

# A Systematic Review of Entrepreneurial Education and Intention Among the Students of Higher Education Institutions.

Livia Lourdes Moras<sup>1</sup> & Dr. Venkatesha B M<sup>2</sup>

<sup>1</sup>Research Scholar, Institute of Management & Commerce, Srinivas University, Mangaluru, India,

email id: liviamoras111@gmail.com

<sup>2</sup>Associate Professor, Dept. Of MBA, Institute of Management & Commerce, Srinivas University, Mangaluru, India ,email id: venkateshbm.ipslm@srinivasuniversity.edu.in

## Abstract

Entrepreneurship education has increasingly gained importance in higher education as a means of developing entrepreneurial knowledge, skills, competencies, and intentions among students. Universities are gradually moving beyond traditional classroom-based approaches towards experiential learning, incubation, mentoring, entrepreneurship cells, innovation hubs, business competitions, and industry collaboration. Entrepreneurial intention refers to an individual's conscious desire and plan to establish a new business or pursue entrepreneurship as a career in the future. The literature demonstrates that entrepreneurship education can positively influence entrepreneurial attitudes, perceived behavioural control, self-efficacy, competencies, and entrepreneurial intention. The present review synthesizes the existing literature on entrepreneurship education, entrepreneurial intention, relevant theoretical foundations, and the factors through which entrepreneurship education may contribute to students' entrepreneurial aspirations.

**Keywords:** Entrepreneurial education, entrepreneurial intention, students of higher education, factors influencing intention, Influence of entrepreneurial education on intention.

## 1.INTRODUCTION

Entrepreneurship plays a pivotal role in the economic development of a nation. Its significance recognised across the globe. India has taken various initiatives for the growth of entrepreneurs promoting the relevance of entrepreneurs in the country. Students, characterized by youthful energy, a willingness to embrace risk, and innovative ideas, should be encouraged to pursue entrepreneurial endeavours to unlock their potential. Significant efforts are made by the Indian Higher education institutions from transforming a theoretical education to experiential learning through E-cell, incubation, entrepreneurial programmes.

Entrepreneurial intention refers to an individual's conscious desire, plan, or intention to establish a new business or pursue an entrepreneurial career in the future. The entrepreneurial intention theories emphasize psychological and behavioural factors such as perceived desirability, perceived feasibility, attitude, subjective norms, perceived behavioural control, and entrepreneurial self-efficacy. In particular, self-efficacy represents an individual's belief in their ability to successfully perform entrepreneurial activities and is considered an important determinant of entrepreneurial motivation and intention. Studies have reported that entrepreneurship education can improve entrepreneurial attitudes, motivation, competencies, self-efficacy, innovation, creativity, and students' orientation towards self-employment. Entrepreneurial self-efficacy has also been identified as an important predictor of entrepreneurial intention, with some studies suggesting that entrepreneurship education strengthens intention indirectly through increased self-efficacy. Similarly, entrepreneurial attitude, entrepreneurial competency, student engagement, and career preparedness have been identified as factors that can influence or strengthen entrepreneurial intention. The literature suggests that when entrepreneurial education is strategically implemented, it will significantly enhance the students' entrepreneurial career intention.

This systematic review aims to study the impact of entrepreneurial education on the development of entrepreneurial career intention among Indian higher education students, while also identifying gaps and offering a conceptual basis for further empirical and theoretical development.

## 2.METHODOLOGY OF REVIEW

The methodology adopted for this literature review involves a systematic and structured approach to identify, analyze, and synthesize relevant academic and empirical studies related to impact of entrepreneurial education on entrepreneurial intention of student pursuing higher education. A qualitative review method was applied, focusing on secondary data sourced from academic databases such as Scopus, Web of Science, Google Scholar, ScienceDirect, Emerald, etc. from the period of 2020 to 2026

## 3.OBJECTIVES

1. To systematically review the existing literature on entrepreneurial education and entrepreneurial intention among higher education students.
2. To synthesize the theoretical and empirical evidence on entrepreneurial education and entrepreneurial intention in higher education.
3. To examine the relationship between entrepreneurial education and entrepreneurial intention among higher education students.
4. To identify research gaps and propose directions for future research on entrepreneurial education and entrepreneurial intention.

## 4.REVIEW OF LITERATURE

### *Entrepreneurial education*

Entrepreneurial education is a formal learning process that teaches students how to create, launch, and manage a new business. It also builds an innovative mindset, helping people solve complex problems, take calculated risks, and turn creative ideas into real-world economic or social value.

Chhabra et al. (2021) proposed a comprehensive Entrepreneurship Education and Training (EET) framework for Indian higher education institutions. Based on qualitative interviews with experienced entrepreneurship educators, the study identified five critical dimensions that determine the effectiveness of entrepreneurship education: experiential learning, flexible pedagogy and evaluation, entrepreneurial faculty experience, holistic mentoring, and extended institutional support. These dimensions collectively enhance entrepreneurial competencies and entrepreneurial intentions among university students.

Raghavendra & Uday Kumar (2022) examined specialized entrepreneurial educational institutions in India and reported that institutions offering dedicated entrepreneurship programmes, incubation support, and venture-oriented curriculum are more effective in fostering entrepreneurial personality, business orientation, and entrepreneurial competencies than conventional universities.

Maharana and Chaudhury (2022) compared government and private universities in Odisha and concluded that students from private universities reported higher entrepreneurial intention due to better quality entrepreneurship education, stronger extracurricular exposure, and improved institutional support. The study also found that entrepreneurship education, extracurricular activities, and parental entrepreneurial background significantly influenced entrepreneurial intention.

Kushwaha et al.(2024) explore the major challenges faced by student entrepreneurs in India, including limited access to finance, mentorship, regulatory support, and societal acceptance. The findings indicate that these barriers hinder entrepreneurial intention and startup formation despite India's growing entrepreneurial ecosystem.

Nagvekar (2024) observed that entrepreneurship education in Indian universities is gradually shifting from traditional classroom teaching toward innovation-based education through entrepreneurship cells, incubation centres, innovation hubs, business competitions, and interdisciplinary learning. Nevertheless, outdated pedagogical approaches continue to limit entrepreneurial development in many institutions.

Karthiga and Subhashni (2024) presented the case of Thiagarajar College of Engineering as an example of an effective institutional entrepreneurial ecosystem. Their study demonstrated how entrepreneurship-related curriculum, industry collaboration, entrepreneurship development cells, incubation facilities, seed funding, mentoring, and startup support collectively encourage entrepreneurial culture and startup creation among students.

Recent studies, Wadhwa, Yadav & Rupa (2025) study examines entrepreneurial intention among postgraduate students by assessing their awareness of government support mechanisms and design thinking. Although many students exhibit entrepreneurial aspirations, inadequate awareness of government schemes, mentorship, and financial support limits their entrepreneurial readiness. The study recommends integrating entrepreneurship education, design thinking, and government support initiatives into higher education curriculum to strengthen the entrepreneurial ecosystem.

Dutta (2025) recommended strengthening student-centric entrepreneurship education through interdisciplinary learning, university-industry collaboration, faculty development, improved mentoring, and enhanced funding support to improve entrepreneurial development outcomes.

Similarly, Sivangi (2025) argued that higher education institutions are critical ecosystems for nurturing entrepreneurial culture in India. While Tier-I institutions have successfully developed incubators, accelerators, and innovation centres, Tier-II and Tier-III institutions continue to face significant challenges in establishing entrepreneurial ecosystems, particularly for students from rural backgrounds. The study recommends expanding incubation facilities, stakeholder participation, mentoring, and entrepreneurial awareness across all higher education institutions.

Previous studies indicate that effective entrepreneurship education is supported by experiential learning, flexible pedagogy, experienced faculty, holistic mentoring, and institutional support, which collectively contribute to the development of entrepreneurial competencies and intentions among students.

### ***Entrepreneurial Intention Theories***

The development of entrepreneurial intention can be explained through established theoretical perspectives such as the Entrepreneurial Event Model, Theory of Planned Behavior, and Social Cognitive Theory. These theories emphasize perceived desirability and feasibility, attitude, subjective norms, perceived behavioral control, and self-efficacy as important determinants of entrepreneurial intention.

Shapero and Sokol (1982) The Entrepreneurial Event Model (EEM), proposes that entrepreneurial intention is influenced by perceived desirability, perceived feasibility, and propensity to act, often following a positive or negative displacement in an individual's life. Perceived desirability reflects the attractiveness of entrepreneurship, while perceived feasibility represents an individual's confidence in their ability to start a business.

Bandura (1986) Social Cognitive Theory, describes that behaviour is shaped through the dynamic interaction of personal factors, behaviour, and the environment, with learning occurring through observation of others. A central concept of the theory is self-efficacy, or an individual's belief in their ability to successfully perform a specific behaviour, which strongly influences motivation, persistence, and performance. Bandura identifies four primary sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Together, these factors influence individuals' confidence and their likelihood of engaging in a particular behaviour, such as entrepreneurship.

According to the Ajzen (1991) an individual's behaviour is primarily influenced by their behavioural intention, which is shaped by three key determinants: attitude toward the behaviour, subjective norms, and perceived behavioural control. A positive attitude toward entrepreneurship, supportive social influences from family, peers, and mentors, and a strong belief in one's ability to successfully start and manage a business all contribute to stronger entrepreneurial intention.

### ***Entrepreneurial Intention Among Students***

Entrepreneurial intention is a person's conscious mind-state, desire, and plan to start a new business or pursue an entrepreneurial career in the future.

Hassan et al. (2020) using survey data from 334 business and management students and structural equation modeling, the study found that both opportunity recognition and self-efficacy significantly enhance entrepreneurial intention. The study revealed that entrepreneurship education strengthens the relationship between self-efficacy and entrepreneurial intention, whereas gender moderates both opportunity recognition–intention and self-efficacy–intention relationships.

Suvarna et al. (2020) emphasized that entrepreneurship education plays a crucial role in enhancing innovation, creativity, entrepreneurial attitudes, and self-employment orientation among students. However, the authors observed that despite government initiatives and UGC recommendations, entrepreneurship education in many Indian universities remains predominantly theoretical with limited opportunities for practical exposure, business incubation, or entrepreneurial mentoring.

Jena (2020) revealed that cognitive, affective, and behavioural attitudes toward entrepreneurship education positively influence entrepreneurial intention, with a supportive entrepreneurial environment further strengthening this relationship

Jose Prabhu (2021) investigates entrepreneurial attitudes and intentions among postgraduate diploma students in Chennai, emphasizing the role of entrepreneurial personality traits and attitudes in venture creation. It suggests that positive entrepreneurial attitudes significantly contribute to entrepreneurial intentions and highlights entrepreneurship education as an important mechanism for nurturing future entrepreneurs. The study recommend strengthening entrepreneurship education to develop entrepreneurial competencies and encourage business creation among young graduates.

Subhadrammal et al. (2023) found that extra-curricular entrepreneurial support does not directly influence entrepreneurial intention; instead, it significantly enhances entrepreneurial self-efficacy, which in turn positively predicts entrepreneurial intention, confirming the mediating role of entrepreneurial self efficacy.

Kaur and Chawla (2023) drawing on the Human Capital Theory and the Theory of Planned Behaviour, the study found that entrepreneurship education significantly develops entrepreneurial attitudes and competencies required for venture creation, while gender does not significantly moderate this relationship among engineering graduates in India.

Hajur et al. (2024) revealed that entrepreneurial self-efficacy is a strong and significant predictor of entrepreneurial intention, and entrepreneurial education further strengthens this relationship by enhancing students' confidence and entrepreneurial aspirations. The study concludes that structured entrepreneurship education plays a supportive role in fostering entrepreneurial intentions by improving self-efficacy, emphasizing the importance of educational interventions in promoting entrepreneurship among higher education students.

Taneja et al. (2024) found that entrepreneurial attitude (EA) emerged as the strongest predictor of entrepreneurial intention, highlighting its critical role in fostering entrepreneurial aspirations. The study concludes that strengthening experiential learning, entrepreneurial self-efficacy, and positive entrepreneurial attitudes within higher education institutions can significantly enhance students' entrepreneurial intentions.

Gupta and Kaur (2024) state that entrepreneurship education develops entrepreneurial competencies such as creativity, leadership, communication, financial literacy, problem-solving, and risk-taking through experiential learning and practical training, while emphasizing the need to address curriculum inconsistencies, limited resources, and weak industry linkages to strengthen entrepreneurial competency development in India.

Ranawat & Shekhawat (2024) This conceptual paper discusses the significance of entrepreneurship education in developing creativity, innovation, critical thinking, self-efficacy, and entrepreneurial competencies among students. The authors argue that entrepreneurship education should be introduced at all educational levels to foster entrepreneurial mindsets and employment generation. The study emphasizes experiential learning and skill development as essential components for preparing future entrepreneurs.

Sharma et al. (2024) empirically examined the factors influencing entrepreneurial intention among students in Indian higher education institutions by integrating personality traits, entrepreneurial competency, motivational factors, and entrepreneurship education. The study found that risk-taking propensity, innovativeness, locus of control, need for achievement, entrepreneurial competency, and entrepreneurship education significantly contribute to entrepreneurial intention, while entrepreneurship courses positively enhance entrepreneurial competency. The qualitative findings further identified autonomy, self-concept, money, family business background, and government support as important motivational factors influencing entrepreneurial intention. The authors recommend strengthening entrepreneurship curriculum through practical learning and competency-based approaches to better foster entrepreneurial aspirations among students.

Taneja et al. (2025) indicates that individuals with higher entrepreneurial self-efficacy are more likely to develop stronger entrepreneurial intentions, which in turn enhance their chances of entrepreneurial success. These findings emphasize the importance of strengthening entrepreneurial self-efficacy and intention through entrepreneurship education and training programs to improve entrepreneurial outcomes.

Suresh, Thomas, and Mathew (2025) concluded that entrepreneurship education and training act as catalysts for attitudinal change among youth, encouraging entrepreneurial careers and contributing to sustainable economic development. However, they noted that a considerable proportion of higher education graduates continue to leave universities without adequate entrepreneurial competencies, indicating the need for more rigorous entrepreneurship training programmes.

### ***Relationship between entrepreneurial education on entrepreneurial intention***

Paray & Kumar (2020) indicate that the Theory of Planned Behaviour constructs (attitude, perceived behavioural control, and subjective norms), along with gender and degree specialization, positively influence entrepreneurial intention. The study underscores the importance of integrating entrepreneurship education into higher education curriculum to foster India's entrepreneurial ecosystem.

Paliwal et al. (2022) Using structural equation modeling (SEM), the study found that entrepreneurial education has a significant positive effect on entrepreneurial motivation and entrepreneurial intention but does not significantly influence creativity.

Pinto et al. (2024) Investigates the relationship between entrepreneurship education, entrepreneurial orientation, and entrepreneurial intention among 370 final-year engineering students across major engineering disciplines in Karnataka using Structural equation modeling (SEM). The findings reveal that students exhibit strong entrepreneurial orientation through innovativeness, risk-taking, and proactiveness; however, entrepreneurship education provided by colleges has minimal influence on entrepreneurial intention, and no significant differences are observed across engineering disciplines

Nayak et al. (2024) demonstrated that entrepreneurship education strengthens entrepreneurial intention by improving entrepreneurial attitudes and perceived behavioural control among higher education students. Their findings indicate that entrepreneurship education enhances experiential learning, entrepreneurial mindset, and students' confidence in pursuing entrepreneurial careers.

Joshi et al. (2024) examined entrepreneurship education among students from four Indian universities and found a significant positive relationship between entrepreneurship education and entrepreneurial intention. The study further demonstrated that career preparedness strengthened this relationship regardless of gender.

Malathi & Venugopal (2025) examines the relationship between student engagement, entrepreneurship education, and entrepreneurial intention among 385 final-year management students in India. The findings demonstrate that entrepreneurship education significantly enhances entrepreneurial intention, while student engagement positively influences entrepreneurial intention through entrepreneurship education, highlighting its mediating role. The authors conclude that well-designed entrepreneurship education programmes can effectively strengthen entrepreneurial competencies and encourage entrepreneurial career aspirations among university students.

Sushma and Laxmana (2026) reported a positive correlation between entrepreneurship education, entrepreneurial attitudes, and entrepreneurial intentions among postgraduate students in Davangere district. The study concluded that entrepreneurship education significantly motivates students to consider entrepreneurship as a career and contributes to inclusive economic development.

## 5. RESEARCH GAP

### 1. **Inconsistent relationship between entrepreneurship education and entrepreneurial intention**

Most studies report a positive relationship between entrepreneurship education and entrepreneurial intention, but one of the studies found that entrepreneurship education had minimal influence on entrepreneurial intention among engineering students in Karnataka. This inconsistency indicates a need for further investigation into the conditions under which entrepreneurship education effectively develops entrepreneurial intention.

### 2. **Limited examination of mediating mechanisms**

The reviewed studies suggest that entrepreneurship education may influence entrepreneurial intention through entrepreneurial self-efficacy, entrepreneurial competencies, student engagement, career preparedness, and entrepreneurial attitudes. However, these mechanisms have not been examined consistently within a single integrated framework.

### 3. **Insufficient integration of entrepreneurship education with multiple theories**

The literature identifies TPB, EEM, and Social Cognitive Theory as relevant theoretical foundations, but the reviewed studies largely apply these theories separately. There is scope to develop an integrated framework combining educational and psychological factors to explain entrepreneurial intention.

### 4. **Gap in studying the quality of entrepreneurship education**

Many studies examine whether entrepreneurship education exists or whether it influences entrepreneurial intention, but the literature highlights important differences in experiential learning, pedagogy, mentoring, faculty experience, incubation, and institutional support. More research is needed to determine which dimensions of entrepreneurship education contribute most strongly to entrepreneurial intention.

### 5. **Limited attention to institutional differences**

The literature identifies differences between specialized entrepreneurship institutions, conventional universities, and Tier-I, Tier-II, and Tier-III institutions. However, comparative evidence on how institutional entrepreneurial ecosystems influence students' entrepreneurial intention remains limited in the reviewed literature.

### 6. **Practical exposure remains underexplored**

Several studies emphasize experiential learning, incubation, mentoring, business competitions, industry collaboration, and practical training, while others point out that entrepreneurship education remains predominantly theoretical in many institutions. This creates a gap in examining whether practical exposure is more effective than conventional entrepreneurship education in developing entrepreneurial intention.

### 7. **Limited integration of external support factors**

Students face barriers related to finance, mentorship, government schemes, regulatory support, and societal acceptance. Although these factors are identified in individual studies, the literature does not provide a clear integrated explanation of how such external support factors interact with entrepreneurship education to influence entrepreneurial intention.

## 6. FINDINGS

### 1. **Entrepreneurship education positively influences entrepreneurial intention.**

Most of the reviewed studies found that entrepreneurship education contributes positively to students' entrepreneurial intention by developing entrepreneurial attitudes, motivation, competencies, confidence, and career aspirations.

### 2. **Entrepreneurial self-efficacy plays an important role.**

The literature shows that entrepreneurial self-efficacy is a significant predictor of entrepreneurial intention.

Some studies further indicate that entrepreneurship education strengthens entrepreneurial intention by improving students' self-efficacy.

3. **Entrepreneurial education develops important competencies.**

Entrepreneurship education helps students develop creativity, leadership, communication, financial literacy, problem-solving, risk-taking, and other entrepreneurial competencies required for venture creation.

4. **Experiential learning is important for developing entrepreneurial intention.**

The reviewed literature emphasizes experiential and practical learning as important components of effective entrepreneurship education. Experiential learning also shows a positive relationship with entrepreneurial intention, particularly through entrepreneurial self-efficacy.

5. **Institutional support strengthens entrepreneurship education.**

Incubation centres, mentoring, entrepreneurship cells, innovation hubs, industry collaboration, seed funding, extracurricular activities, and startup support are identified as important elements of an effective entrepreneurial ecosystem.

6. **Entrepreneurial intention is influenced by psychological and behavioural factors.**

The reviewed studies identify entrepreneurial attitude, self-efficacy, opportunity recognition, risk-taking propensity, innovativeness, locus of control, need for achievement, and entrepreneurial competency as important factors associated with entrepreneurial intention.

7. **The relationship between entrepreneurship education and intention is not always direct.**

Evidence from the reviewed studies indicates that factors such as entrepreneurial self-efficacy, student engagement, career preparedness, and entrepreneurial attitudes can explain or strengthen the relationship between entrepreneurship education and entrepreneurial intention.

8. **The literature reports some inconsistent findings.**

While several studies found a significant positive relationship between entrepreneurship education and entrepreneurial intention, Pinto et al. (2024) found that entrepreneurship education had minimal influence on entrepreneurial intention among engineering students in Karnataka. This suggests that the effectiveness of entrepreneurship education may vary according to context and educational setting.

9. **Practical and institutional limitations remain.**

Students continue to face challenges such as limited access to finance, mentorship, regulatory support, societal acceptance, and practical exposure. The literature also identifies outdated teaching approaches, limited resources, and weak industry linkages as barriers to effective entrepreneurship education.

## 7.CONCLUSION

The reviewed literature establishes that entrepreneurial education plays a significant role in developing entrepreneurial intention among higher education students. The literature further demonstrates that institutional support and a strong entrepreneurial ecosystem can enhance students' entrepreneurial readiness and intention. However, the relationship between entrepreneurship education and entrepreneurial intention is not consistently positive across all contexts, as evidenced by findings showing limited influence in some institutional settings, particularly among engineering students in Karnataka. However, notable gaps observed, especially, concerning inconsistent relationship between entrepreneurship education and entrepreneurial intention, limited examination of mediating mechanisms, practical exposure remains underexplored, and institutional and external ecosystem factors remain insufficiently integrated. Addressing these gaps can contribute to the development of a stronger conceptual and empirical foundation for understanding and enhancing entrepreneurial intention among higher education students.

## REFERENCES

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
3. Chhabra, M., Dana, L.-P., Malik, S., & Chaudhary, N. S. (2021). Entrepreneurship education and training in Indian higher education institutions: A suggested framework. *Education + Training*. <https://doi.org/10.1108/ET-10-2020-0310>
4. Dutta, A. (2025). Entrepreneurship education and innovation culture: A quantitative study of Indian higher education institutions. *Edulogic International Journal for Multidisciplinary Research*, 1(1), 39–50.
5. Gupta, A., & Kaur, K. (2024). Challenges, importance & growth of entrepreneurship education and skill in India. *Quest Journal of Research in Business and Management*, 12(10), 1–4.
6. Hajur, M. G., Thavara, S. S., & Dave, R. (2024). Investigating the impact of self-efficacy on entrepreneurial intention via moderating role of entrepreneurial education: A study among students of Gujarat, India. *LEADER: International Journal of Business Management*, 12(4), 76–82. <https://doi.org/10.63857/lijbm.2024.12405>
7. Hassan, A., Saleem, I., Anwar, I., & Hussain, S. A. (2020). Entrepreneurial intention of Indian university students: The role of opportunity recognition and entrepreneurship education. *Education + Training*, 62(7–8), 843–861. <https://doi.org/10.1108/ET-02-2020-0033>
8. Jena, R. K. (2020). Measuring the impact of business management students' attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106275. <https://doi.org/10.1016/j.chb.2020.106275>
9. Joshi, M. P., Pandit, D., Tiwari, S. R., & Choudhary, A. (2024). Entrepreneurship education and entrepreneurial communities in India: Does gender really play a role? *Journal of Enterprising Communities: People and Places in the Global Economy*, 18(2), 392–414. <https://doi.org/10.1108/JEC-10-2022-0145>
10. Karthiga, S., & Subhashni, R. (2024). Cultivating entrepreneurship and startup culture: A case study of Thiagarajar College of Engineering. *Journal of Engineering Education Transformations*, 37(Special Issue), 462–468. <https://doi.org/10.16920/jeet/2024/v37is1/24057>
11. Kaur, M., & Chawla, S. (2023). Understanding the relationship between entrepreneurship education, entrepreneurial attitudes, and entrepreneurial intentions among engineering graduates: The moderating role of gender. *Journal of Work-Applied Management*, 15(2), 200–215. <https://doi.org/10.1108/JWAM-05-2023-0039>
12. Kushwaha, P. K., Pandey, N., Kumar, N., & Kumari, D. (2024). Student entrepreneurship challenges in India. *International Journal of Scientific Research in Engineering and Management*, 8(5).
13. Maharana, N., & Chaudhury, S. K. (2022). Entrepreneurship education and entrepreneurial intent: A comparative study of the private and government university students. *IIM Ranchi Journal of Management Studies*. <https://doi.org/10.1108/IRJMS-09-2021-0118>
14. Malathi, M., & Venugopal, P. (2025). Entrepreneurial intention and engagement in entrepreneurship education. *Journal of Innovation and Entrepreneurship*, 14, Article 88. <https://doi.org/10.1186/s13731-025-00524-6>
15. Nagvekar, P. V. (2024). Entrepreneurship in Indian higher education: Preparing students for a start-up economy. *International Journal for Multidisciplinary Research*, 6(6).
16. Nayak, P. M., Gil, M. T., Joshi, H., & Sreedharan, V. R. (2024). Cultivating entrepreneurial spirits: Unveiling the impact of education on entrepreneurial intentions among Asian students. *Cogent Business & Management*, 11(1), 2354847. <https://doi.org/10.1080/23311975.2024.2354847>
17. Paliwal, M., Rajak, B. K., Kumar, V., & Singh, S. (2022). Assessing the role of creativity and motivation to measure entrepreneurial education and entrepreneurial intention. *International Journal of Educational Management*, 36(5), 854–874. <https://doi.org/10.1108/IJEM-05-2021-0178>
18. Paray, Z. A., & Kumar, S. (2020). Does entrepreneurship education influence entrepreneurial intention among students in HEIs? The role of age, gender, and degree background. *Journal of International Education in Business*, 13(1), 55–72. <https://doi.org/10.1108/JIEB-02-2019-0009>

19. Pinto, P., Pallikkara, V., Pinto, S., & Hawaldar, I. T. (2024). Unveiling the entrepreneurial mindset: Exploring orientation and intentions among students of prominent engineering disciplines. *Journal of Innovation and Entrepreneurship*, 13, Article 33. <https://doi.org/10.1186/s13731-024-00390-8>
20. Prabhu, J. J. (2021). Empirical study of entrepreneurial attitude and entrepreneurial intentions towards entrepreneurship among PG diploma students in Chennai District. *EAI Endorsed Transactions on e-Learning*, 7(20). <https://doi.org/10.4108/eai.5-2-2021.168651>
21. Raghavendra, & Uday Kumar, M. A. (2022). Entrepreneurship education: A glimpse on select entrepreneurial educational institutions in India. *International Journal for Multidisciplinary Research*, 4(6).
22. Ranawat, R., & Shekhawat, C. (2024). Entrepreneurship education for students of school education and future in India. *International Journal for Multidisciplinary Research*, 6(4).
23. Sharma, S., Khandelwal, N. K., & Mehta, A. (2024). An empirical study of factors contributing to entrepreneurial intention among students of higher education institutes. *Journal of Development Policy and Practice*, 11(1). <https://doi.org/10.1177/23939575241252033>
24. Shapero, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. In C. A. Kent, D. L. Sexton, & K. H. Vesper (Eds.), *Encyclopedia of entrepreneurship* (pp. 72–90). Prentice-Hall.
25. Sivangi, S. R. (2025). Intrinsic in entrepreneurship ecosystem in higher educational institutions in India. *International Journal of Advanced Engineering and Management Research*, 10(2), 253–264. <https://doi.org/10.51505/ijaemr.2025.1113>
26. Subhadrammal, D., Bliemel, M., Bressan, A., & de Burgh-Woodman, H. (2023). Extra-curricular support for entrepreneurship among engineering students: Development of entrepreneurial self-efficacy and intentions. *Humanities and Social Sciences Communications*, 10, Article 688. <https://doi.org/10.1057/s41599-023-02171-2>
27. Suresh, T. S., Thomas, T., & Mathew, J. (2025). Contemporary insights and future outlook of entrepreneurship education and training in India. *Journal of Information Systems Engineering and Management*, 10(36S), Article 44. <https://doi.org/10.52783/jisem.v10i36S.4707>
28. Suvarna, H., D'Souza, S., & Chandra, M. C. R. (2020). A study on entrepreneurship education programme in the curriculum of Indian higher education system. *NOLEGEIN Journal of Entrepreneurship Planning, Development and Management*, 3(1), 1–5.
29. Sushma, H. B., & Laxmana, P. (2026). Attitude towards entrepreneurial education among postgraduate students in Davangere District: A study. *EPRA International Journal of Multidisciplinary Research*, 12(2).
30. Wadhwa, S., Yadav, J., & Rupa, T. G. (2025). Assessing entrepreneurial intention and perception of support mechanisms: A study of postgraduates in India (Delhi NCR). *TPM – Testing, Psychometrics, Methodology in Applied Psychology*, 32(S8), 1895–1905. <https://doi.org/10.5281/zenodo.18182752>
31. Taneja, M., Kiran, R., & Bose, S. C. (2024). Assessing entrepreneurial intentions through experiential learning, entrepreneurial self-efficacy, and entrepreneurial attitude. *Studies in Higher Education*, 49(1), 98–118. <https://doi.org/10.1080/03075079.2023.2223219>
32. Taneja, M., Kiran, R., & Bose, S. (2025). Examining the influence of entrepreneurial self-efficacy on entrepreneurial success (perception) through mediation of entrepreneurial intentions. *Journal of Enterprising Communities: People and Places in the Global Economy*, 19(5), 1157–1177. <https://doi.org/10.1108/JEC-02-2024-0030>