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Impacts of Founder's Mentoring in Effective Entrepreneurial Learning Through Detailed Statistical Hypotheses Testing

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Abstract :
Industrial visits are an integral part of engineering education and now a days, it has become popular in Commerce and Management education also. Industrial visits are organized by educational institutions as part of their curriculum. These visits provide an opportunity to the students to understand various manufacturing processes, technologies, research facilities and industrial practices. These not only add to educational value but also enhance understanding and retention of knowledge through real life experience. At the same time, it also provides significant clarity about career choices. Regular industrial visits incorporate a presentation about the company, a walk through the manufacturing process and an interaction with HR personal. This paper attempts to enhance the effectiveness of industrial visits to learn more on entrepreneurial learning for management students. Interaction with founder/CEO can make a significant impact on the future entrepreneurs as founders inspires through their experiences. Students can learn about future challenges, market dynamics, coping with stress, failures and many more parameters which a normal industrial visit fails to provide. Present study attempts to assess the impact of interaction with the founder on entrepreneurial learning of the students. Students were divided into two groups one with founders' interaction and other had just visit. Responses on a detailed questionnaire comprising 14 variables were assessed through rigorous statistical hypotheses testing. It is found that interactive visit has much more learning included regarding building strong team, analysis of footprints and awareness of challenges in starting up new start-up. It is also found that though visits without interaction if not better than interactive visits, are not less beneficial for less of the 11 variables. The main finding suggests that visits that include interaction with founder/CEO are more impactful for entrepreneurial learning.

IndexTerms **– Industrial visits, founder's interaction, statistical hypothesis**

I. INTRODUCTION

India's ever-growing population put lot of pressure on generating employment opportunities. Government is unflaggingly promoting entrepreneurship to address the issue. But high failure rate in India is a grave concern where out of every 10 startups, 9 collapse. One of the key reasons is dearth of professional entrepreneurial and industry expectation. This can be gained when students get opportunity to connect with the industry and since then industry visits have become more popular in Indian Higher Education System when it comes to experiential learning. It has become an integral part of professional degree programs. Since many aspects of learning cannot be delivered in the classroom, industry visits assist in exposure of practical knowledge to the students. The students get an enhanced outlook on the practices followed by the companies to ensure effective operations. It may also assist in identifying an interest area and help them choose the right career path. The vital aspect to enhance professional entrepreneurial education is learning through experience sharing by successful entrepreneurs at its startup location. Navigating management education suggests that experiential learning is now evolving to entrepreneurial learning. Accordingly, when industry

visits are talked as one of the ways to get industry exposure, at the same time the question arises whether it aids in entrepreneurial learning also?

Traditionally, universities follow a theoretical approach in teaching students which then evolved on acquiring knowledge with more hands-on experiences. Students tend to learn more through practical training or industrial exposure. Interaction during industrial visit helps the students to understand the overall processes involved in the production and accustomed with new technologies, which might not have been covered in the classroom sessions. Some studies suggested that field trip is an excellent way to reinforce concepts learned in lecture and laboratory sessions and stimulate student interest in continuing their life-long unit learning (Cooper et al. 2004; Dewitt and Storksdierk, 2008). Also, company visits provide an authentic environment where the students can see, feel, and get in touch with the real-life corporate world (Cooper et al. 2004). Forest and Rayne (2009) suggested that company visits provide an authentic environment where the students can see, feel, and get in touch with the real-life corporate world. The study has highlighted factors such as teachers' educational technique, students' interaction with company representatives, proximity to entrepreneurs as a source of students' learning, students' opportunity for questioning during their entrepreneurial situation and students' involvement for obtaining in-depth learning of entrepreneurship education.

According to Smith et al. (2005), active and collaborative learning along with enriching educational experiences are amongst the five benchmarks reported to encourage student's engagement in learning. According to Kickul et al. (2010), students can get real company knowledge and real feedback when they get a real company environment. In the same year, Sanroman et al. (2010) reported that industrial visits provide an opportunity to the students to observe industrial processes in operation to get insight into their future professions. Such visits not only benefit the students, but also bring industry in contact with prospective employees (Nyamaptene, 2012).

Through industrial talk and visit, students are in a better position to visualize what they have learned in the classroom. As a result, student interest and engagement can be improved by outside classroom activities where concepts are made to be more real (Barnett and Coate, 2005). Markom et al. (2011) highlighted another important aspect that good coordination, proper assessment methods, selection of industrial sites for visit as well as speakers or topics for talks is important for enhancing students' practical learning. Visit which allowed students close to the unit operation provides better application of fundamental knowledge than the one that explains the process from the briefing only. Additionally, Sommarström et al. (2020) also highlighted the positive effect of school-company cooperation. He also mentioned that industry visit can be more effective when students get enough opportunity to interact with the companies and their representatives, just listening a presentation about sales figures and other similar information, is of no use.

Gupta et al. (2020) in their study found that industrial visits brings clarity to managerial concepts, bridges gap between classroom study and practical learning in a real life learning experience, provide opportunity to ask questions related to subject, help to identify prospective area of work life like marketing, finance, logistics and so on. It also gives a platform to enhance interpersonal skills, get to see best practises opted by different companies for similar work, add to knowledge as regards to companies, help to retain learning for long. Mogra (2022) in her study advocated that field trips not only expand students' learning and experiences, but also increase students' knowledge and understanding of the world in which they live. Study reported that industry visits results in an overall gain in knowledge of students, knowledge improvement was noticed.

Based on the literature advocating industrial visits for the better understanding of entrepreneurship skills, present study attempts to find out a variable which can enhance an impact of these visits on the students. In this study, authors introduce an important variable in terms of interaction with the founder/CEO of the industry/company. Paper attempts to find if inclusion of this type of session is significantly beneficial.

II. STUDY AREA

Industry A

Industry A is one of the leading office supplies, art supplies and educational aids manufacturer in India. Established in 1981 with a mission to foster learning through excellence and innovation, this industry (Group A) provides educational aids at affordable rates. Started as a small stationery outlet in 1957, it has now evolved into a group of companies with 5M satisfied customers in India. The company has business friendly policies adopting customer centric approach that allows to achieve their goal of making knowledge sharing easier and inexpensive by delivering high-quality products. Having presence in 26 Indian states, this has international distribution networks also. It firmly believes in creating something valuable for the society and encourage self-learning and development. It has 3 manufacturing facilities that embrace eco-friendly manufacturing practices by harnessing solar energy, using recycled raw materials and strict adherence to pollution control policies.

Industry B

Industry B is one of the largest independent manufacturers of powertrain and precision-engineered products in India and aspires to reinforce its commitment to customers as a 'one-stop-shop' for powertrain and precision engineered products, across the globe. Integrity, collaboration, respect and empathy are the company's core values for transforming and moving forward in line with the rapidly changing needs of customers, partners, and communities in the 21st century. Company's core strength lies in technology absorption, seamless integration of product design, prototype building, testing and validation. With years of experience in manufacturing, it delivers competency across the entire value chain of design & manufacture of engines, transmissions, and high precision components. This company serves some of the best-known domestic and global Automotive and Off-Highway companies.

III. METHODOLOGY

Data collection:

As it is mentioned earlier that present study aims to find if personal interaction with the founder and the team is more fruitful than to just simply visit an industry and interact with HR team, we selected 50 students for experimental group (Group A) from undergraduate and post-graduate streams who are highly interested in starting up their business and super enthusiastic to get into more about the initial phases of start-ups. Students visited Company A based in Indore where CEO of this industry Mr. Jain interacted with students and answered their queries regarding various aspects like experience, challenges, footprint analysis and so on. On the other hand, 30 students were selected for control group (Group B) to visit an industry simple and interacted with HR team. These students were sent to Company B where our students interacted with employees and HR department. Further, a common detailed questionnaire on 5-point Likert scale was designed and floated among all students. Out of 50 students, 32 responded for group A and out of 29 students from group2 17 students responded. Acronyms used for the study regarding question are given in Table 1 as follows:

Table1: Acronyms for variables

Sn.	Questions/ Variables	Acronym
1.	Practical exposure gained	EPEG
2.	Manufacturing process learning	EMPL
3.	Implementation of theoretical aspects	EITA
4.	Idea on building strong team	EBST
5.	Getting work done by employees	KWDE
6.	Idea on how to deal with stress	KDWS
7.	Idea on how to deal with failures	KDWF
8.	Analysing your footprints	KAFP
9.	Designing future plans based on mistakes	KDFP
10.	Awareness on challenges in setting a startup	KAOC
11.	Awareness on Govt policies in startups	KAGP
12.	Motivation to pursue in chosen field	EMPCF
13.	Confidence in your abilities	ECA

14.	Satisfaction for professional aspirations	ESPA

Statistical hypothesis testing:
A detailed hypotheses testing using various statistical tests have been applied to study the effect of one variable. Here, two groups are compared one with the variable and the second one without variable. Total audience is split into two groups. One group is exposed to the variable under study and other group performs with the variable of consideration. In this paper, as stated above authors aim to compare the learning quotient of the students in two entirely different scenarios through industry's founder mentoring vs industrial visit only. First step in this process is to check if both populations are normal or not. For this Shapiro-Wilk's test has been applied in R. The Shapiro-Wilk test is a test of normality. It is used to determine if the sample comes from a normal distribution.

Second step is to check the outcomes of above tests. Since first group passes the CLT (Central Limit Theorem) as it has more than 30 observations, we can assume that sample from first group comes from a normal population. As far as second group is concerned, it needs to be more than 30 too, but in our case it has only 17 observations. Hence Shapiro-Wilk test has been applied to check if each variable comes from normal population or not. Note that we wish to compare these two groups, hence normality assumption for second group can be avoided as t- test is much more robust than any non-parametric test in this scenario.

Third step is to check if variances of both populations are same or not. To check variance, we applied F-test. If variance is not significantly different in both groups at $\alpha=0.05$ for a variable, then two sample unpaired t-test is applied to test hypothesis under consideration. Otherwise, Aspin Welch t-test is applied to check if variable under consideration is following the research claim or not. Detailed flow chart of the methodology is given in Figure 1 followed by, all hypotheses considering all variables for each step.

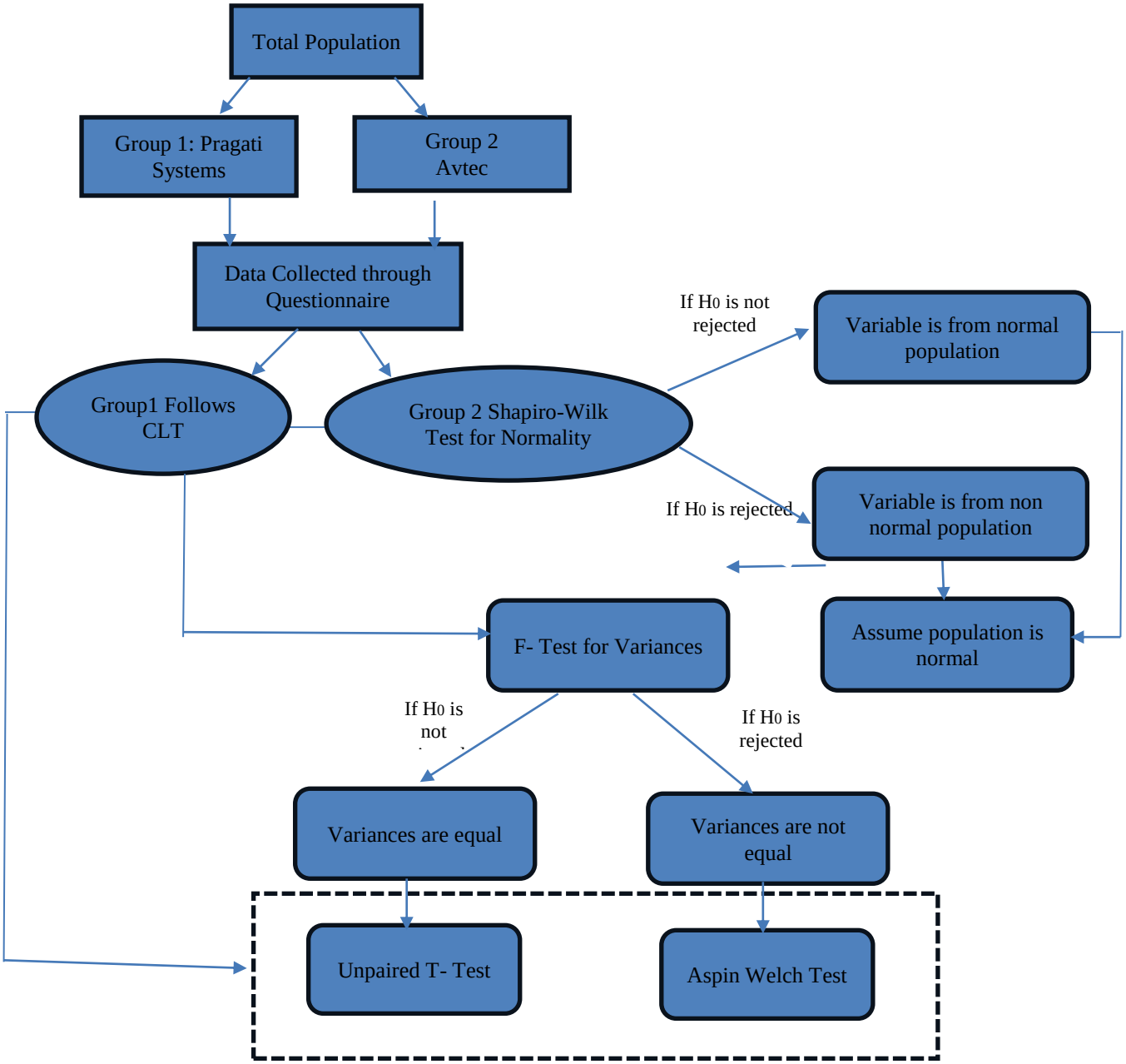

Figure 1: Flow chart of the methodology

Research Hypotheses (Step-1: Test of normality for group 2)

H_1^1: EPEG does not follow normal distribution
H_2^1: EMPL does not follow normal distribution
H_3^1: EITA does not follow normal distribution
H_4^1: EBST does not follow normal distribution
H_5^1: KWDE does not follow normal distribution
H_6^1: KDWS does not follow normal distribution
H_7^1: KDWF does not follow normal distribution
H_8^1: KAFP does not follow normal distribution
H_9^1: KDFP does not follow normal distribution
H_{10}^1: KAOC does not follow normal distribution
H_{11}^1: KAGP does not follow normal distribution
H_{12}^1: EMPCF does not follow normal distribution
H_{13}^1: ECA does not follow normal distribution
H_{14}^1: ESPA does not follow normal distribution

Research Hypotheses (Step-2: Equality of variances of both populations)

H_1^2: variances are same for EPEG
H_2^2: variances are same for EMPL
H_3^2: variances are same for EITA
H_4^2: variances are same for EBST
H_5^2: variances are same for KWDE
H_6^2: variances are same for KDWS
H_7^2: variances are same for KDWF
H_8^2: variances are same for KAFP
H_9^2: variances are same for KDFP
H_{10}^2: variances are same for KAOC
H_{11}^2: variances are same for KAGP
H_{12}^2: variances are same for EMPCF
H_{13}^2: variances are same for ECA
H_{14}^2: variances are same for ESPA

Research Hypotheses (Step-3: Check the significant difference unpaired t-test)

H_1^3: True mean between Group B and Group A for EPEG <0
H_2^3: True mean between Group B and Group A for EMPL <0
H_3^3: True mean between Group B and Group A for EITA <0
H_4^3: True mean between Group B and Group A for EBST <0
H_5^3: True mean between Group B and Group A for KWDE <0
H_6^3: True mean between Group B and Group A for KDWS <0
H_7^3: True mean between Group B and Group A for KDWF <0
H_8^3: True mean between Group B and Group A for KAFP <0
H_9^3: True mean between Group B and Group A for KDFP <0
H_{10}^3 True mean between Group B and Group A for KAOC <0
H_{11}^3: True mean between Group B and Group A for KAGP <0
H_{12}^3: True mean between Group B and Group A for EMPCF <0
H_{13}^3: True mean between Group B and Group A for ECA <0
H_{14}^3: True mean between Group B and Group A for ESPA <0

IV. Result and Discussions

A detailed questionnaire comprising on 15 questions has been floated among 80 (50 visited Company A and 30 visited Company B) students. Out of these 49 (32+17) students have responded. Based on these responses, data is preprocessed and then R package is used for all analysis. As per the methodology, first step is to check if all variables from group 2 came from normal population or not. For this, Shapiro-Wilk test has been applied on each variable. Results are given in Table 2 as follows:

Table 2: Statistical values of Shapiro-Wilk Test at α=0.05

Hypothesis	p-Values	Decision
$H_{0,1}^1$: EPEG follows normal distribution. H_1^1: EPEG does not follows normal distribution	0.0002	Reject $H_{0,1}^1$
$H_{0,2}^1$: EMPL follows normal distribution. H_2^1: EMPL does not follows normal distribution	0.0024	Reject $H_{0,2}^1$
$H_{0,3}^1$: EITA follows normal distribution. H_3^1: EITA does not follow normal distribution	0.0126	Reject $H_{0,3}^1$
$H_{0,4}^1$: EBST follows normal distribution. H_4^1: EBST does not follow normal distribution	0.0295	Reject $H_{0,4}^1$
$H_{0,5}^1$: KWDE follows normal distribution. H_5^1: $KWDE$ does not follow normal distribution	0.0286	Reject $H_{0,5}^1$
$H_{0,6}^1$: $KDWS$ follows normal distribution. H_6^1: $KDWS$ does not follow normal distribution	0.0068	Reject $H_{0,6}^1$
$H_{0,7}^1$: $KDWF$ follows normal distribution.	0.0137	Reject $H_{0,7}^1$

H_7^1: $KDWF$ does not follow normal distribution		
$H_{0,8}^1$: $KAFP$ follows normal distribution. H_8^1: $KAFP$ does not follow normal distribution	0.0322	Reject $H_{0,8}^1$
$H_{0,9}^1$: $KDFP$ follows normal distribution. H_9^1: $KDFP$ does not follow normal distribution	0.0313	Reject $H_{0,9}^1$
$H_{0,10}^1$: $KAOC$ follows normal distribution. H_{10}^1: $KAOC$ does not follow normal distribution	0.0295	Reject $H_{0,10}^1$
$H_{0,11}^1$: $KAGP$ follows normal distribution. H_{11}^1: $KAGP$ does not follow normal distribution	0.0239	Reject $H_{0,11}^1$
$H_{0,12}^1$: EMPCF follows normal distribution. H_{12}^1: EMPCF does not follow normal distribution	0.0019	Reject $H_{0,12}^1$
$H_{0,13}^1$: ECA follows normal distribution. H_{13}^1: ECA does not follow normal distribution	0.0161	Reject $H_{0,13}^1$
$H_{0,14}^1$: $ESPA$ follows normal distribution. H_{14}^1: ESPA does not follow normal distribution	0.0161	Reject $H_{0,14}^1$

Results from Shapiro-Wilk test suggest that all variables came from non -normal population. Here, sample size is not very small, and it is planned to be compared with the sample from normal distribution. Further, parametric tests for comparing two groups like t- test are more robust as compared to non-parametric test, assumption of being normality is rested and we assume that all variables of Group 2 also came from normal population. As a next step, equality of variances should be checked. For this, F-test has been applied and results are shown in Table 3 as follows:

Table 3: Statistical values of F-Test at α=0.05

Hypothesis	**p-Values**	**Decision**
$H_{0,1}^2$: Variances are equal for EPEG H_1^2: Variances are not equal for EPEG	0.811	Do not reject $H_{0,1}^2$
$H_{0,2}^2$: Variances are equal for EMPL H_2^2: Variances are not equal for EMPL	0.5747	Do not reject $H_{0,2}^2$
$H_{0,3}^2$: Variances are equal for EITA H_3^2: Variances are not equal for EITA	0.3439	Do not reject $H_{0,3}^2$
$H_{0,4}^2$: Variances are equal for EBST H_4^2: Variances are not equal for EBST	0.4112	Do not reject $H_{0,4}^2$
$H_{0,5}^2$: Variances are equal for KWDE H_5^2: Variances are not equal for KWDE	0.5052	Do not reject $H_{0,5}^2$
$H_{0,6}^2$: Variances are equal for KDWS H_6^2: Variances are not equal for KDWS	0.9832	Do not reject $H_{0,6}^2$
$H_{0,7}^2$: Variances are equal for KDWF H_7^2: Variances are not equal for KDWF	0.6343	Do not reject $H_{0,7}^2$:
$H_{0,8}^2$: Variances are equal for KAFP H_8^2: Variances are not equal for KAFP	0.7911	Do not reject $H_{0,8}^2$
$H_{0,9}^2$: Variances are equal for KDFP H_9^2: Variances are not equal for KDFP	0.5637	Do not reject $H_{0,9}^2$
$H_{0,10}^2$: Variances are equal for KAOC H_{10}: Variances are not equal for KAOC	0.8064	Do not reject $H_{0,10}^2$
$H_{0,11}^2$: Variances are equal for KAGP H_{11}^2: Variances are not equal for KAGP	0.7023	Do not reject $H_{0,11}^2$
$H_{0,12}^2$: Variances are equal for EMPCF H_{12}^2: Variances are not equal for EMPCF	**0.0429**	**Reject** $H_{0,12}^2$
$H_{0,13}^2$: Variances are equal for ECA H_{13}^2: Variances are not equal for ECA	0.2072	Do not reject $H_{0,13}^2$
$H_{0,14}^2$: Variances are equal for ESPA H_{14}^2: Variances are not equal for ESPA	0.2053	Do not reject $H_{0,14}^2$

As per the Table 3, it is reported that for all 14 variables, except EBST (Idea on building strong team), variances are equal for both populations (at α=0.05, $H_0 s$ are not rejected). Theoretically, when normal populations have equal variances, unpaired t- test is the best option to check the significant difference between two populations means and in case of unequal variances, Aspin-Welch test is the choice. Hence unpaired t- test has been applied for all 13 variables and Aspin Welch test has been applied for EBST variable. Results are given in Table 4.

Table 4: Statistical values of t-Test at α=0.05

Hypothesis	**p-Values**	**Decision**
$H_{0,1}^3$: Difference between Group B and Group A ≥ 0 for EPEG H_1^3: Difference between Group B and Group A < 0 for EPEG	0.1254	Do not reject $H_{0,1}^3$
$H_{0,2}^3$: Difference between Group B and Group A ≥ 0 EMPL H_2^3: Difference between Group B and Group A < 0 for EMPL	0.4172	Do not reject $H_{0,2}^3$
$H_{0,3}^3$: Difference between Group B and Group A ≥ 0 for EITA H_3^3: Difference between Group B and Group A < 0 for EITA	0.2887	Do not reject $H_{0,3}^3$:
$H_{0,4}^3$: Difference between Group B and Group A ≥ 0 for EBST H_4^3: Difference between Group B and Group A < 0 for EBST	0.049	**Reject** $H_{0,4}^3$
$H_{0,5}^3$: Difference between Group B and Group A ≥ 0 for KWDE H_5^3: Difference between Group B and Group A < 0 for KWDE	0.1013	Do not reject $H_{0,5}^3$:
$H_{0,6}^3$: Difference between Group B and Group A ≥ 0 for KDWS H_6^3: Difference between Group B and Group A < 0 for KDWS	0.2546	Do not reject $H_{0,6}^3$
$H_{0,7}^3$: Difference between Group B and Group A ≥ 0 for KDWF H_7^3: Difference between Group B and Group A < 0 for KDWF	0.0671	Do not reject: $H_{0,7}^3$
$H_{0,8}^3$: Difference between Group B and Group A ≥ 0 for KAFP H_8^3: Difference between Group B and Group A < 0 for KAFP	0.0207	**Reject** $H_{0,8}^3$
$H_{0,9}^3$: Difference between Group B and Group A ≥ 0 for KDFP H_9^3: Difference between Group B and Group A < 0 for KDFP	0.0554	Do not reject $H_{0,9}^3$
$H_{0,10}^3$: Difference between Group B and Group A ≥ 0 for KAOC H_{10}^3: Difference between Group B and Group A < 0 for KAOC	0.0354	**Reject** $H_{0,10}^3$
$H_{0,11}^3$: Difference between Group B and Group A ≥ 0 for KAGP H_{11}^3: Difference between Group B and Group A < 0 for KAGP	0.0649	Do not reject $H_{0,11}^3$
$H_{0,12}^3$: Difference between Group B and Group A ≥ 0 for EMPCF H_{12}^3: Difference between Group B and Group A < 0 for EMPCF	0.3276	Do not reject $H_{0,12}^3$ (Aspin-Welch Test)
$H_{0,13}^3$: Difference between Group B and Group A ≥ 0 for ECA H_{13}^3: Difference between Group B and Group A < 0 for ECA	0.5145	Do not reject $H_{0,13}^3$
$H_{0,14}^3$: Difference between Group B and Group A ≥ 0 for ESPA H_{14}^3: Difference between Group B and Group A < 0 for ESPA	0.3162	Do not reject $H_{0,14}^3$

Results of t- test/Welch test show that visit to Company A turns out to be beneficial for three variables i.e. Idea on building strong team (EBST), Analysing your foot-prints (KAFP) and Awareness on challenges in setting a startup (KAOC). These three variables show that interaction with founder/CEO of the industry is beneficial for them to have an idea about building strong team, assessment on the footprints so that future strategy can be planned for the benefit of the company and awareness of the challenges. As per the table, it is also can be mentioned that for rest of the 11 variables, either Company B visit is better or has an equal impact on students as Pragati Systems. To analyse it further we use upper tailed one-sided t- test. Results are given in Table 4:

Table 5: Statistical values of t-Test at α=0.05

Hypothesis	p-Values	Decision
$H_{0,1}^4$: Difference between Group B and Group A ≤ 0 for EPEG H_1: Difference between Group B and Group A > 0 for EPEG	0.8746	Do not reject $H_{0,1}^4$
$H_{0,2}^4$: Difference between Group B and Group A ≤ 0 EMPL H_2: Difference between Group B and Group A > 0 for EMPL	0.583	Do not reject $H_{0,2}^4$
$H_{0,3}^4$: Difference between Group B and Group A ≤ 0 for EITA H_3: Difference between Group B and Group A > 0 for EITA	0.7113	Do not reject $H_{0,3}^4$:
$H_{0,4}^4$: Difference between Group B and Group A ≤ 0 for EBST H_4: Difference between Group B and Group A > 0 for EBST	This variable is not included in this test	
$H_{0,5}^4$: Difference between Group B and Group A ≤ 0 for KWDE H_5: Difference between Group B and Group A > 0 for KWDE	0.8987	Do not reject $H_{0,5}^4$
$H_{0,6}^4$: Difference between Group B and Group A ≤ 0 for KDWS H_6: Difference between Group B and Group A > 0 for KDWS	0.7454	Do not reject $H_{0,6}^4$
$H_{0,7}^4$: Difference between Group B and Group A ≤ 0 for KDWF H_7: Difference between Group B and Group A > 0 for KDWF	0.9328	Do not reject $H_{0,7}^4$
$H_{0,8}^4$: Difference between Group B and Group A ≤ 0 for KAFP H_8: Difference between Group B and Group A > 0 for KAFP	This variable is not included in this test	
$H_{0,9}^4$: Difference between Group B and Group A ≤ 0 for KDFP H_9: Difference between Group B and Group A > 0 for KDFP	0.9441	Do not reject $H_{0,9}^4$
$H_{0,10}^4$: Difference between Group B and Group A ≤ 0 for KAOC H_{10}: Difference between Group B and Group A > 0 for KAOC	This variable is not included in this test	
$H_{0,11}^4$: Difference between Group B and Group A ≤ 0 for KAGP H_{11}: Difference between Group B and Group A > 0 for KAGP	0.9351	Do not reject $H_{0,11}^4$
$H_{0,12}^4$: Difference between Group B and Group A ≤ 0 for EMPCF H_{12}: Difference between Avtec and Pragati > 0 for EMPCF	0.6721	Do not reject $H_{0,12}^4$
$H_{0,13}^4$: Difference between Group B and Group A ≤ 0 for ECA H_{13}: Difference between Group B and Group A > 0 for ECA	0.4855	Do not reject $H_{0,13}^4$
$H_{0,14}^4$: Difference between Group B and Group A ≤ 0 for ESPA H_{14}: Difference between Group B and Group A > 0 for ESPA	0.6838	Do not reject $H_{0,14}^4$

Above table shows the attempt to check if visit to Company B is beneficial over Company A visit or not. As three variables already statistically proven better in Group A, rest of the variables are tested using one tailed upper sided test. It is clear for all the variables null hypotheses are accepted at 5% of level of significance, which shows that true means between Group B and Group A are either less or equal to zero (less than zero signifies that Company A visit is better). Further, in reference to the Table 4, decisions support that either visit to Company A is better or equally good as compared to Company B visit. These two contradictory results make us to believe that visits to Industry A and Industry B are equally beneficial for students for rest of the variables.

V. CONCLUSONS:

Study suggests that though simple industry visits are an integral part of the curriculum, adding an extra variable will definitely enhance the learning of the students. Students can learn from the experience of the founder on how to build a strong and multitasking team, how to learn from your mistakes done in past through analyzing footprints. Founders' interaction may highlight the challenges and their solution in starting up their new business.

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