

Entrepreneurial Mindset Development through Curriculum and Infrastructure Requirements towards the Making of Developed India: Issues and Challenges

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Abstract

Background: Entrepreneurial mindset development is increasingly considered essential in higher education to foster students' innovation, self-reliance, and economic resilience. However, traditional academic curricula often fall short in promoting such skills.

Objectives: This study explores how an academic curriculum can be effectively designed to foster the development of an entrepreneurial mindset in students.

Methods: A pilot study was conducted using a structured online questionnaire administered to academicians, students, and entrepreneurs across various domains. Exploratory Factor Analysis (EFA) uncovered underlying relationships between curriculum elements and entrepreneurial mindset development.

Results: Two key factors emerged from the EFA: (1) thematic theory, including classroom lectures and practical sessions, and (2) the establishment of an Entrepreneurship Development Cell (EDC) to support experiential learning. These elements were found to be instrumental in fostering entrepreneurial thinking.

Conclusion: The findings highlight the need for a paradigm shift in academic environments, emphasizing entrepreneurial actions over conventional pedagogies. Strengthening collaboration between academic, industry, and local communities is crucial. The study recommends embedding entrepreneurship into the university curriculum to cultivate independence and innovation among students, while future research should further identify additional cognitive and structural factors influencing mindset development.

Keywords: Academic curriculum, entrepreneurial education, entrepreneurial mindset development, ideation rationalization

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Introduction

Fundamentally, education is a tool for the growth and stability of a nation. Education is a flexible journey that adjusts to society's evolving needs and desires. The success of education relies on continuous and thorough assessment of the educational framework. Assessment is a comprehensive concept that involves forming well-informed judgments by analysing quantitative data obtained through testing or measurement. It can also qualitatively evaluate an individual's unique behavioural traits. A country's education level significantly impacts its citizens' success in the fiercely competitive global economy. Given the swift alterations in economic dynamics caused by globalisation, education systems in developing nations like India cannot afford to produce an inadequately prepared workforce to navigate challenging market conditions. These nations require a proficient labour force that can effectively secure the well-being of their populace amidst an unpredictable business landscape and a fiercely competitive employment sector. Only under these circumstances can our institutions generate optimal human capital, equipped with essential skills to be self-reliant and able to make substantial contributions to the nation's growth and progress. A significant drawback of the Indian educational system is its failure to adequately prepare graduates for self-employment and entrepreneurial endeavours, often directing them towards conventional employment routes.

The significance of entrepreneurship education stems from how vital entrepreneurs are to the economy. Since new and small businesses are the primary producers of new jobs, entrepreneurship is a constant concern in most nations. Entrepreneurship education is a form of instruction that assists individuals in acquiring the knowledge, skills, attitudes, and perspectives essential for conceptualising, planning, and establishing a business that will yield sustained advantages and growth. Entrepreneurship requires taking risks, owning property, being responsible for it, and having freedom, which is the ability to make decisions on one's own or in groups without interference from others. It also includes having the necessary knowledge, abilities, and skills to produce and use resources and maximise the potential of already-available resources for wealth creation. "Entrepreneurship" also refers to various skills in managing, innovating, and manipulating conditions to achieve long-term benefits. Dexterity, efficiency, competence, adaptability, creativity, taking and bearing risks within enterprises, managing conditions to achieve sustainable profits, innovation, and manipulation are all aspects of entrepreneurship.

According to Walter and Block (2016), "entrepreneurship education consists of curricular and extracurricular opportunities through which people can learn about various facets of entrepreneurship, such as recognising and seizing business opportunities, stages for implementing a business idea, tactics for growing their ventures, management practises" (Dima, 2009; Miron et al., 2009), and other related topics. By entrepreneurship education, Walter and Block (2016) mean teaching people how to start and run their businesses.

Harms (2015) and Shrestha et al. (2024) offer another viewpoint on the significance of entrepreneurship education. The author claims that by assisting students in developing their skills and preparing them for self-employment in a complex and uncertain market, entrepreneurship education boosts the number of entrepreneurs.

"Incorporating entrepreneurial courses into engineering, humanities, science, and educational faculty programmes at universities is a timely and relevant yet understudied phenomenon of student entrepreneurship" (Fini et al., 2016). This is because universities need their graduates to have a particular mindset and behaviour. "Additionally, the appropriateness of various forms of entrepreneurial education and the selection of pedagogical approaches are given much consideration" (Ojastu et al., 2011).

Consequently, entrepreneurship is recognised as the primary catalyst for economic expansion, given its role in establishing fresh enterprises, generating employment, and fostering self-employment by

leveraging new knowledge and skills. This trend has led to increasingly innovative and competitive economies, a critical concern for India in the present scenario.

Review of Literature

The term "development" pertains to the degree of economic advancement a nation has attained, typically assessed, in part, by the country's Gross National Product (GNP) per capita. To assess the correlation between a nation's developmental stage and educational performance, a UNESCO report from 1995 utilised the literacy rate as a significant indicator. The justification for this is that in recent years, it has become increasingly crucial to consider the relationship between a nation's level of economic development and its literacy attainment. Even relatively wealthy nations find their economic performance hampered by a labour force lacking skills geared toward vocational employment (Encarta Encyclopedia, 2002). Illiteracy is the foremost and most impactful factor hindering economic development in developing nations. The growth of a nation's material and human resources is the foundation of national development. Development is defined as improving the standard of living for people in areas such as access to food, clean water, shelter, roads, and medical care. Therefore, society or the people are the targets of development. Eriba (2006) argues that national development is the complete structural transformation of a country's socioeconomic, political, cultural, scientific, and educational systems. "It is strongly recommended that development must not only be induced but also maintained" (Emaikwu, 2010). Resource distribution has improved with sustainable development, both now and over time.

Guaranteeing that present requirements are fulfilled through sustainable development is crucial to preserving the capability of future generations to fulfil their own needs. Education for Sustainable Development encompasses understanding, valuing, and actively engaging in decisions concerning the appropriate ways to conduct activities at a local or global scale, ensuring an improved quality of life in the present and for generations to come. Additionally, empowering individuals to enhance their skills involves integrating human and material resources. Human development emphasises the advancement of people to enhance human capital, while sustainable development concentrates on resource utilisation, investment allocation, technological advancements, and institutional enhancements. It ensures a harmonious interplay of change by change. "Poverty, which knows no geographic boundaries, is present throughout the nation" (Osimibi, 2003). The cause of this issue is unemployment. Education is widely acknowledged as the most effective treatment for poverty.

The total "vocalization" of education will be accomplished if entrepreneurship education is a core component of general education. "Vocalization" integrates skill development into a curriculum based on a chosen occupational field to make the training recipient self-sufficient and employed. Integrating the acquisition of entrepreneurship skills within the educational system will empower young individuals to nurture an entrepreneurial mindset, encouraging creativity and fostering innovation. Within any country's economic framework, these empowered individuals can become job creators, rather than simply seeking employment opportunities. "The inclusion of entrepreneurship education in the educational system will inevitably strengthen existing alliances that will encourage the possibility of utilising a variety of perspectives, knowledge, skills, and experiences for national development. This will lead to effective and efficient resource management, sustained economic growth, and scientific and technological advancement" (Ekong, 2008).

Armed with entrepreneurial skills, competent individuals can significantly influence the national economy and actively contribute to development. This shift can lead to an economy with more employers than employees. The national landscape transforms into a business-oriented economy, aiming to address social inequalities through human-centric socioeconomic development and reform. Students can learn how to anticipate and adapt to change through the study of entrepreneurship. "Students learn that although a job may be completed today by carrying out a specific task, tomorrow, an entirely new set of skills may be

required, and since businesses are constantly changing, workers need to learn ways to do a given job” (Bettina, 1991). “Graduates of entrepreneurship programmes will undoubtedly possess competencies that improve their managerial, leadership, and business ownership skills” (Dixon et al., 2005).

“Including entrepreneurship education in university curricula will also impact how young people are transformed, resulting in decreased youth unrest, theft, political thuggery, unemployment, etc. The issues of resource waste, capital waste, and corruption will be resolved. The tendency toward greed will be lessened because this type of education will ensure transparency in financial management among business owners and subsequent transfer to public life. Transparency will naturally become a living principle which will consequently be a culture in the more unruly sector of the economy, and national development will become an assured project” (Ekong, 2008).

Imparting entrepreneurial skills to college students elevates the socioeconomic and environmental context for fostering sustainable national development, shedding light on this crucial aspect. Providing employment opportunities for Nigerian graduates ensures stable national growth. Entrepreneurship education leads to the development of the beneficiaries' mental, physical, and intellectual capacities to obtain, interpret, and extrapolate information so that these capacities can be used, particularly for self-construction and national development. The nation's complex developmental issues, such as resource waste, hunger, disease control, etc., may be solved by incorporating the acquisition of entrepreneurship skills into university education. This initiative will open doors for the dormant capacities of self-actualisation and fulfilment, benefiting individuals and society. Moreover, by promoting the acquisition of entrepreneurial skills, we can significantly reduce the general ignorance and poverty that graduates might face, if not eliminate these challenges.

“The value of entrepreneurship education lies in generating jobs, promoting innovation, and creating opportunities for the country's diverse population” (Gomez-Mejia & Balkin, 2002). In their opinion, entrepreneurship begins with choosing a business idea, then drawing up a business plan, choosing the most suitable legal form to operate, raising the necessary funding, making more money, addressing growth and expansion that leads to people's involvement, and creating employees and new markets. This significantly reduces some social issues that society would have been dealing with. “Increasing the value of local resources, advancing technology, increasing capital formation and investment, and fostering an entrepreneurial culture are all advantages of entrepreneurship” (Manu et al., 2005). Integrating entrepreneurship education into university curricula aims to cultivate a specific breed of indigenous entrepreneurs. These individuals should be able to initiate and manage businesses, ultimately leading to job creation, production of goods and services, generating profits, and overall advancement in national development. SMEs positively affect Indian society and speed up the nation's development in many ways. They may develop by motivating students at various educational levels in the nation. Engaging in small business activities brings forth significant social benefits, such as revitalising traditional or indigenous industries, promoting indigenous entrepreneurship and technology, creating job opportunities, and aiding in the redistribution of wealth and income within a society.

A key obstacle to entrepreneurship education is the lack of motivation and specialised training among teachers. Teachers' practice-oriented activities, sometimes outside regular working hours, are not recognised as an official mandate. “In many universities, general studies departments frequently house entrepreneurship skill acquisition courses taught by lecturers who lack the basic training in entrepreneurship education and cannot thus impart the knowledge effectively. Only properly qualified teachers can comprehend and impart entrepreneurial subject matter in a motivating way to foster entrepreneurially minded students who will achieve the country's economic goals” (Matlay, 2005).

Materials and Methods

The survey was conducted using a questionnaire developed after a pilot study of 30 academicians, entrepreneurs, and students. The information was gathered using a questionnaire that utilised a five-point Likert scale. The Likert Scale ranged from 1 to 5, where 1 represented "Strongly Disagree" and 5 denoted "Strongly Agree." The data collection encompassed items outlined in Table 1. Ten items were used for this study. The infrastructure dimension contains three items; four items belong to the academic syllabus dimension, and three to the market exposure item.

Table 1

Items for curriculum and infrastructure development

Construct	Items
Infrastructure	a) Students' entrepreneurship activities unit b) Vocational skill acquisition unit c) Entrepreneurship research and development unit
Academic Syllabus	a) Theory (foundation and advanced) b) Thematic units c) Assignments d) Projects
Market Exposure	a) Live entrepreneur interaction b) Business/Start-up model c) Participation in competitions

The sample for this study includes academicians. Students and entrepreneurs. One hundred seventy-two forms were circulated via email. Out of 172, 104 complete responses were received. The dataset underwent an Exploratory Factor Analysis (EFA) employing principal component analysis (PCA) as the factor extraction method and varimax rotation as the rotation method. This was done to discern essential variables and significant components within the data. The number of factors and items is determined based on the following principles: i) Kaiser-Meyer-Olkin Score (KMO) test, > 0.6 , ii) Significant value of Bartlett's test factor, $p < 0.001$ and iii) Factor loading for items > 0.60 (Daud et al., 2019).

Ethical protocols such as obtaining informed consent, ensuring confidentiality, and allowing participants the right to withdraw were followed

Results and Discussion

Descriptive Statistics of the Respondents

Male respondents accounted for 51.92% of the total, while female respondents comprised 48.08%, as illustrated in Table 2. Most respondents (40.38%) were in the 24–30 age range, while 26.92% and 32.69% were in the 18–24 and >30 age ranges, respectively. 47.11% of the sample were undergraduates, while 52.88% had postgraduate degrees or higher. 26.92% of respondents reported having more than six years of experience, 40.38% reported having three to six years of experience, and 32.69% reported having less than three years.

Table 2*Profile for the respondents*

Profile	Number of Respondents	Percentage
Gender		
Male	54	51.92
Female	50	48.08
Age Group		
18-24 years	28	26.92
24-30 years	42	40.38
>30 years	34	32.69
Level of Education		
Undergraduate	49	47.11
Postgraduate and more	55	52.88
Work Experience		
<3 years	34	32.69
3-6 years	42	40.38
>6 years	28	26.92

Table 3 shows the ten items measured across three constructs: Infrastructure, academic syllabus and market exposure. There are three items in the infrastructure category, four in the academic syllabus category and three in the market exposure category. Market exposure category (average mean score: 3.86) was found more important than infrastructure (average mean score: 3.69) and academic syllabus (average mean score: 2.96).

The mean scores for the three items within the infrastructure construct varied from 3.60 (item IS1) to 3.82 (item IS2). Standard deviations ranged from 0.738 (IS3: 20.33 percent of 3.63) to 0.782 (IS1: 21.72 percent of 3.60), indicating proximity to the mean values.

Within the academic syllabus construct, divided into four segments, mean scores ranged from 2.70 (item AS3) to 3.59 (item AS4). Standard deviations ranged from 0.705 (AS4: 19.64 percent of 3.59) to 0.892 (AS1: 32.09 percent of 2.78), suggesting values close to the mean.

For the three items constituting the market exposure construct, mean scores ranged from 3.68 (item ME1) to 4.08 (item ME2). Standard deviations ranged from 0.706 (ME2: 17.30 percent of 4.08) to 0.827 (ME1: 22.47 percent of 3.68), indicating a tight clustering of scores around the mean.

The notable standard deviations for items resulted from the respondents' diverse backgrounds, work experiences, and education levels.

The lowest mean score is 2.70 (item AS3: Assignments), while the highest mean score is 4.08 (item ME2: Business/Start-up model). The overall mean score for the constructs is 3.45. According to the findings, all three constructs explain the items for academic curriculum and infrastructure requirements.

Table 3*Descriptive analysis*

Code	Items	Mean	Std. Dev.	Coeff. of Var.
Infrastructure				
IS1	Students' entrepreneurship activities unit	3.60	0.782	0.2172
IS2	Vocational skill acquisition unit	3.85	0.760	0.1974
IS3	Entrepreneurship research and development unit	3.63	0.738	0.2033
	All Items in Infrastructure	3.69		
Academic Syllabus				
AS1	Theory (foundation and advanced)	2.78	0.892	0.3209
AS2	Thematic units	2.75	0.773	0.2811
AS3	Assignments	2.70	0.811	0.3004
AS4	Projects	3.59	0.705	0.1964
	All Items in Academic Syllabus	2.96		
Market Exposure				
ME1	Live entrepreneur interaction	3.68	0.827	0.2247
ME2	Business/Start-up model	4.08	0.706	0.1730
ME3	Participation in competitions	3.81	0.777	0.2039
	All Items in Market Exposure	3.86		

Exploratory Factor Analysis

In the social sciences, exploratory factor analysis (EFA) is a commonly used and widely applied statistical technique (Hogarty et al., 2005). EFA is a multivariate statistical procedure used to reduce a large number of factors into a smaller set of factors, establish dimensions and provide construct validity, to name a few (Williams et al., 2010).

Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were employed to assess the sample's validity in this study. The KMO measure helps evaluate the adequacy of the data for conducting factor analysis, providing insights into the sampling adequacy for the analysis. Bartlett's test of sphericity tests whether the observed variables in the dataset are intercorrelated, a prerequisite for conducting a meaningful factor analysis. These tests are crucial in establishing the suitability of the data for factor analysis and subsequent interpretation of the results. For the factor analysis to be appropriate, Bartlett's test of sphericity must be significant at ($P < 0.05$) (Hair et al., 2014). The KMO scale runs from 0 to 1, but anything above 0.6 is acceptable (Hoque & Zainuddin, 2016). Prior to conducting further analysis, an item extraction process was initiated to reduce the number of items to a manageable quantity by investigating the total variance explained. In this procedure, items with eigenvalues surpassing 1.0 were isolated into distinct components (Zainuddin, 2012). Subsequently, upon reviewing the rotated component matrix, only items exhibiting factor loadings above 0.6 were retained for subsequent analysis, ensuring a focused and relevant set of items for the study.

Table 4*KMO and Bartlett's test*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.879	
Bartlett's Test of Sphericity	Approx. Chi-Square	1632.748
	df	45
	Sig.	.000

KMO has a general acceptance index of 0.6 or higher. As shown in Table 4, the KMO value of 0.879 is deemed excellent, surpassing the recommended threshold of 0.6. Additionally, the Bartlett test for sphericity should have a significance level of less than 0.05 for the factor analysis to be deemed appropriate and accepted, indicating the presence of meaningful relationships between the observed variables in the dataset. The significance value of Bartlett's Test is 0.000, which is less than the required significance value of 0.05. (Zainuddin, 2012). Indeed, a KMO score exceeding 0.6 and a Bartlett's test significance score below 0.05 indicate that the dataset is suitable and appropriate for proceeding with the reduction procedure. These values confirm that the data is sufficient for conducting factor analysis and reducing the number of items while still preserving meaningful components.

Total variance explained is the process of extracting elements and reducing them to a manageable number before further analysis. In this process, components with eigenvalues exceeding 1.0 are extracted into different components (Hoque et al., 2016; Zainuddin, 2012).

Table 5*Total variance explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.185	71.846	71.846	7.185	71.846	71.846
2	1.455	14.546	86.392	1.455	14.546	86.392
3	.438	4.376	90.768			
4	.378	3.782	94.549			
5	.217	2.175	96.724			
6	.177	1.768	98.492			
7	.069	.692	99.184			
8	.041	.407	99.591			
9	.028	.282	99.873			
10	.013	.127	100.000			

The EFA has extracted two components, with eigenvalues ranging from 7.185 to 1.455, as shown in Table 5. This suggests that the items are grouped into two components, warranting further investigation and analysis to explore the underlying structure and relationships within these components. In addition, this table shows that the total variance described is 86.392 percent.

Table 6*Rotated component matrix*

	Component	
	1	2
Thematic units	.915	
Theory (foundation and advanced)	.838	
Vocational skill acquisition unit	.781	
Live entrepreneur interaction	.780	
Assignments	.778	
Business/Start-up model	.747	
Participation in competitions	.628	
Entrepreneurship research and development unit		.932
Projects		.931
Students' entrepreneurship activities unit		.924
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalisation.		

As per Table 6, the EFA procedure yielded two components. Only factor loadings greater than 0.6 will be retained according to the study's criteria. Upon reviewing the rotated component matrix, it is clear that all ten items demonstrate factor loadings exceeding 0.6. Consequently, all ten items within the two identified components will be considered for further analysis.

Reliability Analysis of the Components

Reliability analysis is a technique for determining the degree to which all items under each construct are error-free. Cronbach's alpha is a measure of an item's reliability. However, Cronbach's alpha tolerance varies by author. For valid internal consistency reliability, Cronbach's Alpha should be greater than 0.50. (Kerlinger & Lee, 2000). Cronbach's Alpha of 0.60 or higher indicates that the instrument has a high level of internal consistency, while 0.70 indicates a high-reliability level (Hoque et al., 2018). A Cronbach's Alpha minimum threshold of 0.60 is deemed acceptable in this study. The Cronbach's alpha values obtained for each component are displayed in Table 7. The outcomes demonstrate that all reliability measures for the two components exceed the stipulated threshold of 0.60, affirming the internal consistency and reliability of the measured constructs in this study.

Table 7*Reliability statistics for the two extracted components*

Components	No. of Items	Cronbach's Alpha
Component 1	7	0.855
Component 2	3	0.865

Naming the Components

The extracted factors need to have names that make sense. Using the top one or two loading items for each factor is one method of factor naming. An adequately labelled factor gives an accurate, helpful description of the underlying construct, which improves the report's clarity. Table 8 shows the components' names based on the variables under each component.

Table 8*Naming the components*

Component	Variables	Name of the Component
Component 1	Thematic units	Thematic Theory
	Theory (foundation and advanced)	
	Vocational skill acquisition unit	
	Live entrepreneur interaction	
	Assignments	
	Business/Start-up model	
	Participation in competitions	
Component 2	Entrepreneurship research and development unit	Entrepreneurship Development Cell
	Projects	
	Students' entrepreneurship activities unit	

The robustness and credibility of any research study depend significantly on the data collection protocols and ethical considerations that guide the research process. In this study, the systematic approach employed in data gathering ensures that the data accurately reflect the intended population, while ethical rigour protects the rights and dignity of the respondents.

A well-designed data collection process begins with creating valid and reliable instruments. Pre-testing (pilot studies) and standardised procedures help reduce measurement error and bias, ensuring that the data truly represent the constructs of interest (Creswell, 2013). Sampling techniques—random, stratified, or purposive—are carefully chosen to achieve a representative sample, which is crucial for the generalizability of research findings. These protocols enhance the study's accuracy and build the foundation for sound statistical analysis.

Ethical considerations are equally important. Obtaining informed consent is a fundamental prerequisite, ensuring that respondents are fully aware of the study's purpose, their role, potential risks, and benefits. This process respects participants' autonomy and builds trust between the researcher and the respondents (Orb et al., 2001). Protecting the confidentiality and anonymity of participant data is another critical ethical requirement. Secure data storage and proper data handling practices help maintain privacy, further enhancing the reliability of the responses and the overall trustworthiness of the study.

Special attention must also be given to vulnerable populations. When researching groups with limited decision-making capacity, extra safeguards are necessary to prevent exploitation and ensure that these participants are not unduly burdened or harmed. According to Israel and Hay (2006), such extra precautions are critical in upholding ethical standards in social research, ensuring that the welfare of all participants is prioritised.

The advent of digital technology in data collection, through online surveys, electronic questionnaires, or digital interviews, offers increased efficiency and broader reach. However, it also introduces new ethical challenges such as data security and ensuring respondent privacy (Saunders et al., 2019). To protect sensitive information, researchers must ensure that digital platforms comply with ethical guidelines, including encrypted communication and secure storage systems.

Integrating rigorous data collection protocols with strict ethical practices is essential for generating valid and reliable research outcomes. These measures ensure that the study meets methodological standards and upholds the moral integrity of the research process. Future research should continue to refine these protocols, adapting to emerging digital tools while maintaining ethical vigilance. Such an approach will enhance the quality and impact of academic research by fostering an environment of trust and scientific excellence.

Conclusion and Suggestions

Academic experts are constantly debating the teaching-learning methodologies and curricula for entrepreneurship education. Some claim that entrepreneurship education should primarily concentrate on practical components with less traditional classroom approaches that overwhelm the students with theoretical and conceptual content. However, in teaching entrepreneurship, it is essential to use methods such as lectures, assignments, class discussions, guest speakers, video clips, one-on-one coaching, role-plays, team teaching, and teamwork. The goal of spreading knowledge and developing potential entrepreneurial skills can be successful if these techniques are applied. Specific entrepreneurial skills are believed to be best absorbed when students invent new businesses. The entrepreneurial curricula at esteemed business schools like Babson College, Stanford Business School, Massachusetts Institute of Technology, Sloan School of Management, London Business School, and Cambridge University Judge School of Business are characterised by entrepreneurial frameworks emphasising behavioural learning methods. These institutions utilise teaching and learning activities beyond traditional classrooms, such as internships at start-ups, on-campus small business ventures, and small consulting engagements. The objective is to immerse students in experiences that align with the realities of entrepreneurship and foster their development as genuine entrepreneurs. These institutions do assert that a large number of graduates start their businesses right away.

The research outlined in this paper has certain limitations. The questionnaire did not delve into respondents' perspectives on student competitions, university-private sector collaborations, and other hands-on learning activities. Nevertheless, despite these limitations, this paper contributes significantly to entrepreneurship education research by presenting valuable recommendations for its future direction and development. More specifically, the current study includes some recommendations for university elements that might boost respondents' interest in entrepreneurship, for developing entrepreneurial skills in the classroom, and for extracurricular activities to advance knowledge in this area. A continuing body of research on this subject would assist educators in better understanding what is expected of young people in this regard and identify strategies for fostering a more entrepreneurial mindset in youth.

Author contribution statement

Hitesh Tripathi: Conceptualization, methodology, data analysis and writing. **Gyanendra B. S. Johri:** Conceptualization, data analysis and writing. **Pradeep Kumar Srivastava:** Conceptualization, data analysis, writing and project administration. **Sharad Srivastava:** Conceptualization, Data analysis and writing. All author(s) involved in addressing the comments, revision of the paper and finalization of manuscript.

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