

Role of State Universities in Promoting Entrepreneurial Education.

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ABSTRACT:

Education is an important factor in determining the entrepreneurial orientation in individuals. Formal education is positively correlated with entrepreneurship. Education and training can have definite role in enhancing entrepreneurship in the context of a developing country like India. This study explores the role of universities as well as their strategies and extent to which entrepreneurship education fostered in terms of policy frameworks, the curriculum and stakeholders' perception of entrepreneurship education. This is the case study of two universities they are Davanagere university and Kuvempu university.

Key words: entrepreneurship, curriculum

INTRODUCTION:

Entrepreneurial competencies are very important for business success. These include a mix of skills, knowledge, and personal qualities that help entrepreneurs make smart choices and guide their teams well. Strategic thinking helps in planning, and innovation allows them to offer something different. It's also important to manage risks and be a strong leader who can motivate others. Good communication helps build strong relationships, while being adaptable makes it easier to handle changes. Entrepreneurs also need to solve problems, manage finances, and use their time wisely. Being creative, proactive, and resilient helps them face challenges and bounce back from failures. Having a clear vision gives direction to the business. These competencies can be learned through experience, training, and mentorship. In today's fast-changing world, skills like adaptability, creativity, and networking are especially valuable. By building these competencies, entrepreneurs increase their chances of success and can grow strong, lasting businesses.

In the rapidly evolving global economy, entrepreneurship is no longer confined to those who start their own businesses; it has become a fundamental competency for all professionals. For postgraduates, who are stepping into a competitive job market or preparing to launch their own ventures, entrepreneurial competencies serve as a vital toolkit that blends knowledge, skills, and attitudes to identify opportunities, innovate solutions, and create value in various professional settings. These competencies include opportunity recognition, risk management, innovation, strategic thinking, leadership, financial literacy, and adaptability, among others. At the postgraduate level, students are expected to elevate their thinking from theoretical knowledge to practical application, and entrepreneurial competencies play a crucial role in bridging this gap. Institutions increasingly embed entrepreneurship education in postgraduate programs to equip students with the ability to navigate complex business environments, solve real-world problems, and contribute meaningfully to economic and social development. Moreover, entrepreneurial thinking empowers students to take initiative, embrace change, and be resilient in the face of uncertainty—traits essential for success whether they pursue corporate careers, academic research, social ventures, or independent businesses. Entrepreneurial competencies also foster creativity and innovation, encouraging postgraduates to think beyond conventional boundaries and challenge the status quo.

Significance of the Study

The study of entrepreneurial competencies in postgraduate education is becoming increasingly important in today's dynamic and innovation-driven world. As entrepreneurship plays a vital role in economic growth, job creation, and societal development, postgraduate programs are recognizing the need to equip students with the

skills and mindset required to succeed as entrepreneurs. This study aims to explore the key entrepreneurial competencies such as opportunity recognition, risk-taking, innovation, leadership, strategic thinking, and resilience, and how effectively they are developed among postgraduate students. It also examines the influence of academic curriculum, experiential learning, and institutional support in shaping these competencies. By assessing the current levels of entrepreneurial readiness among students and identifying gaps in education, this research seeks to offer valuable insights that can help institutions refine their programs and create a more supportive environment for future entrepreneurs.

Statement of the Problem

The challenges faced by students without entrepreneurship education they may not know how to start or run a business. Without proper training, it's hard for them to come up with new ideas or solve problems. They might not know how to spot good business chances or understand what customers want. This can make it tough to build a successful business.

Many postgraduate students lack essential entrepreneurial competencies such as innovation, risk-taking, leadership, and strategic thinking. Despite academic achievements, they often struggle to apply entrepreneurial skills in real-world situations. Traditional curricula focus more on theory than on practical, hands-on learning. As a result, students may graduate without the mindset or tools needed to navigate today's dynamic market. Employers increasingly seek graduates who can think creatively and act independently. Without proper development of these skills, postgraduates' risk being underprepared for entrepreneurial roles. This highlights the urgent need to strengthen entrepreneurship education at the postgraduate level.

Objectives of the Study

1. To understand the concept of entrepreneurship.
2. To analyse how entrepreneurship education is currently implemented among post graduate students of state universities across Karnataka.
3. To identify key entrepreneurial competencies (e.g., innovation, leadership, risk taking)

Scope of the Study:

This study focuses to know the current entrepreneurship education scenario in State University to analyse the effectiveness of entrepreneurship education on entrepreneurial competencies of students. This study is limited Davangere and Kuvempu university only.

RESEARCH METHODOLOGY

The research methodology used in this study based on primary as well as secondary data. The primary data have been collected through questionnaire and the secondary data have been collected from websites of various banks and journals related to banking.

Sample size: Sample size is 100.

Sampling Method: General public of the city and sampling units are chosen on the basis of convenience sampling.

REVIEW OF LITERATURE

Hyejung lee et.al (2016), made a review on Entrepreneurial competencies have been widely studied, yet their definitions vary. This paper reviews prior literature to identify key entrepreneurial characteristics and develop a competency framework for future research. A total of 14 SSCI-level journal articles were analysed, focusing on the relationship between entrepreneurial competencies and venture performance. From these studies, 141 competency elements were identified and categorized based on frequently mentioned keywords. Through a

focus group sorting exercise, these elements were grouped into five clusters. The resulting framework consists of five dimensions: Opportunity competencies, administrative competencies, Relationship competencies, Personal competencies, and Commitment competencies.

Minisha Gupta (2016), states that B-Schools are considered most appropriate nursery of shaping and budding management graduates for entrepreneurship who acquire integrity and ethical standards. In her views entrepreneurship is the professional function of knowledge, skills and competencies of monetizing an innovative idea by an individual or a set of people by launching an enterprise. Entrepreneurship is a need for a developing economy like India, as 60-80% jobs are gained from small start-ups.

P. Madhan mohan gandhi (2016), Entrepreneurship is an inherent or developed quality that cannot be forced. Success in entrepreneurship depends on willingness and dedication rather than education or money. Entrepreneurs seek change, respond to it, and turn it into opportunities while facing challenges with resilience. They are characterized by self-esteem and risk-taking abilities. Recent trends highlight evolving entrepreneurial opportunities and challenges. This paper explores the meaning, trends, challenges, and factors contributing to entrepreneurial success.

K. Jermsittiparsert, et.al, (2020), examined the increasing unemployment around the globe, entrepreneurship has gained intense attention from the professional of different domains. In this regard academia has paid extensive attention to this. Having considered the importance of such issue the present study attempted to examine the impact of entrepreneurial motivation on the entrepreneurial intentions of the engineering students. In this regard data were collected from the engineering discipline students by using simple random sampling. The findings of the study revealed that entrepreneurial motivations significantly influence the entrepreneurial intentions of the engineering students. In addition to this study also reported that attitude, subjective norms and perceived behavioural control found to be significant mediator between relationships of entrepreneurial motivations and entrepreneurial intentions. Whereas subjective norms were not found to be significant mediator between relationships of entrepreneurial motivations and entrepreneurial intentions.

Marco van gelderen(2022), Entrepreneurship education has gained significant attention for its role in fostering entrepreneurial competencies. However, traditional educational approaches often fail to provide students with the necessary skills and mindset required for entrepreneurial success. This paper explores the concept of Deliberate Practice (DP) as a structured and effective method for competency development in entrepreneurship education. Deliberate Practice offers a structured and evidence-based approach to enhancing entrepreneurial competencies. By integrating DP principles into entrepreneurship education, educators can create effective, immersive learning experiences that go beyond theoretical knowledge and develop practical entrepreneurial skills. This method ensures that students not only understand entrepreneurship but actively develop the competencies required for success in dynamic business environments.

Mir shahid satar, ghadah alarifi(2023), Skill is an under-researched construct, often undervalued and ignored once learned, except when not executed. It is multidimensional, continuous, and context-dependent, differing from competencies. Entrepreneurial skills are theoretical constructs linked to opportunity recognition theory. Initiation through alertness may shift to identifying socially or market-valued needs. Different paradigmatic approaches raise measurement challenges and issues of valuation. Limited empirical research exists to test theories and identify critical skills.

Limitation of the Study

1. Limited access to financial support, equipment, or materials needed for research.
2. Difficulty in obtaining large or diverse samples due to limited reach or permissions.
3. Limited exposure to advanced research methodologies or tools.

Data Analysis and Interpretation

Table No 1: Classification of Respondents on The Basis of Gender

| Gender | Number of respondents | percentage |
|--------|-----------------------|------------|
| Male | 26 | 26 |
| Female | 74 | 74 |
| Total | 100 | 100 |

From the above table it is clear that out of 100 respondents 26% belongs to male category and further 74% belongs to female category. Therefore, it clear that the female respondents are higher than compared to male respondents and male respondents.

Table No.2: Family Wise Classification of Respondents

| Family | No of respondents | Percentage (%) |
|---------|-------------------|----------------|
| Joint | 25 | 25 |
| Nuclear | 75 | 75 |
| Total | 100 | 100 |

From the above table among 100 respondents, 75% belong to nuclear families while only 25% belong to joint families. Therefore, it can be interpreted that majority of respondents are having a strong preference or trend toward nuclear family structures in the surveyed population, possibly reflecting modernization, urbanization, or changing lifestyle preferences.

Table No: 3 Classification of Respondents on The Basis of Residence

| Residence | Number of respondents | Percentage (%) |
|------------|-----------------------|----------------|
| Urban | 22 | 22 |
| Semi urban | 20 | 20 |
| Rural | 58 | 58 |
| Total | 100 | 100 |

From the above table, among 100 respondents the data shows the distribution of respondents based on their place of residence: 22% of the respondents live in urban areas, 20% reside in semi-urban areas, The majority, 58%, belong to rural areas. The majority of the respondents come from rural areas (58%), indicating that the sample is largely rural-based. A smaller proportion is from urban (22%) and semi- urban (20%) regions. This suggests that any conclusions or findings from the data may be more reflective of rural perspectives and experiences.

Table No 4: Classification of Respondents on The Basis of Current Year of Study

| Current year of study | Number of respondents | Percentage (%) |
|-----------------------|-----------------------|----------------|
|-----------------------|-----------------------|----------------|

| | | |
|----------------------|-----|-----|
| 1 st year | 14 | 14 |
| 2 nd year | 86 | 86 |
| Total | 100 | 100 |

The table presents the classification of respondents based on their current year of study, 14% of respondents are in first year, a large majority, 86%, are in second year. The data indicates that most respondents (86%) are in their second year of study, while only a small portion (14%) are first-year students. This suggests that the insights or opinions gathered are predominantly from students with more academic exposure and experience in their course.

Table No 5: Classification Of Respondents on The Basis of Educational Background.

| Department | Number of respondents | Percentage (%) |
|-------------------------|-----------------------|----------------|
| Commerce / Management | 86 | 86 |
| Science | 12 | 12 |
| Arts/Humanities | 2 | 2 |
| Engineering/ technology | 0 | 0 |
| Total | 100 | 100 |

From the above table, among 100 respondents 86% of respondents are from Commerce / Management, 12% are from science, 2% are from arts/humanities, 0% engineering/technology. The table shows the educational background of the respondents based on their department, the majority of respondents (86%) belong to the Commerce/Management stream, indicating a strong dominance of this background in the sample. A smaller portion comes from science (12%) and Arts/Humanities (2%), while there are no respondents from Engineering/Technology. This suggests that the study or survey results are mainly influenced by perspectives from the Commerce/Management field.

Table No:6 Effective Sources of Entrepreneurial Skills

| Factors | Number of respondents | Percentage (%) |
|--|-----------------------|----------------|
| Entrepreneurship courses in the curriculum | 14 | 14 |
| Workshops or seminars on entrepreneurship | 30 | 30 |
| Incubation or start up support programs | 14 | 14 |
| Mentoring or coaching sessions | 8 | 8 |
| Networking events with entrepreneurs | 14 | 14 |
| Diploma courses | 2 | 2 |
| Entrepreneurship Motivation campaigns | 2 | 2 |
| Entrepreneurship awareness programs | 8 | 8 |

| | | |
|-------------------------|-----|-----|
| Others (please specify) | 8 | 8 |
| Total | 100 | 100 |

From the above table presents various factors that support entrepreneurship development among postgraduate students. The most common support came from workshops or seminars (30%), indicating their popularity and accessibility. Other notable factors include entrepreneurship courses, incubation/start-up support, and networking events—each at 14%, showing moderate availability.

However, elements like mentoring, awareness programs, diploma courses, and motivation campaigns are reported by fewer students (2% to 8%), suggesting limited exposure. This highlights a need for more diverse and comprehensive entrepreneurship support initiatives, especially in mentoring and awareness-building activities.

Table No 7: Competencies Required For Being Successful Entrepreneur

1 – Strongly Agree, 2 – Agree, 3 – Neutral, 4 –Disagree, 5 – Strongly Disagree

| Statements | 1 | (%) | 2 | (%) | 3 | (%) | 4 | (%) | 5 | (%) | Total | (%) |
|--|----|-----|----|-----|----|-----|----|-----|---|-----|-------|-----|
| Ability to take risks. | 48 | 48 | 34 | 34 | 10 | 10 | 4 | 4 | 4 | 4 | 100 | 100 |
| Proactive and able to identify opportunities. | 23 | 23 | 45 | 45 | 20 | 20 | 9 | 9 | 3 | 3 | 100 | 100 |
| Adapt the changing circumstances in your business. | 24 | 24 | 44 | 44 | 16 | 16 | 10 | 10 | 6 | 6 | 100 | 100 |
| Staying focused on goals. | 42 | 42 | 36 | 36 | 12 | 12 | 4 | 4 | 6 | 6 | 100 | 100 |
| Problem - solving and creative. | 30 | 30 | 42 | 42 | 22 | 22 | 4 | 4 | 2 | 2 | 100 | 100 |
| Leadership and Teamwork. | 36 | 36 | 38 | 38 | 20 | 20 | 4 | 4 | 2 | 2 | 100 | 100 |
| Ability to collaborate and communicate effectively with diverse individuals. | 36 | 36 | 38 | 38 | 14 | 14 | 8 | 8 | 4 | 4 | 100 | 100 |
| I convince other by innovative ideas. | 26 | 26 | 41 | 41 | 23 | 23 | 6 | 6 | 4 | 4 | 100 | 100 |
| Bounce back from failures and | 22 | 22 | 46 | 46 | 20 | 20 | 10 | 10 | 2 | 2 | 100 | 100 |

| | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|-----|-----|
| setbacks. | | | | | | | | | | | | |
| Capable of relationship building. | 30 | 30 | 30 | 30 | 30 | 30 | 8 | 8 | 2 | 2 | 100 | 100 |
| Capable of making ethical choices in business decision. | 28 | 28 | 40 | 40 | 26 | 26 | 2 | 2 | 4 | 4 | 100 | 100 |
| Finding unique solution to problems. | 32 | 32 | 42 | 42 | 20 | 20 | 2 | 2 | 4 | 4 | 100 | 100 |
| Confident in managing a team | 28 | 28 | 40 | 40 | 26 | 26 | 2 | 2 | 4 | 4 | 100 | 100 |
| Handle uncertainty in decision- making | 30 | 30 | 50 | 50 | 12 | 12 | 8 | 8 | 0 | 0 | 100 | 100 |

This table presents survey responses on key competencies required to be successful entrepreneur in the 21st century. It shows strong agreement for most competencies, especially for —ability to take risks(48 strongly agree), staying focused on goals (42 strongly agree), and —leadership and teamwork(36 strongly agree). Overall, the data suggests that respondents believe skills like innovation, adaptability, teamwork, ethical decision-making, and problem solving are crucial. Most competencies show high agreement (1s and 2s), indicating a consensus on their importance for entrepreneurial success today.

Table No: 8 Importance of Entrepreneurship Education

| Challenges of starting | Number of respondents | Percentage (%) |
|------------------------|-----------------------|----------------|
| Very important | 48 | 48 |
| Important | 36 | 36 |
| Neutral | 16 | 16 |
| Not important | 0 | 0 |
| Not at all important | 0 | 0 |
| Total | 100 | 100 |

From the above table data reveals that a majority of respondents (84%) consider the challenges of starting a business to be either very important or important, indicating high awareness of potential barriers in entrepreneurship. An additional 16% see these challenges as moderately important, while none view them as unimportant. This reflects a realistic and serious attitude among respondents towards the complexities involved in starting a business.

FINDINGS:

1. This study examines that gender distribution among the 100 respondents reveals that 26% are male and 74% are female.
2. This study examines that among the 100 respondents, 75% belong to nuclear families, while only 25% are from joint families. This indicates a dominant trend toward nuclear family structures within the surveyed population.
3. This study examines that the majority of respondents (58%) are from rural areas, while 22% reside in urban areas and 20% in semi-urban areas.
4. This study examines that the majority of respondents (86%) are second-year students, indicating that insights mainly reflect the perspectives of individuals with more academic experience. Only 14% of respondents are in their first year, suggesting a smaller sample of less experienced students.
5. This study examines that the majority of respondents (86%) are from the Commerce/Management field, with smaller representation from Science (12%) and Arts/Humanities (2%). Notably, there were no respondents from Engineering/Technology, indicating a strong bias toward Commerce/Management perspectives in the survey.
6. This study examines that 60% of students identify creativity and innovation as the most vital entrepreneurial competency. Other competencies like risk management, opportunity recognition, and leadership are valued less, highlighting a strong emphasis on innovative thinking for success.
7. This study examines that 44% of students view developing business ideas and plans as the most important aspect of entrepreneurship education, underscoring the value of idea-centric learning. Additionally, 24% highlight practical skills, 18% emphasize learning from success stories, and 14% value networking, showing a preference for experiential and well-rounded entrepreneurial training.
8. This study examines that students strongly agree on the importance of key entrepreneurial competencies, particularly the ability to take risks, staying focused on goals, and leadership and teamwork. Overall, there is a clear consensus that skills like innovation, adaptability, ethical decision-making, and problem-solving are essential for entrepreneurial success in the 21st century.

Suggestions:

1. Syllabus should include all business information essential to run and start business including recent market development. Sustainability knowledge, Good topics and questions concerned with business should be added in sub- ject.
2. The study suggested that structured programme which helps students to develop their skills and abilities should be made compulsory. Brainstorming sessions, business games Innovation and Invention skills should be developed. Profit oriented attitude, Versatile, Law and Taxation knowledge should be im- proved by inviting professional from this field.
3. Integrate entrepreneurship into all PG curricula to ensure students across disciplines gain exposure to business and innovation skills.
4. Establish dedicated Entrepreneurship Development Cells (EDCs) to coordinate startup events, mentorship, and business idea development.
5. Introduce compulsory entrepreneurship internships linking students with startups, MSMEs, and local industries for practical experience.

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