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Exploring the Intersection of Entrepreneurship and Education: A Journey into Entrepreneurship Education in Public and Private educational institutions" - with special reference to Kamrup(M) District

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ABSTRACT

Education plays a crucial role in fostering individual development and societal progress. In recent decades, the integration of entrepreneurship into education has gained increasing importance as educational institutions seek to develop innovation, creativity, problem-solving abilities, and entrepreneurial mindsets among learners. The present study explores the intersection of entrepreneurship and education with special reference to public and private educational institutions in Kamrup (Metropolitan) District, Assam. The study examines students' perceptions regarding the role of education in developing entrepreneurial mindsets, compares the challenges faced by faculty members in integrating entrepreneurship into teaching practices, and investigates the relationship between faculty attitudes toward entrepreneurship education and perceived institutional support. Entrepreneurship in education is viewed as the incorporation of entrepreneurial principles such as innovation, initiative, opportunity recognition, and experiential learning within educational settings. The study contributes to the understanding of how educational institutions can foster entrepreneurial culture and highlights the importance of institutional support and faculty engagement in strengthening entrepreneurship education in the context of contemporary educational reforms and economic development.

KEYWORDS: Entrepreneurship Education, Entrepreneurial Mindset, Institutional Support, Faculty Attitude, Higher Education.

INTRODUCTION

Education is widely recognized as a lifelong process of learning and personal growth that transforms individuals and societies. Traditionally, education in India was largely confined to government institutions and was viewed as a means of moral and intellectual enlightenment. As Mahatma Gandhi emphasized, education and life must go hand in hand, shaping individuals to meet real-life challenges with rationality, skill, and moral values (Bhola, 2010). Thus, education serves not only as a vehicle for knowledge acquisition but also as a foundation for cultivating human values and competencies essential for social development.



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With the onset of economic liberalization in the 1990s, India witnessed a paradigm shift in its educational landscape. The education system began to move beyond traditional state-controlled structures toward a more dynamic framework that emphasized innovation, competitiveness, and skill development. This transformation paved the way for the integration of entrepreneurship within education, highlighting the need to equip learners with entrepreneurial mindsets and competencies relevant to a rapidly changing economy. Entrepreneurship in education involves the application of entrepreneurial principles—such as innovation, creativity, risk-taking, and opportunity recognition—within the teaching–learning process to enhance student engagement and institutional effectiveness (Tharaney & Upadhyaya, 2014; Gupta & Singh, 2020). By embedding entrepreneurship into education, institutions aim to foster self-reliance, problem-solving abilities, and adaptability among students, preparing them to become future innovators and change-makers.

While entrepreneurship is commonly associated with business ventures, its philosophy has increasingly influenced the education sector. Entrepreneurs in education may not always create entirely new models; instead, they often adapt and refine existing concepts to address contextual challenges. This mirrors Kilby's (1971) concept of the imitative entrepreneur, who leverages existing ideas to meet local demands. In the educational context, such approaches help bridge institutional gaps and respond to regional educational needs by modifying successful models. As Picasso famously stated, “Good artists copy, great artists steal,” underscoring the notion that innovation often emerges through adaptation and reinvention. In a developing nation like India, where government expenditure on education has consistently ranged between approximately 4.1 % and 4.6 % of GDP in recent years (UNESCO Institute for Statistics, 2024), investment in education remains a pressing concern for policy and practice, the integration of entrepreneurship into education becomes vital to strengthen institutional capabilities and ensure sustainability.

Entrepreneurship in education combines the principles of creativity, innovation, and experiential learning to enhance teaching and learning processes. It encourages educators to adopt learner-centric pedagogies, introduce project-based learning, and develop critical thinking and leadership skills among students. This approach has significantly influenced both public and private educational institutions in India, transforming traditional academic systems into more dynamic and responsive entities that align with the needs of a global knowledge economy (Gupta & Singh, 2020).

Within this context, the present study explores the intersection of entrepreneurship and education, with particular reference to public and private educational institutions in Kamrup (Metropolitan) District. It aims to understand how entrepreneurship is integrated into educational settings, how institutional contexts shape such practices, and how faculty and students perceive these developments. Furthermore, the study seeks to identify challenges faced by educators in promoting entrepreneurship education and to highlight opportunities for fostering an entrepreneurial culture within the education system.

Operational Definition

Entrepreneurship in education, for the purpose of this study, is operationally defined as the integration of entrepreneurial principles such as creativity, innovation, initiative, opportunity recognition, and proactive problem-solving within educational institutions. It is measured through students' perceptions of how education contributes to the development of their



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entrepreneurial mindset and through faculty members' perceptions of the challenges involved in integrating entrepreneurship into teaching practices. The concept also encompasses faculty attitudes toward entrepreneurship education and the level of institutional support perceived in public and private educational institutions. This operationalization enables an assessment of how effectively entrepreneurship is fostered within different institutional contexts.

Review of literature

The researcher, in order to understand entrepreneurship and education, conducted an extensive survey on various research works done by the previous researches. This will not only help to understand the research gap but also to set the objectives for the present study. Furthermore, the researcher has clustered the related studies and the review is, therefore, presented in three sections: entrepreneurship, education, and Entrepreneurship Education.

Entrepreneurship

The Austrian economist Schumpeter was one of the first in academia to distinguish between entrepreneur and businessman. According to Schumpeter (1982), a businessman's motive is to earn profits by following the traditional path whereas, an entrepreneur identifies problems and attempts to search for innovative and previously untested solutions. The entrepreneur exhibits energy, imaginativeness, and enthusiasm in getting things done. Thus, an entrepreneur takes a road less travelled, is challenged by uncertainties and changes, and creates value for the customers and society at large by creating innovative solutions to everyday problems.

The success of an entrepreneur and his/ her entrepreneurial activities depend on a host of factors. According to Reynolds and Storey (1993), the most important factors that impact entrepreneurship are characteristics of the industry itself such as entry barriers, level of profits, demand levels and extent of agglomerated or urbanized production structures. Thus, the performance of an entrepreneur is affected by the industrial organization, economic geography, and the principles of micro-economics.

Apart from the characteristics of the industry, researchers have also attempted to figure out other factors that influence entrepreneurship. A study by Sutter (2009) revealed that individual characteristics or personal characteristics of an entrepreneur also affects entrepreneurship. He termed this as "psychological capital" and it includes characteristics such as enjoying other people's and one's own life, ability to control emotions, capability to enthusiasm other people, etc. The study conducted by Sutter (2009) empirically proved 'psychological capital' to be one of the important determining factors of entrepreneurial efforts after controlling for other individual factors such as educational level, access to opportunities, social capital, creativity and trust. Thus, the mindset of an individual plays an important role in his/ her entrepreneurial actions.

Researchers Acs and Armington in the year 2002 attempted to understand the impact of regional level growth to entrepreneurship. The findings of their study pointed out to the fact that higher level of regional growth rate is positively related to increased entrepreneurial activity. In addition to this, they also found that human capital played an important role in entrepreneurship. The results of their study indicated that regions where there are college graduates are more likely to start entrepreneurial ventures as compared to regions having less skilled workers.



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Salgado-Banda in 2005 conducted a study in 22 OECD (Organization for Economic Co-operation and Development) countries to measure entrepreneurship. The researcher attempted to understand the impact of self-employment on economic growth. The results of the study revealed that self-employment correlates negatively with economic growth. The test results were backed by econometric specifications and techniques.

Further attesting the findings of Acs and Armington (2002), Audretsch *et al.* (2006) found a positive relationship between entrepreneurship and local economic growth. The study additionally revealed a positive relationship between entrepreneurship and capital also.

Klepper and Delgado (2007), on the other hand, found a positive relation between the rate of self-employment and economic growth. He used the data from World Bank and found evidence which revealed that entrepreneurship eradicates employment, but also unemployment itself increases the level of unemployment.

Stam and Vanstel (2009) measured entrepreneurship based on necessity and opportunity. The results of the study indicated that the effect of 'necessity' and 'opportunity' depends on the level of development in these countries. This again highlights the relationship between regional economic development of the regions and growth of entrepreneurship.

Koo and Kim (2009) developed a model of economic growth. They found that economic growth rate is a function of several other factors such as growth rate of local knowledge of research and development, social capital, university research, entrepreneurship, industry structure, and human capital. Entrepreneurship was in fact found to have a significant role in regional growth.

Education

Nirmala (2014) analyzed the various existing problems in the education sector and the solutions for the same. The study mainly focused on management domain of education and it was observed that there are various problems relating to the specified domain. The problems holding highest weightage were shortage of quality faculty members, minimal focus on research, curriculum not adhering to the Indian context, lack of practical implementation for Indian society. The study also focused on the issue that having higher national inspection bodies do not solve the issue of adhering to the rules or norms set in India as after getting the approval the constant monitoring does not take place. The lack of one exclusive firm body is a major reason for the hindrance of education sector.

Bhuyan (2016) tried to analyze the existing problems of higher education in Assam and found lack of seat capacity as a new issue presenting itself in the higher education system. Apart from that, overcrowding of classroom is another big issue. In addition to these, caste-based reservation in higher education, open and distance education, poor technology in rural higher education institutions, lack of skill-based education, lack of proper planning in education system are some more problems which create educated unemployment and passive students.

Aithal and Aithal (2016), tried to identify different aspects of online education system as next generation education system and impact of online education system in higher education on development of science & society. They discussed about the advantages, benefits, constraints and disadvantages of online education system. They also witnessed the founder of these online courses from various secondary data.



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Kalita (2016) discussed in her paper about the job satisfaction level among college teachers of kamrup district. The researcher has found that teachers of government colleges are highly satisfied than the private colleges. But the work environment and infrastructures are better in private colleges. The researcher also suggested to provide a good salary and regular incentives at all levels to all the private college teachers. Adding that the authority should adopt a crystal clear and unbiased method of recruitment and the working hours should be reasonable.

Manga Sing Kro (2017) conduct a study on Education System and its Impact on Students in Assam. This study reveals that expenditure on education as per GDP is very low. And the teacher and classroom ratio compare to the students in educational institutes are not sufficient. Also, there is some evidence of negligence on computer and co-curricular activities. In this study the researcher also included that Government is trying to raise the quality of education sector by imposing some compulsory rules and regulation for the teaching sector but unable to make this process a less expensive one.

Rahman (2012) studied about education policies in Assam at primary, secondary and Higher education level in post-Independence period. The researcher also discussed the status of women education, teacher education, teacher training institutes and medium of instruction issue in the state. The researcher also suggested the need to improve education system and infrastructure for the overall growth of education in the state.

Mehta (2004) carried out a study on the use of various media and different kinds of pictures used in the classroom activities by the Swedish teachers. The study showed that media utilization was low or extremely low in social sciences. Even the utilization of picture was also found to be low. Black-boards and textbooks were found to be the most common media forms utilized in the classrooms.

Tripathi (1992) carried out a study which revealed that the courses of higher education have a lot of irrelevance, and normally the only method of teaching that is used in the lecture method. Teachers are not even aware of the full implications of such methods as seminars, small group discussion, online assignments, self-study method and the system of evaluation was the worst feature of higher education. Also, physical facilities were found in-adequate and those that were available were not properly put to use.

Rajamoni (1993) carried out a study on “Effective teachers and their behaviour in higher education”. The study reveals that, good teacher in colleges and universities are those who not only help their students learn, but will optimize the learning resources and promote the development of abilities in their students for self-learning.

Madan (2008) in his study tried to explore the crucial problems of higher education related to quality assurance and found that colleges and universities are treated as centers for extension of knowledge and not developing as creators of knowledge, employment, and students’ enrolment and examination. The study also stated that caste based, region-based, and religion-based reservation and not economic-based reservation for entry to the educational institutions at the cost of merit have weakened the educational system in a country like India.

Lacatus (2016) tried to explain the fact that the traditional method of teaching is getting ineffective day by day as the technology is actually taking the place of traditional method and the environment is more suitable for those which are going with the flow of changes. The new



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forms of education, such as virtual schools or online courses stimulated entrepreneurs to invest in education as they can feel the changes.

Entrepreneurship Education

Entrepreneurial education initiatives have been shown to significantly influence students' development of entrepreneurial skills, attitudes, and behaviors. Research by Fayolle and Gailly (2015) demonstrated that participation in entrepreneurship education programs leads to increased entrepreneurial self-efficacy and intention among students.

Pittaway and Cope (2007) have highlighted the positive impact of experiential learning and practical activities in entrepreneurship education on students' acquisition of entrepreneurial skills and behaviors.

Student-centered entrepreneurial programs have been recognized for their effectiveness in fostering innovative thinking, problem-solving abilities, and self-efficacy among participants. Gibb (2002) emphasized the importance of experiential learning and real-world challenges in promoting entrepreneurial mindset development. Additionally, (Henry, Hill, & Leitch, 2005) found that student-centered programs that emphasize active learning and collaborative problem-solving contribute to the development of entrepreneurial competencies and attitudes.

Educational institutions employ various organizational structures, policies, and support mechanisms to facilitate the integration of entrepreneurial activities into the curriculum and co-curricular activities (Neck & Greene, 2011). Additionally, emphasized the role of leadership, resources allocation, and collaboration in promoting entrepreneurship education and initiatives. Hénard & Roseveare (2012) also highlighted the importance of creating supportive environments and fostering a culture of innovation within educational institutions.

Educational institutions play a crucial role as incubators of entrepreneurial ventures, providing resources, mentorship, and networking opportunities to aspiring entrepreneurs (Guerrero and Urbano (2012). The researcher also highlighted the importance of university-industry collaborations and technology transfer offices in facilitating the commercialization of research and fostering entrepreneurial ecosystems. Similarly, emphasized the role of entrepreneurship centers and innovation hubs in supporting the development and growth of startup ventures on campus.

Lorz and Mueller (2013) conducted a systematic review of the literature and found strong evidence supporting the effectiveness of entrepreneurship education programs in enhancing students' entrepreneurial skills, attitudes, and behaviors.

Alakaleek (2019) assessed the status of entrepreneurship education in Jordanian universities and found that it remains at a nascent stage, characterized by limited course offerings largely confined to introductory levels. The study further revealed that only one university offers a full-fledged graduate program in entrepreneurship, and although some institutions have established innovation centers, many lack dedicated departments for entrepreneurship education.

Student-centered entrepreneurial programs have been found to be highly effective in fostering innovative thinking, problem-solving abilities, and self-efficacy among participants (Fiet, 2001). Fiet emphasized the importance of experiential learning and hands-on activities in promoting entrepreneurial mindset development and problem-solving skills.



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Educational institutions employ a variety of organizational structures, policies, and support mechanisms to promote the integration of entrepreneurial activities into the curriculum and co-curricular activities (Henry et al., 2005). Henry et al. spotlight the importance of leadership support, resource allocation, and faculty engagement in fostering an entrepreneurial culture within educational institutions. Also highlighted the role of entrepreneurship centers, incubators, and technology transfer offices in providing support and resources to students and faculty engaged in entrepreneurial activities.

Shankar et al. (2024) investigated the role of Indian higher educational institutions, particularly in engineering and management disciplines, in promoting entrepreneurship by shaping students' entrepreneurial intentions. Using data collected from 258 students across 27 institutions and analyzed through SmartPLS, the study found that entrepreneurship education and a supportive institutional environment significantly contribute to fostering entrepreneurial intentions among students.

Educational institutions play a critical role in fostering entrepreneurial ventures by providing resources, mentorship, and networking opportunities to students and faculty (Audretsch, 2014). Audretsch highlighted the importance of university-industry collaborations and technology transfer offices in facilitating the commercialization of research and supporting entrepreneurial ventures. And emphasized the role of entrepreneurship centers and incubators in providing infrastructure and support services to aspiring entrepreneurs.

Research Gap

A review of the existing literature reveals that entrepreneurship education has received considerable attention across different educational contexts. Previous studies have established the positive influence of entrepreneurship education on entrepreneurial intention, self-efficacy, innovation, problem-solving skills, and entrepreneurial mindset among students (Fayolle & Gailly, 2015; Pittaway & Cope, 2007; Lorz & Mueller, 2013). Researchers have also emphasized the importance of institutional support, leadership commitment, entrepreneurship centres, incubators, and innovation ecosystems in promoting entrepreneurial activities within educational institutions (Neck & Greene, 2011; Hénard & Roseveare, 2012; Audretsch, 2014).

However, several gaps remain in the existing body of knowledge. First, most studies have focused either on students' entrepreneurial intentions or on institutional mechanisms independently, with limited attempts to integrate student perceptions and faculty perspectives within a single framework. Second, comparative studies examining public and private educational institutions remain scarce, particularly in the Indian context. Third, although faculty members play a crucial role in implementing entrepreneurship education, limited empirical evidence exists regarding the challenges they face while incorporating entrepreneurial concepts into their teaching practices. Fourth, studies investigating the relationship between faculty attitudes toward entrepreneurship education and perceived institutional support are relatively limited, especially in higher educational institutions located in emerging regions such as Assam.

Furthermore, despite the growing emphasis on entrepreneurship under the National Education Policy (NEP) 2020, there is insufficient evidence regarding how educational institutions at the regional level are fostering entrepreneurial mindsets among students and supporting



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faculty engagement in entrepreneurship education. Therefore, the present study seeks to bridge these gaps by undertaking a comparative analysis of public and private educational institutions in Kamrup (M) District, focusing on students' perceptions, faculty challenges, and the relationship between faculty attitudes and institutional support toward entrepreneurship education.

Objectives

1. To compare the perceptions of students from public and private institutions regarding the role of education in developing entrepreneurial mindsets.
2. To compare the challenges faced by faculty members in public and private institutions while integrating entrepreneurship into their teaching practices.
3. To examine the relationship between faculty attitude toward entrepreneurship education and perceived institutional support for entrepreneurship in public and private institutions.

Hypothesis

H₀₁: There is no significant difference in the perceptions of students from public and private educational institutions regarding the role of education in developing entrepreneurial mindsets.

H₀₂: There is no significant difference in the challenges faced by faculty members in public and private educational institutions while integrating entrepreneurship into their teaching practices.

H₀₃: There is no significant relationship between faculty attitudes toward entrepreneurship education and perceived institutional support for entrepreneurship in public and private educational institutions.

Significance of the Study

The present study holds significant academic, institutional, and policy relevance as it examines entrepreneurship education within public and private educational institutions in Kamrup (M) District. In the context of increasing emphasis on entrepreneurship, innovation, and skill development under the National Education Policy (NEP) 2020, educational institutions are expected to cultivate entrepreneurial competencies among students and create supportive environments for entrepreneurial learning.

The study contributes to the existing literature by providing a comparative understanding of how students from public and private institutions perceive the role of education in developing entrepreneurial mindsets. Such insights will help educators and policymakers identify institutional strengths and weaknesses in promoting entrepreneurial thinking among learners.

The study is also significant because it investigates the challenges faced by faculty members while integrating entrepreneurship into teaching practices. Understanding these challenges will assist educational administrators in designing appropriate faculty development programmes, curriculum reforms, and support systems to enhance entrepreneurship education.

Further, by examining the relationship between faculty attitudes toward entrepreneurship education and perceived institutional support, the study highlights the importance of



organizational climate and institutional commitment in fostering entrepreneurial culture. The findings will be useful for policymakers, university administrators, curriculum planners, and educational institutions in formulating strategies that strengthen entrepreneurship education, improve institutional support mechanisms, and contribute to the development of entrepreneurial ecosystems within higher education.

Finally, the study provides context-specific evidence from Assam, an area where empirical research on entrepreneurship education remains limited, thereby contributing valuable insights for future research and educational policy formulation.

Research Methodology

Research Design

The present study adopts a descriptive and comparative research design. The descriptive design is used to examine students' perceptions, faculty attitudes, institutional support, and challenges associated with entrepreneurship education, while the comparative design facilitates comparison between public and private educational institutions in Kamrup (M) District.

Sampling Design:

- **Sample Size and Sampling Method:** The study will involve a sample of 150 students selected through random sampling from higher education institutions within the Kamrup(M) District.
- Additionally, a sample of 50 Academic administrators and Faculty members will be chosen through simple random sampling from the same district.

Sampling Element: Individual students enrolled in higher education institutions, as well as faculty cum Academic administrators working under Gauhati University in both public and private educational institutions within the Kamrup(M) District, will serve as the study's sampling element.

Sampling method: This study will adopt simple random sampling for sample selection and data collection.

Sources of Data

The study will primarily rely on primary data collected directly from respondents through structured questionnaires. Secondary data will be collected from books, journals, research articles, government reports, policy documents, institutional reports, and relevant online sources related to entrepreneurship education and higher education.

Instrument for Data Collection

Two separate structured questionnaires will be used to collect the data. Student Questionnaire – to assess students' perceptions regarding the role of education in developing entrepreneurial mindsets. Faculty Questionnaire – to measure challenges faced in integrating entrepreneurship education, faculty attitudes toward entrepreneurship education, and perceived institutional support. The questionnaire items will be measured using a five-point Likert scale.



Characteristic	Category	n (%)
Age Group	20-25	79 (52.7)
	25-30	71 (47.3)
Gender	Female	75 (50.0)
	Male	75 (50.0)
Educational Institution	Public	80 (53.3)
	Private	70 (46.7)

Tools for Analysis: The gathered data will undergo analysis utilizing various statistical techniques. Measures of test of normality will be employed to assess the distribution of the data. Furthermore, correlation analysis will be conducted to explore relationships between variables. Additionally, pie and bar diagrams will be generated to provide visual representations of the data, aiding in the interpretation of findings.

Analysis and Interpretation

Interpretation: Among the 150 participants, 52.7% belonged to Age Group 20-25 and 47.3% to Age Group 25-30. The sample consisted of an equal proportion of males and females (50% each). Slightly more participants were from public institutions (53.3%) than private institutions (46.7%).

Comparison of Perception and Challenge Scores between Public and Private Educational Institutions

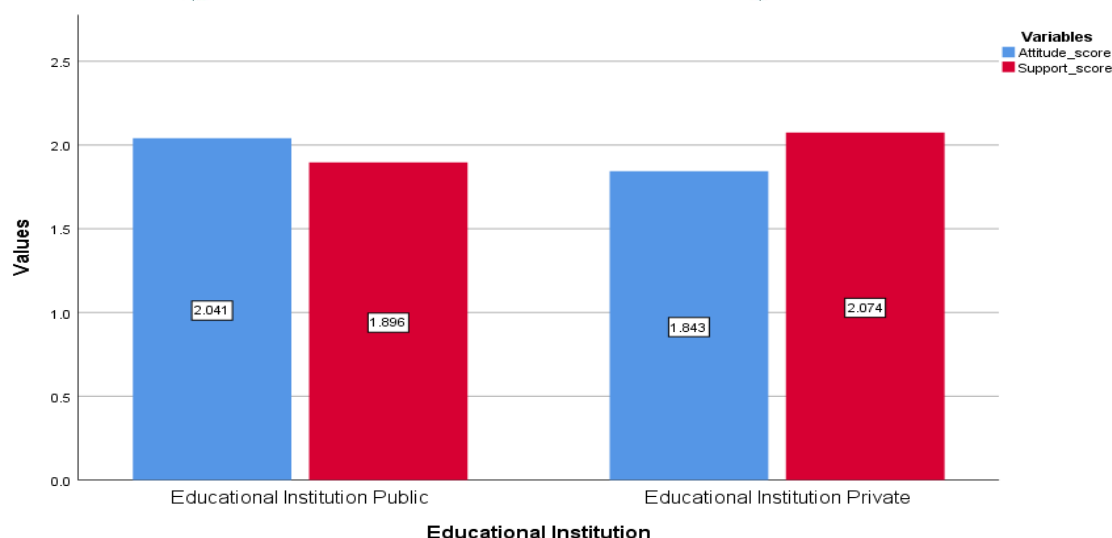
Variable	Statistical Test	U Statistic	Z Value	p-value	Interpretation
Perception Score	Mann-Whitney U	2778.50	-0.081	0.935	Not Significant
Challenge Score	Mann-Whitney U	992.0	-1.742	0.082	Not Significant

Note: Data were non-normally distributed according to the Kolmogorov-Smirnov test; therefore, the Mann-Whitney U test was employed.

Interpretation: To fulfil the objective 1 and objective 2, Mann-Whitney U is performed. The test revealed no significant difference in perception scores ($p = 0.935$) or challenge scores ($p = 0.082$) between participants from public and private educational institutions. This indicates that institution type did not significantly influence participants' perceptions or perceived challenges.

Attitude and Support Scores According to Educational Institution

Variable	Public Institution Mean $\pm$ SD	Private Institution Mean $\pm$ SD	Overall Mean $\pm$ SD
Attitude Score	2.04 $\pm$ 0.53	1.84 $\pm$ 0.53	1.95 $\pm$ 0.54
Support Score	1.90 $\pm$ 0.48	2.07 $\pm$ 0.49	1.98 $\pm$ 0.49



Interpretation: Participants from public institutions exhibited a slightly higher mean attitude score, whereas those from private institutions showed a slightly higher mean support score. However, the differences were relatively small.

Correlation between Attitude and Support Scores

Variables	Spearman's Correlation (ρ)	p-value
Attitude Score and Support Score	0.680	0.032 *

Interpretation: A statistically significant positive correlation was observed between attitude and support scores ($\rho = 0.680$, $p = 0.032$). This suggests that participants with more positive attitudes tended to report higher levels of support.

Findings of the Study

1. Public institution respondents accounted for 53.3 percent of the sample, whereas private institution respondents accounted for 46.7 percent.
2. Faculty members from public institutions exhibited slightly higher attitude scores toward entrepreneurship education, whereas faculty members from private institutions reported slightly higher institutional support scores. However, these differences were marginal.
3. The finding also indicates that students from both types of institutions share similar views about the contribution of education toward the development of entrepreneurial thinking, creativity, innovation, and problem-solving abilities.
4. The finding again suggests that faculty members across both institutional settings encounter similar constraints, such as curriculum limitations, resource inadequacies, lack of training, and institutional barriers.
5. Again, the finding indicates that higher levels of perceived institutional support are associated with more favourable faculty attitudes toward entrepreneurship education. Faculty members who perceive greater encouragement, resources, and support from their



institutions tend to exhibit stronger commitment toward integrating entrepreneurship into educational practices.

Suggestions

Based on the findings of the study, the following suggestions are being proposed:

1. Educational institutions should strengthen entrepreneurship education across disciplines through experiential learning approaches such as project-based learning, business simulations, internships, startup competitions, and innovation-driven activities.
2. Since students from both public and private institutions demonstrated similar perceptions regarding entrepreneurship education, policymakers should formulate common entrepreneurship education frameworks that can be effectively implemented across different institutional settings.
3. Institutions should organize regular faculty development programmes, workshops, and training sessions to equip teachers with the pedagogical skills necessary for integrating entrepreneurship into classroom teaching.
4. Universities and colleges should establish Entrepreneurship Development Cells (EDCs), Innovation and Incubation Centres, and Startup Support Centres to provide practical exposure and entrepreneurial opportunities for students.
5. Institutional administrators should create supportive environments by providing adequate resources, funding opportunities, industry linkages, and administrative support to faculty members engaged in entrepreneurship education activities.
6. Collaboration between educational institutions, industry experts, entrepreneurs, and government agencies should be enhanced to promote entrepreneurial ecosystems and improve practical learning opportunities.
7. In line with the objectives of the National Education Policy (NEP) 2020, institutions should integrate entrepreneurship, innovation, creativity, and skill development into curriculum design and teaching-learning processes.
8. Further studies may be conducted in other districts of Assam and across different disciplines to gain a broader understanding of entrepreneurship education and its effectiveness in higher education institutions.

CONCLUSION

Entrepreneurship education has emerged as a crucial component of higher education, particularly in the context of innovation-driven economic development and the transformative goals of the National Education Policy (NEP) 2020. The present study examined entrepreneurship education in public and private educational institutions of Kamrup (M) District by focusing on students' perceptions, faculty challenges, and the relationship between faculty attitudes and institutional support.

The findings revealed that students from public and private institutions do not differ significantly in their perceptions regarding the role of education in developing entrepreneurial mindsets. Similarly, faculty members across both institutional categories face comparable challenges while integrating entrepreneurship into their teaching practices. These findings



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suggest that entrepreneurship education is perceived and experienced in a relatively similar manner irrespective of institutional type.

However, the study identified a significant positive relationship between faculty attitudes toward entrepreneurship education and perceived institutional support. This highlights the critical role of institutional commitment, supportive policies, and resource availability in encouraging faculty engagement with entrepreneurship education initiatives.

Overall, the study concludes that while public and private institutions may not differ substantially in terms of perceptions and challenges, the success of entrepreneurship education largely depends on the extent of institutional support provided to educators. Strengthening supportive educational environments, promoting faculty development, and creating innovation-oriented ecosystems can significantly contribute to fostering entrepreneurial mindsets among students and advancing entrepreneurship education within higher educational institutions.

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