

Impact of Incubation Centers in Academic Institutions on Entrepreneurial Skill Development among Commerce and Management Students in Bangalore City

Nagendra Prasad N¹, Dr. L. Ganesamoorthy²

¹Ph.D. Research Scholar, Department of Commerce, Annamalai University

²Assistant Professor in Commerce, Annamalai University, Tamilnadu (Deputed in Govt. Arts and Science College, Manalmedu)

The paper studied the impact of incubation centres functioning in colleges in Bangalore city to develop entrepreneurial skills among the commerce and management students. For this purpose, the researcher selected a total of 689 students who were studying commerce and management courses Bangalore city. The researcher collected primary data through a well-structured questionnaire under 18 various aspects before and after joining in incubation centers. ‘Paired sample t test’ was applied to analyse the data. The study evidenced that incubation centers functioning in the colleges in Bangalore city had significant impact on developing all the selected entrepreneurial skills among the commerce and management students studied in the concerned colleges. But the level of impact varies from skill to skill. Strong and high level of significant impact was found by incubation centers on the entrepreneurial skills of “General Business Administration”, “Process of commencing business”, “Insurance and Risk management”, “Financial Management (Budgeting etc.)”, “Collaborations and Networking” and “Innovative Ideas”. Low level of impact was identified by incubation centers on developing the entrepreneurial skills of “Accounting Skill”, “Emotional balance at hard situations”, “Framing strategies”, “Decision making”, “Problem solving”, “Time Management” and “Taxation (Income Tax, GST etc.)”.

Keywords: Incubation center, impact, entrepreneur, entrepreneurial skills, start-ups and business.

1. Introduction

Unemployment is one of major economic as well as social issues in India, especially the unemployment among educated youth. To spur economic growth and job creation in the country, there is a need for more entrepreneurs and for that the government needs to promote innovation and invest in the education of the next generation of workers. Entrepreneurship development can be a key element to fight against unemployment, and to achieve economic progress, by transforming innovative ideas into new business ventures or start-ups and thereby generating jobs. Therefore, the government should create a favorable environment for the promotion of start-ups and change the mindset of educated youth to become self-employed, rather than searching jobs. Entrepreneurship in India is on the verge of explosive growth and which is actually need of an hour for employment generation, poverty elevation at grass root through developmental intervention. India economic progress has started from the development of its small and medium scale enterprises to ensure that the sectors continues to stay competitive and achieve sustained growth in the era of global economy many incubators centers has been established with the mission to give the encouragement to many innovative ideas.

Business Incubation is a model of building entrepreneurial capacity; it provides start-ups with networks for building relationships. Incubator centers in educational institutions covers large number of young people, i.e., students and train them to be a efficient entrepreneur. Incubators offer training, business support, technology support, infrastructure and mentoring. Start up India is about creating prosperity in India. Many enterprising people who dream of starting their own business lack the resources to do so. As a result, their ideas, talent and capabilities remain untapped – and the country loses out on wealth creation, economic growth and employment. Start-up India will help boost entrepreneurship and economic development – by ensuring that people who have the potential to innovate and start their own business are encouraged – with proactive support and incentives at multiple levels. The big cities like Bangalore, has wide opportunities for business and on the other hand there are many number of colleges. In this context, the study has been undertaken to analyse the impact of incubation centers functioning in academic institutions in Bangalore city in developing entrepreneurship.

2. Literature Review

Foo H.Y., & Turner J.J. (2019) aimed in their study to assess the nature and type of entrepreneurial learning which is most suitable for students at university and also to give insights into the association between enterprise education, business incubation and entrepreneurial learning. Through this research study, the authors contributed to the concern of higher education and business incubation through emphasising the importance of collaboration among business and educational stakeholders in order to equip students and future entrepreneurs. The authors highlighted 3 areas in business incubators which had a great impact on the journey of entrepreneurial learning i.e., structural capital, human capital and social capital which is a vital role for mentors or coaches in gearing entrepreneurial learning. Kiran R. & Bose S C (2020), in their research article focused on interpreting the role of networking, linkage with university and facilities on Technologies Business

Incubation (TBI) performance. They adopted PLS-SEM to collect the data and also to design a model. The data was collected from 60 managers of Technology business Incubation in India. The findings of the study revealed that there was support for the role of networking in the performance of TBI. Ramar et al, (2020) in their study discovered that there were many challenges faced by the Incubation centres namely, Finding appropriate Clients, Obtaining funding for incubator operations, lack of financing for start-up incubators, Insufficient business skills in the local community, Insufficient technical skills in the local community and too many Government regulations and paperwork.

Kulkarni S. & Mandhare S. (2021) aimed to study the program taken by many colleges to enhance skills and activities among students under the Innovation and Incubation Centre and also to assess the role of the Innovation and Incubation centre by emboldening entrepreneurship among the students. They concluded that hardly a few colleges in Mumbai have Innovation and incubation centres or entrepreneurship cells. The authors suggested that collected conduct activities were not fine enough to complete the students' needs. Hence in the opinion of the authors, the colleges need to conduct more entrepreneurship development activities and consider it to be the primary activity under the Innovation and Incubation centres so that it will help the students to develop entrepreneurial skills. The study also observed that the students were not showing great interest in participating in the skills-increasing activities and entrepreneurial activities that are initiated at the colleges. Siddiqui et al (2021), concluded in the study with a recommendation that a comprehensive awareness programme for Universities had to be launched to enhance the knowledge of the students and build up their passion in them to start businesses in the local market. The study also pointed out that the major hindrances were funding and Government bureaucracies. Finally, the study provided guidelines and critical success criteria for business incubators operating in Saudi Arabia or elsewhere.

Saraireh S.A.M. (2021) in their study attempted to examine the role of business incubators in economic development and creativity at Jordanian University. The study evidenced that the crucial place of business incubators in economic development and creativity in Jordanian universities. The training and consulting dimension ranked first when compared to other dimensions. The next dimension which played a major role was administrative and office services. There were no significant differences in students' perception of the role of business incubators in economic development and creativity in Jordanian universities based on gender. Nicholls-Nixon C.L. et al (2022), in their study made an attempt in conducting a comparative study for the first time about gap among entrepreneurs pursuing technology-based (TB) and creative Industry (CI) opportunities. The study found that Technology-based entrepreneurs got an advantage from physical capital supporting proof of concept, financial grants and technical and industry-specific knowledge capital. The Creative Industry entrepreneurs got an advantage from financial smaller scale projects, physical capital supporting product development and knowledge capital focused on business basics. Vardhan J., & Mahato M. (2022), attempted in focusing the requirement to give a strong catalyst to institute a business incubation centre at universities for the positive and revolutionary creation of innovative start-ups. The authors analysed the present status of business incubators which are connected with Universities in India. The variables like affiliation, location and ease of doing business which guided them to facilitate innovation

and entrepreneurship. Taking the bases of the whole population of universities in India, the authors considered 937 universities for their research study through websites and analysed the coherent and incoherent activities of those incubation centres to check the presence of entrepreneurship-related activities.

Rosita C.D., Yana E., & Noto M.S. (2023) in their study evidenced that that students who participated in the UGJ Incubator Center were successful in developing digital startup businesses. Implications of implementing the UGJ Incubator Center include the potential for job creation and the growth of student-led businesses. This study suggests that business incubator centers can be effective in fostering entrepreneurship and innovation among students. Dixit P et al (2024) in their study concluded that the factor of the study is Skill Enhancement that includes variables like These are fertile grounds for learning, and incubation centers to enhance the entrepreneurial skills, Workshops, training programs, and events organized equip students with the necessary knowledge, Centers help students in business planning, marketing, finance, and project management, and Incubation centers enabled B-Schools to develop their entrepreneurial mentality and skill set.

3. Methodology

The primary objective of this paper is to study the impact of incubation centres functioning in colleges in Bangalore city to develop entrepreneurial skills among the commerce and management students. For this purpose, the researcher selected a total of 689 students who were studying commerce and management courses (B.Com. / M.Com. / B.B.A. / M.B.A.) from 86 colleges in Bangalore city. The researcher framed a well-structured questionnaire to ask the opinion of the sample students on impact of incubation centres on the development of essential entrepreneurial skills under 18 various aspects before and after joining in incubation centers, these data were collected using Likert's Five Point Scalling Technique. The researcher applied 'Paired sample t test' for analysing the data in order to identify the impact level of incubation centers on developing entrepreneurial skills on the 18 aspects among the sample students.

4. Results and Discussion

The primary aim of the research paper is to study the impact of incubation centers functioning in academic institutions on the development of entrepreneurial skills among the students studying commerce and management courses in Bangalore city. In order to know whether there is any significant level of impact of role of incubation centers functioning in arts and science colleges in Bangalore city on developing essential entrepreneurial skills among commerce and management students, before and after joining in incubation centers, Paired Sample T Test was applied, and the results are presented in tables 1. For this purpose, the following null hypothesis was framed and tested.

H₀: The true mean differences were equal to zero of the impact of incubation centers on developing entrepreneurial skills among commerce and management students in Bangalore City.

Table 1 presents the results of paired sample statistics of the impact of incubation centers on

developing entrepreneurial skills among commerce and management students in Bangalore City. This result includes mean, number, standard deviation and standard error mean of the selected twenty factors.

Table 1: Paired Samples Statistics

Factors (Entrepreneurial Skills)	Mean	N	SD	S.E. Mean
Pair 1				
Leadership skill before joining incubation centre	3.05	689	1.44	0.05
Leadership skill after joining incubation centre	3.36	689	1.39	0.06
Pair 2				
Innovative Ideas before joining incubation centre	2.65	689	1.34	0.05
Innovative Ideas after joining incubation centre	3.33	689	1.35	0.07
Pair 3				
Financial Management skills before joining incubation centre	2.55	689	1.32	0.05
Financial Management skills after joining incubation centre	3.26	689	1.36	0.04
Pair 4				
Accounting Skill before joining incubation centre	3.05	689	1.41	0.06
Accounting Skill after joining incubation centre	3.22	689	1.37	0.05
Pair 5				
Taxation (Income Tax, GST etc.) skill before joining incubation centre	2.96	689	1.40	0.05
Taxation (Income Tax, GST etc.) skill after joining incubation centre	3.21	689	1.37	0.06
Pair 6				
Communication skill before joining incubation centre	3.13	689	1.40	0.06
Communication skill after joining incubation centre	3.57	689	1.30	0.05
Pair 7				
Decision making skill before joining incubation centre	3.07	689	1.39	0.07
Decision making skill after joining incubation centre	3.30	689	1.34	0.05
Pair 8				
Branding and Marketing skill before joining incubation centre	2.57	689	1.37	0.06
Branding and Marketing skill after joining incubation centre	3.03	689	1.41	0.05
Pair 9				
Necessary legal knowledge before joining incubation centre	2.62	689	1.39	0.05
Necessary legal knowledge after joining incubation centre	3.12	689	1.43	0.04
Pair 10				
Process of commencing business before joining incubation centre	2.63	689	1.32	0.05
Process of commencing business after joining incubation centre	3.57	689	1.25	0.04
Pair 11				
Collaborations and Networking skill before joining incubation centre	2.42	689	1.32	0.05
Collaborations and Networking skill after joining incubation centre	3.05	689	1.41	0.06
Pair 12				
Human Resource Management before joining incubation centre	2.54	689	1.36	0.05
Human Resource Management after joining incubation centre	2.83	689	1.38	0.04
Pair 13				
General Business Administration before joining incubation centre	2.50	689	1.39	0.05
General Business Administration after joining incubation centre	3.52	689	1.28	0.04
Pair 14				
Skill of Framing strategies before joining incubation centre	2.66	689	1.38	0.05
Skill of Framing strategies after joining incubation centre	2.85	689	1.42	0.06
Pair 15				
Insurance and Risk management before joining incubation centre	2.48	689	1.39	0.07
Insurance and Risk management after joining incubation centre	3.35	689	1.31	0.05
Pair 16				
Problem solving skill before joining incubation centre	2.99	689	1.42	0.06
Problem solving skill after joining incubation centre	3.22	689	1.39	0.05
Pair 17				
Time Management before joining incubation centre	3.01	689	1.40	0.04
Time Management after joining incubation centre	3.24	689	1.39	0.05
Pair 18				
Emotional balance at hard situations before joining incubation centre	3.08	689	1.42	0.06
Emotional balance at hard situations after joining incubation centre	3.26	689	1.39	0.05

Source: Primary Data

Table 1 shows the results of mean, standard deviation and standard error mean of the factors of impact of incubation centers in developing entrepreneurial skills before and after joining in incubation centers among commerce and management students in Bangalore city. It was observed that in all the 18 pairs of factors, there were differences in mean and standard deviation. Table 2 presents the results of paired sample correlations of the impact of incubation centers in developing entrepreneurial skills before and after joining in incubation centers among commerce and management students in Bangalore city.

Table 2: Paired Samples Correlations

Factor (Entrepreneurial Skills)	N	Corr.	Sig.
Pair 1			
Leadership skill before & after joining incubation centre	689	0.818	0.000
Pair 2			
Innovative Ideas before & after joining incubation centre	689	0.632	0.000
Pair 3			
Financial Management skills before & after joining incubation centre	689	0.613	0.000

Factor (Entrepreneurial Skills)		N	Corr.	Sig.
Pair 4	Accounting Skill before & after joining incubation centre	689	0.887	0.000
Pair 5	Taxation skill before & after joining incubation centre	689	0.834	0.000
Pair 6	Communication skill before & after joining incubation centre	689	0.739	0.000
Pair 7	Decision making skill before & after joining incubation centre	689	0.847	0.000
Pair 8	Branding and Marketing skill before & after joining incubation centre	689	0.737	0.000
Pair 9	Necessary legal knowledge before & after joining incubation centre	689	0.727	0.000
Pair 10	Process of commencing business skill before & after joining incubation centre	689	0.462	0.000
Pair 11	Collaborations and Networking skill before & after joining incubation centre	689	0.628	0.000
Pair 12	Human Resource Management skill before & after joining incubation centre	689	0.794	0.000
Pair 13	General Business Administration skill before & after joining incubation centre	689	0.406	0.000
Pair 14	Framing strategies skill before & after joining incubation centre	689	0.876	0.000
Pair 15	Insurance and Risk management skill before & after joining incubation centre	689	0.503	0.000
Pair 16	Problem solving skill before & after joining incubation centre	689	0.857	0.000
Pair 17	Time Management skill before & after joining incubation centre	689	0.865	0.000
Pair 18	Emotional balance at hard situations skill before & after joining incubation centre	689	0.877	0.000

Source: primary Data

It could be identified from the table 2 that the correlation between the impact of incubation centers on developing essential entrepreneurial skills among the commerce and management students in Bangalore city on all the 18 factors ranged from 0.406 to 0.887 and the all these results are statistically significant at 1 per cent level as shown by the result of p-value. Hence the impact of incubation centers on developing entrepreneurial skills among the respondents in the study area before and after joining the incubation centers had significant positive relationship of all the 18 factors selected for the study and the level of correlation was also found to be high.

Table 3 presents the results of paired samples test of the impact of incubation centers in developing entrepreneurial skills before and after joining in incubation centers among commerce and management students in Bangalore city.

Table 3: Paired Samples Test of the Impact of Incubation Centers in Developing Entrepreneurial Skills

Factors		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	S.E. Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Leadership skill before & after joining incubation centre	-0.31	0.85	0.03	-0.37	-0.24	-9.45	688	0.00
Pair 2	Innovative Ideas before & after joining incubation centre	-0.68	1.15	0.04	-0.76	-0.59	-15.43	688	0.00
Pair 3	Financial Management skills before & after joining incubation centre	-0.71	1.18	0.05	-0.80	-0.62	-15.70	688	0.00
Pair 4	Accounting Skill before & after joining incubation centre	-0.17	0.66	0.03	-0.21	-0.12	-6.57	688	0.00
Pair 5	Taxation skill before & after joining incubation centre	-0.24	0.80	0.03	-0.30	-0.18	-7.99	688	0.00
Pair 6	Communication skill before & after joining incubation centre	-0.44	0.98	0.04	-0.51	-0.37	-11.75	688	0.00
Pair 7	Decision making skill before & after joining incubation centre	-0.23	0.76	0.03	-0.28	-0.17	-7.89	688	0.00
Pair 8	Branding & Marketing skill before & after joining incubation centre	-0.46	1.01	0.04	-0.53	-0.38	-11.94	688	0.00
Pair 9	Necessary legal knowledge before & after joining incubation centre	-0.49	1.04	0.04	-0.57	-0.42	-12.49	688	0.00

Factors		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	S.E. Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 10	Process of commencing business skill before & after joining incubation centre	-0.94	1.34	0.05	-1.04	-0.84	-18.51	688	0.00
Pair 11	Collaborations & Networking skill before & after joining incubation centre	-0.64	1.18	0.04	-0.73	-0.55	-14.20	688	0.00
Pair 12	Human Resource Management skill before & after joining incubation centre	-0.29	0.88	0.03	-0.36	-0.23	-8.75	688	0.00
Pair 13	General Business Administration skill before & after joining incubation centre	-1.02	1.46	0.06	-1.13	-0.91	-18.32	688	0.00
Pair 14	Framing strategies skill before & after joining incubation centre	-0.19	0.70	0.03	-0.24	-0.14	-7.14	688	0.00
Pair 15	Insurance & Risk management skill before & after joining incubation centre	-0.87	1.35	0.05	-0.97	-0.77	-17.02	688	0.00
Pair 16	Problem solving skill before & after joining incubation centre	-0.22	0.75	0.03	-0.28	-0.17	-7.82	688	0.00
Pair 17	Time Management skill before & after joining incubation centre	-0.24	0.73	0.03	-0.29	-0.18	-8.56	688	0.00
Pair 18	Emotional balance skill before & after joining incubation centre	-0.18	0.70	0.03	-0.23	-0.13	-6.72	688	0.00

Source: Primary Data

Table 3 shows that a paired samples t-test showed that the participant’s level of impact of incubation centre on developing “leadership” skill increased from pre-participation to post-participation (Mean difference = -0.31, SD = 0.85; $t = -9.45$, $p < 0.001$), hence the null hypothesis was rejected and therefore the true mean difference of this factor was not equal to zero and there was an impact of incubation center on developing “leadership” skill among the respondents. There was an impact of incubation center on developing “innovative ideas” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.68, SD = 1.15; $t = -15.43$, $p < 0.001$), hence the null hypothesis was rejected. A paired samples t-test showed that the participant’s level of impact of incubation centre on developing “financial management” skill increased from pre-participation to post-participation (Mean difference = -0.71, SD = 1.18; $t = -15.70$, $p < 0.001$), hence the null hypothesis was rejected and therefore the true mean difference of this factor was not equal to zero and there was an impact of incubation center on developing “financial management” skill among the respondents. There was an impact of incubation center on developing “accounting skill” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.17, SD = 0.66; $t = -6.57$, $p < 0.001$), hence the null hypothesis was rejected. A paired samples t-test showed that the participant’s level of impact of incubation centre on developing “taxation” skill increased from pre-participation to post-participation (Mean difference = -0.24, SD = 0.80; $t = -7.99$, $p < 0.001$), hence the null hypothesis was rejected and therefore the true mean difference of this factor was not equal to zero and there was an impact of incubation center on developing “taxation” skill among the respondents.

There was an impact of incubation center on developing “communication skill” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the

factor increased from pre-participation to post-participation (Mean difference = -0.44, SD = 0.98; $t = -11.75$, $p < 0.001$), hence the null hypothesis was rejected. An impact was found of incubation center on developing “decision making” skill among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.23, SD = 0.76; $t = -7.89$, $p < 0.001$), hence the null hypothesis was rejected. There was an impact of incubation center on developing “branding and marketing skill” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.46, SD = 1.01; $t = -11.94$, $p < 0.001$), hence the null hypothesis was rejected. An impact was identified of incubation center on developing “necessary legal knowledge” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.49, SD = 1.04; $t = -12.49$, $p < 0.001$), hence the null hypothesis was rejected. There was an impact of incubation center on developing a skill of “process of commencing a business” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.94, SD = 1.34; $t = -18.51$, $p < 0.001$), hence the null hypothesis was rejected.

An impact was identified of incubation center on developing “collaborating and networking skill” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.64, SD = 1.18; $t = -14.20$, $p < 0.001$), hence the null hypothesis was rejected. There was an impact of incubation center on developing a skill of “human resource management” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.29, SD = 0.88; $t = -8.75$, $p < 0.001$), hence the null hypothesis was rejected. An impact was found of incubation center on developing a skill of “general business administration” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -1.02, SD = 1.46; $t = -18.32$, $p < 0.001$), hence the null hypothesis was rejected. There was an impact of incubation center on developing a skill of “framing strategies” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.19, SD = 0.70; $t = -7.14$, $p < 0.001$), hence the null hypothesis was rejected.

There was an impact of incubation center on developing “insurance and risk management” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.87, SD = 1.35; $t = -17.02$, $p < 0.001$), hence the null hypothesis was rejected. An impact was found of incubation center on developing a skill of “problem solving” skill among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.22, SD = 0.75; $t = -7.82$, $p < 0.001$), hence the null hypothesis was rejected. There was an impact of incubation center on developing a skill of “time management” among the respondents, since

a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.24, SD = 0.73; $t = -8.56$, $p < 0.001$), hence the null hypothesis was rejected. An impact was identified of incubation center on developing a skill of “emotional balance at hard situation” among the respondents, since a paired samples t-test showed that the participant’s level of impact on the factor increased from pre-participation to post-participation (Mean difference = -0.18, SD = 0.70; $t = -6.72$, $p < 0.001$), hence the null hypothesis was rejected.

The impact level of financial inclusion on women entrepreneurs development of the respondents are presented in the line chart.

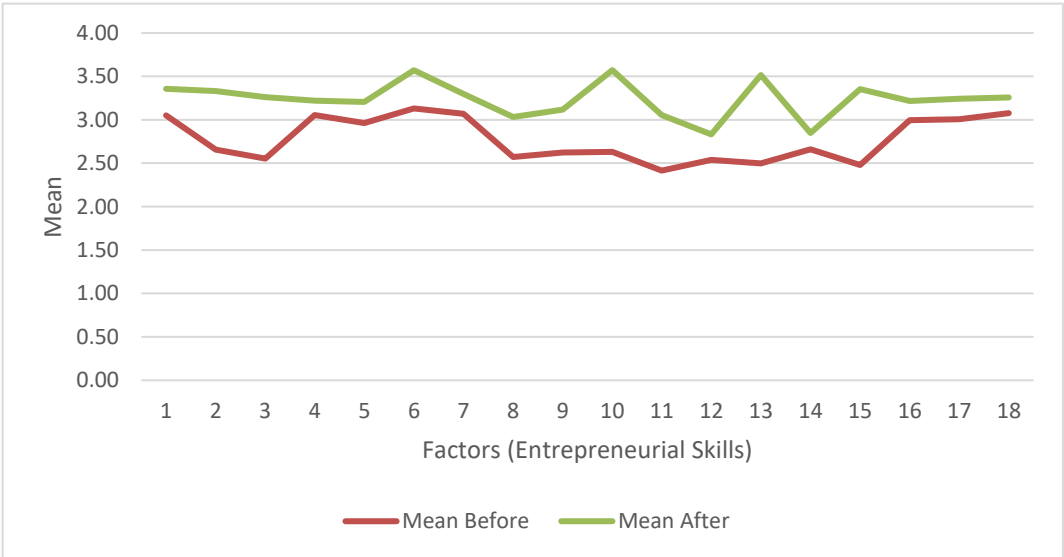


Figure 1: Impact of Incubation Centres on Entrepreneurial Skill Development

5. Conclusion

Economic empowerment of all sections of people in a country is essential for the balanced growth of the economy in the country. It can be achieved through providing employment opportunities people, but countries like India with large population, it is not possible to offer employment opportunities to all the people through government and private sectors. An alternative way is to encourage the people for self-employment, i.e., to become entrepreneurs. But to be a successful entrepreneur, the entrepreneur should secure appropriate essential entrepreneurial skills before the start-ups. For this purpose, the government and non-government organizations have implemented various schemes. In this context, the researcher studied the impact of incubation centers functioning in academic institutions on entrepreneurial skills among the students of commerce and business management disciples. The study evidenced that incubation centers functioning in the colleges in Bangalore city had significant impact on developing all the selected entrepreneurial skills among the commerce and management students studied in the concerned colleges. But the level of impact varies from skill to skill. Strong and high level of

significant impact was found by incubation centers on the entrepreneurial skills of “General Business Administration”, “Process of commencing business”, “Insurance and Risk management”, “Financial Management (Budgeting etc.)”, “Collaborations and Networking” and “Innovative Ideas”. Low level of impact was identified by incubation centers on developing the entrepreneurial skills of “Accounting Skill”, “Emotional balance at hard situations”, “Framing strategies”, “Decision making”, “Problem solving”, “Time Management” and “Taxation (Income Tax, GST etc.)”.

References

1. Arshid S., & Saraireh M. (2021). The Role of Business Incubators in the Economic Development and Creativity in Jordanian Universities: Evidence from Mutah University. *Academic Journal of Interdisciplinary Studies*, 10(1), 266. <https://doi.org/10.36941/ajis-2021-0023>
2. Dixit P et al (2024). Role of Incubation Centers in Educational Institutions in Motivating Start-up Entrepreneurs: An Empirical Investigation of B-School Graduates. *Journal of Informatics Education and Research*, 4(1), 630-637.
3. Ho, Y. F. & Turner, J. J. (2019). Entrepreneurial Learning– The Role of University Led Business Incubators and Mentors in Equipping Graduates with The Necessary Skills Set for Industry 4.0. *International Journal of Education, Psychology and Counseling*, 4(30), 283-298.
4. Julie V., & Madhuri M. (2021). Business Incubation Centres in Universities and Their Role in Developing Entrepreneurial Ecosystem. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 8. Doi:10.1177/23939575211034056.
5. Kulkarni S. & Mandhare S. (2021). Role of Innovation and Incubation Centre (IIC) in promoting entrepreneurship among students: A Study of selected colleges in Mumbai Metro Region. *International Journal of Education, Modern Management, Applied Science & Social Science*. 3-03(I), 95-104.
6. Magasi M. (2022). The Influence of Entrepreneurship Education on Entrepreneurial Intentions: Perception of Higher Business Education Graduates. *International Journal of Research in Business and Social Science*. 11(2), 371-380.
7. Nicholls-Nixon CL., Singh R.M., Chavoushi Z.H., & Valliere D. (2022). How University Business Incubation Supports Entrepreneurs in Technology-based and Creative Industries: A Comparative Study. *Journal of Small Business Management*, 62(2), 591-627.
8. Ramar N. (2019). Role of Business Incubation Centers in Promoting Entrepreneurship in Tamilnadu. *International Journal of Scientific & Technology Research*. 9(1).
9. Rathore R.S. & Agrawal R. (2021). Performance Indicators for Technology Business Incubators in Indian Higher Educational Institutes. *Management Research Review*, 44(11), 1499-1520.
10. Ravi K., & Chandra B.S. (2020). Stimulating Business Incubation Performance: Role of Networking, University Linkage and Facilities. *Technology Analysis & Strategic Management*. 32. 1-15. Doi:10.1080/09537325.2020.1772967.
11. Rosita C.D., Yana E., & Noto M.S. (2023). Fostering Innovation: The Role of Business Incubator Centers in Student Startups. *ICIGR 2022, ASSEHR 750*, pp. 587–592, 2023. https://doi.org/10.2991/978-2-38476-052-7_64.
12. Siddiqui K.A., et al (2021). Identifying Critical Success Factors for University Business Incubators in Saudi Arabia - Entrepreneurship and Sustainability Issues, *VSI Entrepreneurship and Sustainability Center*, 8(3), 267-279.