides are listed as follows:

1. National Manufacturing Competitiveness Programme (NMCP) Schemes Under XI Plan
2. Micro & Small Enterprises Cluster Development Programme (MSE-CDP)
3. Credit Linked Capital Subsidy Scheme for Technology Up gradation
4. [Scheme for Capacity Building](#)
5. Credit Guarantee Scheme
6. ISO 9000/ISO 14001 Certification Reimbursement Scheme
7. MSME MDA
8. Participation in the International Exhibitions/ Fairs
9. [Financial Assistance for using Global Standards \(GS1\) in Bar-coding](#)
10. Purchase and Price Preference Policy
11. Mini Tool Rooms
12. Assistance to Entrepreneurship Development Institutes

13. Scheme of Micro Finance Programme

1.11 Conclusion

Conspicuously, this study provides a preliminary analysis of the framework designed to analyze the entrepreneurial spirit of “B-school” students in India. Since less work had been done with regard to the entrepreneurial aspirations among students of B-school, this study has tried to assess the efforts of B school, the effort of government and the opinion of respondent on several entrepreneurial issues. Upon carrying out the research and analyzing the same by means of statistical tool, it was observed that on several issues such as skill and education, knowledge and idea about entrepreneurship, market research and B school support, the male and female respondents have no differences in their opinion regarding the various parameters. The study also showed that there is no difference of opinion among male and female students that formal education and necessary skills are a prerequisite for successful entrepreneurship. As one of the major findings, the study revealed that there was no significant influence of incubator/ entrepreneurship cell in the B schools aiding to the nurturing of entrepreneurial skill among the respondents. Similarly, it was also learnt that most of the respondents believed that innovation lead business would be successful. Amazingly, the majority of the respondents believed that entrepreneurship was better than the job.

There are ample opportunities for entrepreneurs in India and such opportunities if leveraged properly have the potential to transform India. For such transformation to happen the support from both the governmental and societal level is utmost required. For the government it is important to realize that the goal of small business owners is to remain self-employed. Such people may not need financial assistance but they are definitely likely to need regulatory, marketing and legal Assistance in order to sustain themselves and grow. Practical and cost effective programs need to be developed to address their needs because self-employed people will represent an important segment in economic revitalization. A responsive, decisive and open government is critical to rapid entrepreneurial growth. It is incumbent on both, the entrepreneur and the government, to recognize that a symbiotic partnership is necessary to help the growth of business and of the nation.

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Appendix 1

Questionnaire

Note: The questionnaire has three sections, namely A, B and C. For each section the response style is mentioned at the beginning of the section. You are requested to follow the style and mark your response category in each section.

Your cooperation is deeply appreciated.

Section A

(General Profile of the Respondent)

Please put a tick mark (√) against the questions wherever alternatives are provided.

1. Name of the Respondent

.....

2. Email address

.....

3. Name of the B- school enrolled in

.....

4. Gender

Male

Female

5. Age Group

20-25 yrs

26-30 yrs

31-35 yrs

36-above

	Commerce
	Engineering
	Arts
	Medicine/ Pharmacy
	Others

6. Educational Background

	Business
	Agriculture
	Service(Private Sector)
	Service (Govt. Sector)
	Others

7. Family Background

Section B

Please read each of the statements carefully and indicate your level of agreement/ disagreement that you think is best describing your opinion about the outcomes for *Entrepreneurship*. Indicate your response by putting a tick mark (✓). Please use the following scale for giving your opinion.

SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

1. All entrepreneurs necessarily need to learn entrepreneurship in their course of action.	S A	A	U	D	S D
2. The success/failure of an entrepreneur depends upon the quality of education s/he obtains from the university.	S A	A	U	D	S D
3. Being an entrepreneur requires a person to have sound knowledge about the venture s/he would be involved in.	S A	A	U	D	S D
4. All individuals with business as family background are successful entrepreneur.	S A	A	U	D	S D
5. All B- Schools graduate are better suited for entrepreneurship than non-graduate individuals.	S A	A	U	D	S D
6. Some B- Schools facilitate the ideas of individuals and hence groom them for creating successful venture.	S A	A	U	D	S D
7. Creating a venture primarily requires a pre- conceived idea among the budding entrepreneurs in B- Schools.	S A	A	U	D	S D
8. Entrepreneurs not enrolled in B- Schools lack skills to carryout successful ventures.	S A	A	U	D	S D
9. All ventures by budding entrepreneurs are not a result of market research.	S A	A	U	D	S D

Section C

Please read each of the questions carefully and indicate your level of agreement/ disagreement that you think is best describing your answer about *Entrepreneurship*. Indicate your response by putting a tick mark (✓). Please use the following scale for giving your answers.

Y= Yes, N= No, U= Undecided

1. Do you think entrepreneurship is better off than a job?	Y	N	U
2. Are you aspiring for entrepreneurship after completion of your course?	Y	N	U
3. Do you think innovative business ideas would build success in entrepreneurial venture?	Y	N	U
4. Do you believe that at any point of time after completion of your course, you can start enterprise of your own?	Y	N	U
5. Do you think the support from the government is necessary in setting up a new venture?	Y	N	U
6. Do you have incubator / entrepreneurship cell at your college?	Y	N	U
7. Do you actively participate in activities conducted by the incubator/entrepreneurship cell?	Y	N	U
8. Are you aware of any government scheme that provides support to budding entrepreneur?	Y	N	U
9. Do you think the government supports budding entrepreneurs with innovative business ideas?	Y	N	U
10. Do you have any innovative business plan now?	Y	N	U