

Impact of Entrepreneurship Education on Skill Development and Startup Intentions among University Students in Haryana

Ms. Saryu and Dr Mahipal Singh

Research Scholar, Department of Commerce

Associate Professor, Department of Management and Commerce

Baba Masthnath University, Asthal bohor, Rohtak, Haryana,

Saryubajaj99@gmail.com and md0196@gmail.com

Abstract: *Entrepreneurship education is now an important tool for promoting university entrepreneurship, innovation, and startup culture in India. In this study, its effect on the skill development and start-up mindset of the university students of Haryana is studied. The paper, based on the latest empirical studies (2020-2026) emphasizes the role of entrepreneurship education in the development of cognitive, technical, managerial and problem-solving competencies. It also highlights its contribution to augment entrepreneurial intention by improving entrepreneurial self-efficacy, opportunity recognition and access to institutional entrepreneur support systems. Existing empirical evidence indicates that the entrepreneurship education has a significant effect on students' entrepreneurial attitudes and their intention to pursue entrepreneurship. Universities in the state of Haryana are also very pivotal in the development of the entrepreneurial ecosystem in the state and hence are playing an important role in nurturing the future entrepreneurs. It is concluded that incorporating experiential learning approaches, incubation facilities, mentorship schemes, and skill-based curricula in higher education institutions can significantly improve entrepreneurial outcomes and foster the region's start-up ecosystem*

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. As is expected in an economy driven by knowledge, universities and universities of applied sciences are increasingly called upon to do more than just teach students as is their traditional role, but also to play an active role in the development of entrepreneurial attitudes. Universities in India, especially in states like Haryana, have started incorporating entrepreneurship courses, skill training initiatives, and innovation-focused curricula to foster entrepreneurship and encourage the formation of startups among the youth.

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. Their research demonstrates that entrepreneurial learning with structure fosters confidence, motivation and trust in students to successfully launch and operate entrepreneurial ventures. The authors further suggest that entrepreneurship education is helpful for diminishing the fear of failure and also enhances decision making skills, especially in developing countries like India, where institutional support for startups is on an upswing. 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 authors found that although certain personality traits, like entrepreneurial risk-taking capacity, creativity, and achievement motivation, affect entrepreneurial inclination, the availability of structured entrepreneurship education enhances the relationship between these traits and entrepreneurial inclination. It helps students to convert their psycho-social traits into real business intentions. 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 emphasizes the importance of these programs having an extremely positive effect on key entrepreneurial skills such as decision making, leadership, financial literacy, communication and problem solving skills. Students acquire these skills through the application of experiential learning techniques like case studies, group projects, simulations and business plan development. Mehta also suggests that entrepreneurship education is a pathway that connects theory and practice, thus preparing students for the challenges of entrepreneurship in the real world. 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 characteristics of entrepreneurship – creativity, orientation towards innovation, and the ability to take risks – can be developed as a result of structured entrepreneurship education. The authors also describe how these courses offer students hands-on knowledge of business planning, opportunity identification and venture creation processes. This exposure enables learners to gain a proactive attitude and enhance their self-confidence in starting up entrepreneurial activities. The study finds overall, that entrepreneurship education is important for preparation of students for the start-up entrepreneurs and builds both cognitive as well as behavioural entrepreneurial competencies⁴.

Sharma (2023) said that the incubation centre 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. These practical learning opportunities have a great impact on the entrepreneurial self-efficacy of students as they gain confidence in handling business issues. Sharma adds that interaction with incubation centres increases startup

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.

⁴ Kumar, V., & Rani, P. (2022). Education for Entrepreneurship and Readiness to become an Entrepreneur among the youth of India. Managing Editor of the International Journal of Management Studies.



aspirations because it helps to connect theory to practice. In sum, the research sheds light on their key role in shaping the entrepreneurial attitude of youth⁵.

III. OBJECTIVES OF THE STUDY

- To investigate the effect of entrepreneurship education on skill development of the university students.
- To study the impact that entrepreneurship education has on intentions to start a business.
- To examine the relationship between entrepreneurial abilities and entrepreneurial intentions.
- To evaluate the effect of the university ecosystem support on entrepreneurial behavior in Haryana⁶.

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 analyse and combine previous literature to create a comprehensive understanding of the role of entrepreneurship education in shaping students' entrepreneurial mindset and behavioural intentions. A qualitative method is used as the approach is appropriate because it is able to explore in-depth the theoretical perspectives, empirical findings and conceptual frameworks that have been developed in previous studies within the period of 2020–2026. The study does not aim for primary data collection but aims for reviewing peer-reviewed journal articles, research papers and policy reports to uncover recurring patterns and key themes. The design facilitates meaningful conclusions that can be drawn about the role of entrepreneurship education in improving entrepreneurial competencies and influencing startup intentions more specifically for the case of university students of Haryana and the higher education system in India.

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. Data has been gathered from a variety of reliable and peer-reviewed sources from 2020 to 2026, such as scholarly journal articles, research papers, conference publications, edited volumes, and government policy reports. These sources are carefully selected to include recent, relevant and solid academic evidence to reflect contemporary developments in entrepreneurship education. Research related to entrepreneurial learning, skill improvement, self-efficacy and development of the startup ecosystem in HEC have been specifically highlighted. In addition, policy documents and reports on start-up policy and higher education reform are reviewed to give context. The 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 findings⁷.

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. The

⁵ Sharma, P. (2023). Importance of Incubation Centers in the Entrepreneurship Education in India. *Indian Journal of Economics and Development [IJED]*

⁶ Subhadrammal, D., Bliemel, M., Bressan, A., et al. (2023). Entrepreneurship specialisation 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>

⁷ 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.*



following keywords were employed to select relevant research articles: Entrepreneurship education, Startup intention, Entrepreneurial skills, University students. To provide up to date literature, the selected articles are peer-reviewed journal articles, conference papers, policy documents, and empirical studies from the years 2020 to 2026. The studies that were analyzed were those that specifically examined the link between entrepreneurial education and entrepreneurial outcomes. Irrelevant, duplicate and outdated studies were excluded to ensure academic rigor and reliability. 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 literature⁸.

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. Skilled literature search focused on themes with which entrepreneurial intention, entrepreneurial self-efficacy, institutional support, ecosystem influence, and skill development were associated were identified, identified to appropriate level of detail. These themes were further broken down into analysis, where the role of each theme in determining the entrepreneurial outcomes of university students was explored. The thematic analysis technique enables the 'finding' from various studies to be synthesized into coherent and meaningful findings. This also assists in identifying similarities and differences and gaps in the literature. 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 India⁹.

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 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 development¹⁰.

The research method used in this study is secondary data analysis without primary data collection (survey, interview and field observation). Consequently, the results are of an interpretative nature, and depend on the availability and the quality and accuracy of existing literature. Yet another constraint is that the study might not be able to reflect the actual ground realities or experiences of the university students in Haryana. 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 shortcomings¹¹.

⁸ 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>

⁹ 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>

¹⁰ Reddy, K. (2024). Development of entrepreneurial mindset and support from the University. *The Journal of Higher Education Policy*.

¹¹ Garg, S., Kumar, P., & Kumar, S. (2025). Factors affecting entrepreneurship orientation of the university students in Haryana from demographic and socio-economic points of view. *The Journal of Commerce and Accounting Research*, 14(3):31-43.



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 behaviour 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.

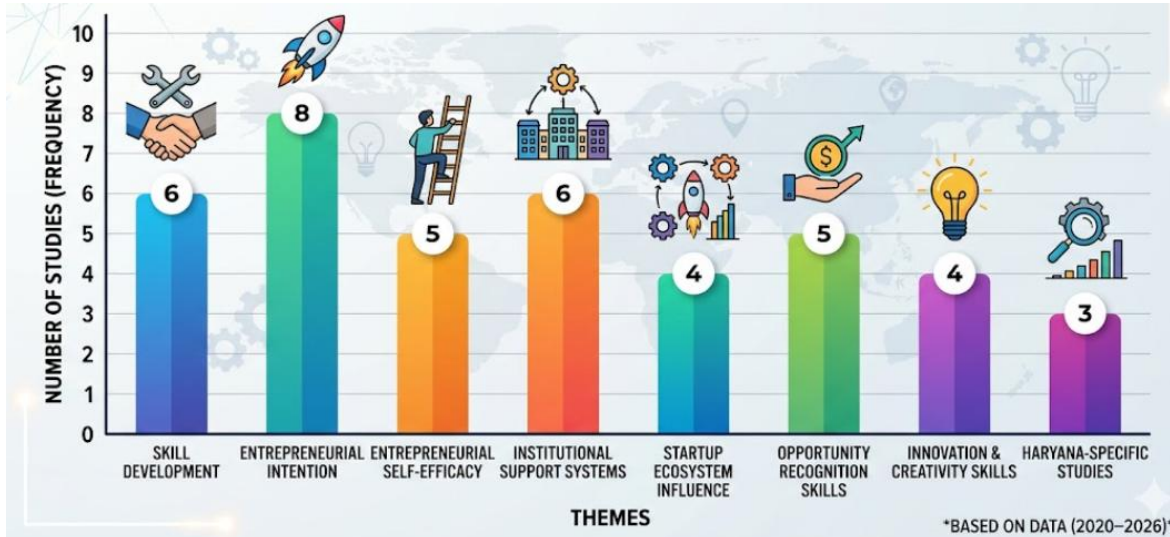


Figure 1: Thematic Distribution and Frequency of Literature on Entrepreneurship Education (2020–2026)

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 centres serve as an important tool to convert entrepreneurial intention into entrepreneurial behaviour. Moreover, policies, funding models, and institutional support mechanisms further support and strengthen this ecosystem, paving the way for students to pursue entrepreneurship.

The state has become an increasingly significant place for startups in Haryana with active government initiatives and growth in higher education institutions' incubation facilities. The developments have greatly raised the awareness of entrepreneurship among the students and have helped to create positive start-up culture in universities¹².

VI. POLICY IMPLICATIONS

6.1 Strengthening Startup India in Universities

The findings highlight the need to make the Startup India initiative more robust in the Universities with a view to build entrepreneurial culture among the students. All the Higher educational Institutions should actively incorporate Startup India programmes in the academic curriculum and co-curriculum. This involves raising awareness of a range of Government schemes, funding opportunities, incubation and innovation networks that are available to aspiring entrepreneurs. Universities could also have entrepreneurship support cells or start-up cells to assist students to generate ideas for a business and prepare their business plans as well as avail them of facilities for start-up and funding. It is recommended to hold regular workshops, mentorship programs and interaction with successful entrepreneurs to improve the exposure of entrepreneurship. The systematic integration of Startup India initiatives in universities will help close this entrepreneurial intention–action gap and help students convert innovative ideas into sustainable startups, which will play a huge role in the economic development of the region and the country¹³.

6.2 Expanding Incubation Centres in Haryana

The demand to increase and improve the quality of incubation centres in Haryana universities to effectively foster student entrepreneurship is gaining momentum. These centres provide early-stage startups with mentorship, infrastructure, access to funding and guidance that is critical in their development. Incubation centres provide a real-life entrepreneurial setting that allows students to improve their entrepreneurial skills in business planning, market analysis and venture development. Practical learning is a very effective way to do experiential learning that will contribute to students' understanding of entrepreneurship. The enhancement of such facilities would not only help to build students' entrepreneurial confidence but also their long-term success and survival rate of student startups. Moreover, increased incubation assistance will promote innovation, risk-taking and creativity of the youth. In conclusion, a strong development of incubation ecosystems in the universities of Haryana will help in fostering a culture of innovation and startups in the state and boost its entrepreneurial ecosystem and economic development¹⁴.

¹² Tewari, A. (2026). Entrepreneurial intent: Modification of entrepreneurial intention relationships through entrepreneurial education. *Journal of Innovation and Entrepreneurship*, 15(24). <https://doi.org/10.1186/s13731-026-00625-w>

¹³ Singh, R., & Verma, M. (2021). A Systematic Review of Entrepreneurial Intentions of Indian students. *Journal of Entrepreneurship Education*, 8(2):239-262, 2009.

¹⁴ Jain, R., & Khanna, P. (2023). Initiative of Startup India and entrepreneurship. *Economic and Political Weekly (EPW)* is a biweekly magazine published from Mumbai, India.



6.3 Mandatory Entrepreneurship Courses

Entrepreneurship education courses in higher education institutions, if made mandatory, can be a tremendous step towards increasing the entrepreneurial competencies among students. These courses should be well planned, and have an important practical and experiential component rather than a strictly theoretical one. The topics could involve innovation management, business model development, financial planning, opportunity identification and start-up execution strategies. Case studies, simulations, group projects and real-life problem solving activities can further enhance students' understanding of practical business problems. Entrepreneurship Education is compulsory in all disciplines – all students are taught entrepreneurial thinking and innovation driven learning. This will not just help to build their entrepreneurial spirit, but will also support their decision-making, creative and risk-taking abilities. Finally, compulsory entrepreneurship courses help to enhance employability, promote self-employment and promote a high culture of innovation and start-up development in HEIs¹⁵.

VII. CONCLUSION

Entrepreneurship education has important and transformative effect on the skill sets and intentions of university students to become entrepreneurs. The analysed 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.

The focus on entrepreneurship education in Higher Education Institutions and the Government initiatives like Startup policies, Startup Incubation centres & Innovation hubs have provided a conducive environment for the growth of Entrepreneurship in the context of Haryana. Recognizing the role of universities as a catalyst for innovation, the entrepreneurship-based curricula are now being integrated into universities and students are given experiences of entrepreneurship. This ecosystem (ecosystem approach) has had a definite impact on the orientation of students towards self-employment and creation of ventures.

But improving the outcomes of entrepreneurship education can be further achieved by having better industry–academy linkages, experiential learning, mentors and hands-on experience. Improving incubation support and introducing real challenges in business and bringing these into academic programs can help connect academia and business. 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.

REFERENCES

- [1]. 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>
- [2]. 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>
- [3]. 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.
- [4]. Subhadrammal, D., Bliemel, M., Bressan, A., et al. (2023). Entrepreneurship specialisation 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>

¹⁵ Gupta, A., & Bansal, S. (2024). Entrepreneurial ecosystem and innovation in Universities in north Indian region. *Journal of Knowledge Management*.



- [5]. Garg, S., Kumar, P., & Kumar, S. (2025). Factors affecting entrepreneurship orientation of the university students in Haryana from demographic and socio-economic points of view. *The Journal of Commerce and Accounting Research*, 14(3):31-43.
- [6]. Tewari, A. (2026). Entrepreneurial intent: Modification of entrepreneurial intention relationships through entrepreneurial education. *Journal of Innovation and Entrepreneurship*, 15(24). <https://doi.org/10.1186/s13731-026-00625-w>
- [7]. Singh, R., & Verma, M. (2021). A Systematic Review of Entrepreneurial Intentions of Indian students. *Journal of Entrepreneurship Education*, 8(2):239-262, 2009.
- [8]. Kumar, V., & Rani, P. (2022). Education for Entrepreneurship and Readiness to become an Entrepreneur among the youth of India. Managing Editor of the *International Journal of Management Studies*.
- [9]. Sharma, P. (2023). Importance of Incubation Centers in the Entrepreneurship Education in India. *Indian Journal of Economics and Development [IJED]*
- [10]. Gupta, A., & Bansal, S. (2024). Entrepreneurial ecosystem and innovation in Universities in north Indian region. *Journal of Knowledge Management*.
- [11]. Verma, S., & Yadav, R. (2021). Self-efficacy and intention of students as entrepreneur. Source: *Journal of Business Research*.
- [12]. Mehta, D. (2022). Entrepreneurial Education for skill development in HE. *International Education Journal*.
- [13]. Jain, R., & Khanna, P. (2023). Initiative of Startup India and entrepreneurship. *Economic and Political Weekly (EPW)* is a biweekly magazine published from Mumbai, India.
- [14]. Reddy, K. (2024). Development of entrepreneurial mindset and support from the University. *The Journal of Higher Education Policy*.
- [15]. 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*.

