



Study Of Entrepreneurship Education On University Students' Skill Development And Startup Intentions In Haryana

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Abstract This study examines its impact on Haryana university students' skill development and startup mindset. Based on the most recent empirical research (2020–2026), the study highlights how entrepreneurial education contributes to the growth of management, technical, cognitive, and problem-solving skills. Additionally, it emphasises how it enhances entrepreneurial self-efficacy, opportunity perception, and access to institutional entrepreneur support structures in order to increase entrepreneurial intention. According to available empirical data, students' entrepreneurial mindsets and intentions to pursue entrepreneurship are significantly impacted by entrepreneurship education. Universities in the state of Haryana are crucial to the growth of the state's business ecosystem and, as a result, are helping to develop the next generation of entrepreneurs.

Keywords: Entrepreneurship Education, Startup Intentions, Skill Development, University Students and Haryana, Entrepreneurial Intention.

I. INTRODUCTION

Entrepreneurship education (EE) has become an important strategy to improve employability, increase innovation and promote self-reliance of university students. The rise in the number of Startup India, Incubation Centres, and University-based entrepreneurship development cells has enhanced the significance of entrepreneurship education much more. These institutional structures enable students to gain first-hand experience of the real world of business, mentoring and access to innovation networks, thus giving them a link between theory and practice. Most importantly, entrepreneurship education is not just about starting businesses; it has a wider impact on developing the relevant 21st-century skills. It improves critical thinking, creativity, problem-solving skills, leadership skills, team working and opportunity identification skills. These skills are all interrelated and can help to develop entrepreneurial self-efficacy and positive attitudes toward starting a business among students. This, in turn, enhances students' confidence in identifying market opportunities and in initiating entrepreneurial enterprises.

II. LITERATURE REVIEW

Verma and Singh (2021) concluded that Entrepreneurship Education has a highly positive effect on entrepreneurial self-efficacy of students. The overall study findings highlight that entrepreneurial self-efficacy is an important psychological catalyst in influencing students' intention towards starting up and entrepreneurial behavior¹. Hassan et al (2021) concluded that entrepreneurship education is an important moderator between psychological traits and entrepreneurial intention. The results also suggest that entrepreneurship education offers practical exposure, knowledge and experiential learning that all contribute to strengthening the students' inclination to start-up and enhance their chances of choosing the entrepreneurial career path². Mehta (2022) pointed out that university students need to have better skill development and structured entrepreneurship education programs can help them in that regard. The study reinforces the significance of it in developing a professionally competent and skilled entrepreneurial workforce on the whole³. Kumar and Rani (2022) found that the exposure to entrepreneurship courses improves the readiness of the youths to become an entrepreneur. According to their study, the

¹ Verma, S., & Yadav, R. (2021). Self-efficacy and intention of students as entrepreneur. Source: Journal of Business Research.

² Hassan, A., et al. (2022). Factors that have a psychological and contextual influence on

entrepreneurial intention. It is one of the biggest successes in the area of Industry and Higher Education.

³ Mehta, D. (2022). Entrepreneurial Education for skill development in HE. International Education Journal.



characteristics of entrepreneurship – creativity, orientation towards innovation, and the ability to take risks – can be developed as a result of structured entrepreneurship education. **Sharma (2023)** said that the incubation center and entrepreneurship development cell play a crucial role in promoting experiential learning for the university students. One of the key takeaways from the study is that these support institutions offer real-world exposure through mentorship, workshops, startup advice, and solving business problems as they occur.

III. OBJECTIVES OF THE STUDY

1. To investigate the effect of entrepreneurship education on skill development of the university students.
2. To study the impact that entrepreneurship education has on intentions to start a business.
3. To examine the relationship between entrepreneurial abilities and entrepreneurial intentions.
4. To evaluate the effect of the university ecosystem support on entrepreneurial behavior in Haryana⁴.

IV. RESEARCH METHODOLOGY

4.1 Research Design

The qualitative research design is adopted for this study. Secondary data analysis is used to explore the relationship between entrepreneurship education, skill development and intentions to start a business among students of universities. The main aim of this design is to systematically analyses and combine previous literature to create a comprehensive understanding of the role of entrepreneurship education in shaping students' entrepreneurial mindset and behavioral intentions.

4.2 Data Sources

In this regard, the present study is completely based on secondary data sources that provide a good academic

response for the analysis of the impact of entrepreneurship education on the development of skills and intentions to establish a business for university students. findings of this study are supported by the use of various and dependable secondary sources, which contributes to the validity, credibility and academic rigor of the findings⁵.

4.3 Data Collection Method

For this study, extensive literature review in academic databases and scholarly repository was conducted and the literature sources were accessed. The search was conducted systematically to find the studies on entrepreneurship education, entrepreneurial skill development, self-efficacy and start up intention of the university students. This systematic data gathering process ensures that the data gathered is credible, of good quality and contextually appropriate to derive meaningful conclusions and insights from the literature⁶.

4.4 Analytical Approach

The study uses systematic examination and interpretation techniques of thematic analysis to look at and analyze selected literature on entrepreneurship education. It serves to discover, summarize and classify frequent patterns or themes in various studies from 2020 to 2026. This method helps in a structured interpretation of secondary data, which helps in understanding the entrepreneurship education in the development of entrepreneurial competencies and effect on the intention to start an entrepreneurial venture among the university students of Haryana and India⁷.

4.5 Scope of the Study

This study focuses mainly on the university students of India, especially on the state of Haryana where entrepreneurship education is more and more being introduced in the higher education institutes. The scope of this study is the effect of entrepreneurship education on the development of skills and start-up intentions of students. In spite of the primary focus of the context being on the state of Haryana, some

⁴ Subhadrammal, D., Bliemel, M., Bressan, A., et al. (2023). Entrepreneurship specialization in engineering students of India – an extra-curricular support. *Humanities and Social Sciences Communications*, 10(688). <https://doi.org/10.1057/s41599-023-02171-2>

⁵ Arora, N., & Singh, H. (2025). The current scenario of innovation and entrepreneurship in the Indian Universities. *International and national journal articles, including the Asian Journal of Innovation and Policy*.

⁶ Hassan, A., Anwar, I., Saleem, I., & Syed, A. (2020). The role of entrepreneurship education in entrepreneurial intention of the university students of India. *Education + Training*, 62(7/8), 843–861. <https://doi.org/10.1108/ET-02-2020-0033>

⁷ Hassan, A., Anwar, I., Saleem, I., & Alalyani, W. R. (2021). Nexus between entrepreneurship education and entrepreneurial intention among university students in India. *Industry and Higher Education*. <https://doi.org/10.1177/09504222211053262>



relevant literature has also been included for a better conceptual understanding at a national and international level. This inclusion aids in comparing views with the Indian context along with enriching the analytical depth of the study on entrepreneurial learning and entrepreneurial ecosystem development⁸. Furthermore, the methods employed in each study reviewed could impact the level of interpretation consistency. Nevertheless, the study has offered a thorough review of previous studies to gain insight into the role of entrepreneurship education despite its shortcomings⁹.

Result:

Table 1: thematic Analysis of Literature on Entrepreneurship Education (2020–2026)

Themes	Number of Studies Supporting Theme (Frequency)
Skill Development	6
Entrepreneurial Intention	8
Entrepreneurial Self-Efficacy	5
Institutional Support Systems	6
Startup Ecosystem Influence	4
Opportunity Recognition Skills	5
Innovation & Creativity Skills	4
Haryana-Specific Studies	3

Interpretation: Table 1 shows a frequency distribution of the key themes identified within the selected studies as part of the process of thematic analysis of literature on entrepreneurship education (2020-2026). The results reveal that the theme with the highest frequency of mention is Entrepreneurial Intention (eight studies) which is the most significant topic in the study of entrepreneurship education. This indicates that majority of scholars are interested in comprehending the impact of entrepreneurship education on students' intentions to enter into an entrepreneurship. Skill Development and Institutional

Support Systems (6 studies each) also present good representation, proving that educational institutions have an important role to play in the development of entrepreneurs' competencies and in the provision of support facilities. Psychological and cognitive factors that are associated with entrepreneurial behavior are represented in the themes of Entrepreneurial Self-Efficacy and Opportunity Recognition Skills (5 studies each). In addition, Startup Ecosystem Influence and Innovation & Creativity Skills (4 studies each) are fairly well covered in literature. Haryana-Specific Studies category has the least number of studies (3) which means, there is a gap in the research in this field and the studies need to be explored further at regional level.

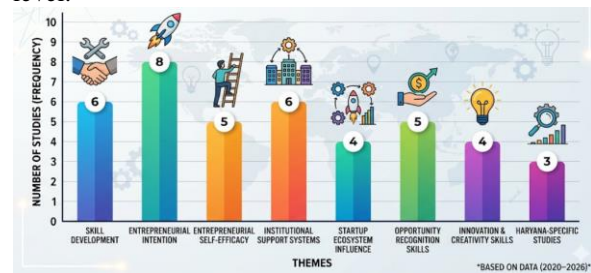


Figure 1: Thematic Distribution and Frequency of Literature on Entrepreneurship Education (2020–2026)

V. DISCUSSION

Entrepreneurship education is an important component in the development of hard and soft skills of university students. It covers the key skills needed to be successful in the workplace and/or as an entrepreneur, including business planning, financial education, communication, leadership, creativity and innovation. In addition to skill building, entrepreneurship education also has an impact on students' entrepreneurial intentions. Studies on entrepreneurship education have found that entrepreneurial learning, real life business case studies, mentorship and incubation programmes boost students' self-confidence and motivation to become entrepreneurs. The impact is further enhanced by the University ecosystem which fosters an environment for the creation of innovation and enterprise. The innovation lab, entrepreneur development cells, skill enhancement programme and the start-up incubation

students in Haryana from demographic and socio-economic points of view. The Journal of Commerce and Accounting Research, 14(3):31-43.

⁸ Reddy, K. (2024). Development of entrepreneurial mindset and support from the University. The Journal of Higher Education Policy.

⁹ Garg, S., Kumar, P., & Kumar, S. (2025). Factors affecting entrepreneurship orientation of the university



centres serve as an important tool to convert entrepreneurial intention into entrepreneurial behavior. Moreover, policies, funding models, and institutional support mechanisms further support and strengthen this ecosystem, paving the way for students to pursue entrepreneurship. The developments have greatly raised the awareness of entrepreneurship among the students and have helped to create positive start-up culture in universities¹⁰.

VI. CONCLUSION

Entrepreneurship education has important and transformative effect on the skill sets and intentions of university students to become entrepreneurs. The analyzed literature clearly shows that the Structural Entrepreneurship Education (SEE) not only contributes to the development of technical competencies and managerial competencies but also to the enhancement of cognitive competencies like critical thinking, problem solving, creativity and opportunity recognition. These skills together contribute to the enhancement of students' entrepreneurship self-confidence, which further raises the entrepreneurial intention of students. Overall, entrepreneurship education is emerging as a crucial enabler for the development of future entrepreneurs and thus in the overall region's economic development and enhancing the startup ecosystem of Haryana.

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