ENTREPRENEURSHIP

Fostering Entrepreneurial Talent among Gen Z: The Role of Students' Mindset, Entrepreneurial Education, Academic Inputs, Institutional Environment and Support in HEIs with Special Reference to NISP-2019

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Abstract

This study aims to investigate the significance of educational institutions and colleges in identifying entrepreneurial talent among students and supporting their continued growth and operation. It is the duty of all educational institutions to recognise and inform pupils of the different opportunities and programs that the government offers. This would therefore promote economic growth and offer a remedy for the nation's extreme unemployment. This paper highlights the impact of implementation of National Innovation and Startup Policy, NISP-2019 in creating a startup ecosystem in higher education institution and deep understanding about reasons why students are apprehensive of moving into entrepreneurship, the awareness level of students regarding the National Innovation and Startup policy (NISP), student's mindset, Academic, Inputs and Environment, Institutional infrastructure and Environment University/ College Environment & Support System (ESS) Entrepreneurship education on Entrepreneurial Talent in approved institutions, interest and willingness from the student's side and suggestions to improve the present curriculum and infrastructure of these institutes. The research paper addresses the employment crisis in India; it is essential to shift the mindset of students in Indian HEIs from job-seeking to job-creating. HEIs play a crucial role in fostering an entrepreneurial mindset by providing a conducive environment for research, innovation, and development. This can be achieved through regular exposure to industry trends, expert talks, and seminars, as well as incorporating entrepreneurship as part of the curriculum. Establishing entrepreneurship cells and promoting alumni interaction can further nurture entrepreneurial activities. Government support, alongside redirection of CSR funding towards institutional infrastructure, can strengthen the entrepreneurial ecosystem in HEIs. Ultimately, creating awareness and offering practical entrepreneurship training will encourage students to consider it as a viable career path and promote innovation-driven growth in India.

Keywords: NISP; startup and innovation; students' mindset; academic inputs; institutional environment and support; entrepreneurial talent; entrepreneurial education; HEIs

1 Introduction

India hopes to have an economy worth $5 trillion by 2027-28. In order to meet the target, it must develop the structures and procedures necessary to transform the current demographic dividend into highly skilled technical labourers capable of conducting advanced innovation and research as well as deep tech entrepreneurship. This is consistent with the government of India's key programs, which include Aatmanirbhar Bharat, the Atal Innovation Mission, and Start-up India.

The economic growth of a country mainly depends upon its productive skills and the power to generate employment. However, in recent years it has been observed that the government is somehow finding it difficult to generate employment to cope with the increasing demand led by population burst. And from there, a new concept of start-ups has emerged to curb the effect of the above-mentioned problems. On 15th August 2015, Prime Minister Narendra Modi stood at the Red Fort and made a call to “Start-up India, Stand up India”. “Start-up Nation India – From a land of job seekers to a land of Creators.” His remarks echoed the feelings of modern India; the country's minds were already fired up to produce amazing goods and businesses that will transform the globe! The call from the prime minister was a reassurance that the government sympathises with and supports our feelings. A start-up is an entrepreneurial endeavour, usually a recently formed firm that seeks to fill a need in the market by creating a workable business plan centered around a platform, service, process, or product. The word "start-up" is most frequently used by entrepreneurs who want to launch a novel business with the potential to discover undiscovered markets and inventive resources.

1.1 National Innovation and Startup Policy (NISP-2019) in higher education institutions

With the aforementioned goals in mind, the Indian government established the National Innovation and Startup Policy (NISP-2019) for Students and Faculty, aiming to significantly advance the nation's innovation and startup ecosystem. As stated in the policy paper, Higher Education Institutions (HEIs) will be able to actively include their staff, teachers, and students in innovation and entrepreneurship-related activities thanks to the National Innovation and Startup Policy 2019. The creation of a strong innovation and start-up ecosystem across all HEIs will be made possible by this framework, which will also help the Ministry of Human Resource Development bring uniformity across HEIs in terms of intellectual property ownership management, technology licensing, and institutional startup policy.

The mission of the policy may be summarized as follows:

- To identify student, faculty, staff and start-up innovators for nurturing an entrepreneurial mindset by supporting them in ideating, developing and establishing self-sustaining business models. The aim is to promote and develop an ecosystem within the institution to harness and channelise the innovation& entrepreneurial potential of all members of the ecosystem.
- To create a secure, encouraging, and dynamic atmosphere that fosters innovation in student entrepreneurs, startups, and SMEs, empowering them to create goods and services that generate employment and bolster the local and national economies.
- To investigate, foster, and support these technologies that serve as the cornerstone of a self-sufficient startup environment.
- The goal of the strategy is to encourage innovators who are students, working professionals, and job seekers to incubate into startups.
- The objective of the strategy is to foster innovation that is not sector-specific, as well as information, skills, technological advancements, infrastructure, and investment that lead to entrepreneurial endeavours.
- The policy's implementation will foster an atmosphere that encourages the generation of ideas and their subsequent development into businesses, allowing the university to become a thriving startup ecosystem that draws in investors and entrepreneurs from all over the nation.

2 Review of literature

2.1 Entrepreneurial education

Entrepreneurial education aims to develop knowledge, skills, attitudes, and character related to entrepreneurship (Hussain & Norashidah, 2015). It promotes reflective learning, encouraging students to analyse their actions for growth (Kirkwood et al., 2014). A shift to learner-centred approaches allows deeper engagement and critical thinking (Commarmond, 2017). Practical methods, like business practices, company visits, and interviews with entrepreneurs, are crucial for skill development (Farny et al., 2016; Potishuk & Kratzer, 2017). At the university level, experiential learning significantly shapes entrepreneurial mindsets (Ndou et al., 2018; Cui et al., 2019). A real-world-focused curriculum is vital for nurturing future entrepreneurs.

2.2 Entrepreneurial mindset

An entrepreneurial mindset is essential for advancing modern economies, as it shapes how individuals approach entrepreneurship (Kuratko et al., 2021). Entrepreneurship development involves enhancing skills & knowledge through structured training and institutional programs. While institutions play a significant role in fostering this mindset, cultural factors can both support and hinder development. Overcoming cultural barriers requires a collaborative, multi-stakeholder environment. Reforming cultural perspectives is essential to ensure investments, meet public needs & promote collective development. Ultimately, changing society mindsets is vital to solidify entrepreneurship's role in economic growth.

2.3 Influence of institutional infrastructure

The entrepreneurial environment is crucial for shaping intentions and fostering innovation. Key factors such as government policies, programs, social elements, and entrepreneurial education positively influence entrepreneurial expectations (Ali et al., 2019). Institutional infrastructure is a moderating factor that enhances entrepreneurial intentions and supports new business creation (Kumar & Das, 2019). Entrepreneurs' perceptions of this support are vital for venture growth (Demirel et al., 2019; Kustina et al., 2019). Universities play a significant role by offering structures like Entrepreneurship Development Cells, Incubation Centers, and design thinking labs. Schumpeter (1976) viewed entrepreneurs as change agents, and the rise of a knowledge-based economy in the 1980s accelerated technological entrepreneurship (Schumpeter, 1976; Venkataraman, 2004). However, while engineers excel technically, they often lack business acumen (Dorf & Byers, 2005). Technical universities should therefore include entrepreneurial courses focusing on leadership and innovation. Collaboration among research centers, universities, corporations, and tech firms is essential for fostering an entrepreneurial ecosystem, with technological parks playing a supportive role.

2.4 Mentorship

Mentorship is another critical element in encouraging entrepreneurship. Leonard and Swap (2000) classified mentoring techniques such as learning by doing, Socratic learning (encouraging logical thinking), storytelling (sharing personal entrepreneurial journeys), and providing practical guidelines for handling business situations. Bringing alumni and experienced entrepreneurs into universities to share their experiences can inspire and guide students toward the entrepreneurial

path, fostering a culture of innovation and business creation. Figure 1 presents the theoretical model of the study.

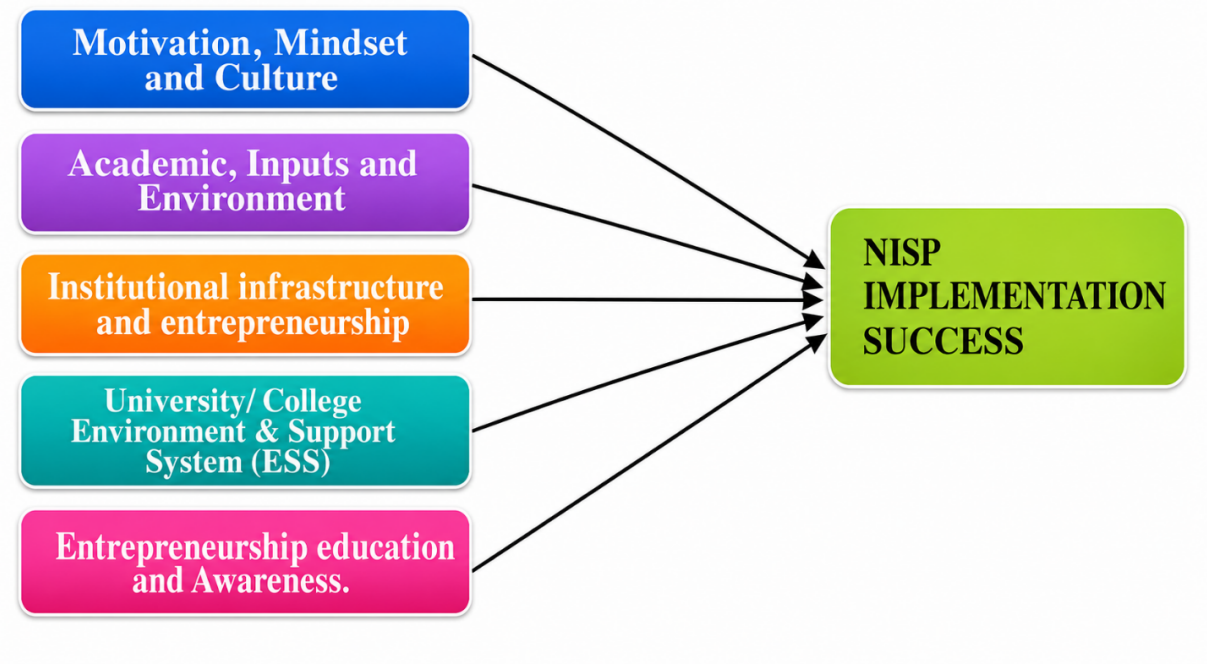


Figure 1. Theoretical model showing the components of the entrepreneurial ecosystem and NISP implementation.

3 Research methodology

The methodology for the study is quantitative as well as qualitative in nature. The direction for the research has been drawn out from a review of literature and based on which relevant information were collected from the students of Entrepreneurial cells (E Cells) of various higher educational institutes of Uttar Pradesh and Delhi NCR Region through a questionnaire. Apart from this, information was collected from NISP Leaders or persons in charge (coordinators of e-cells) where NISP Policy has been successfully implemented through questionnaires and personal interviews wherever applicable.

3.1 Objectives of the study

1. To study the mindset of students towards entrepreneurial activities
2. To study the role of Academic, Inputs and Environment for entrepreneurial development among students of higher education.
3. To study the role of Institutional infrastructure and Environment for entrepreneurial development
4. To study the role of University/ College Environment & Support System (ESS) provided by the higher educational institution.
5. To study the role of Entrepreneurship education in promoting entrepreneurial engagement in higher educational institution.
6. To understand the level of awareness and extent of acceptance among students about the initiatives offered by National Innovation Startup Policy -2019 in approved institutions.

3.2 Hypotheses of the study

The following are the hypotheses regarding students' responses towards NISP Implementation and entrepreneurial talent.

H01: There is no significant Association of student's mindset on Entrepreneurial Talent among students of HEI.

H01a: There is no significant impact of student's mindset on Entrepreneurial Talent among students of HEI.

H02: There is no significant association of Academic, Inputs and Environment on Entrepreneurial Talent among students of HEI.

H02a: There is no significant impact of Academic, Inputs and Environment on Entrepreneurial Talent among students of HEI.

H03: There is no significant association of Institutional infrastructure and Environment on Entrepreneurship development among students of HEI.

H03a: There is no significant impact of Institutional infrastructure and Environment on Entrepreneurship development among students of HEI.

H04: There is no significant association of University/ College Environment & Support System (ESS) on Entrepreneurship development among students of HEI.

H04a: There is no significant impact of University/ College Environment & Support System (ESS) on Entrepreneurship development among students of HEI.

H05: There is no significant association of Entrepreneurship education in promoting entrepreneurial engagement in HEI.

H05a: There is no significant impact of Entrepreneurship education in promoting entrepreneurial engagement in HEI.

4 Results and discussion

4.1 Reliability test

The Cronbach's alpha value of the instrument was .942 (Table 1); values above .90 indicate excellent internal consistency, so the research instrument was considered highly reliable.

Table 1. Cronbach's alpha reliability test.

N	No. of items	Mean	Range	Variance	Cronbach's α
244	66	3.076	3.631	1.459	.942

4.2 Multicollinearity test

The results (Table 2) show that the tolerance values are high, ranging from .439 to .954, for each independent variable. Any value above 0.2 is considered to show there is no multi- collinearity in the independent variables. Apart from tolerance value there is VIF value too which is near to 1 and is far below the standard VIF value mark of 5. Which also states that there is no multi-collinearity issues.

The eigenvalues and condition indices also confirm this. All the condition value showing in the table are very much below 30. So, there is no multi-collinearity issue and is ready for regression model.

Table 2. Multicollinearity diagnostics.

Variable	Tolerance	VIF	Eigenvalue	Condition index
Constant	.954	1.049	8.384	1.000
Institutional Environment	.883	1.133	.759	3.324
Mindset	.539	1.855	.035	11.802
Academic Input	.439	2.276	.014	18.782
Institutional infrastructure	.501	1.996	.009	23.213
Entrepreneurial education	.845	1.184	.007	27.407

4.3 Chi-square analysis

Part A: Motivation, mindset and culture

The table of cross tabulation interprets association between respondents' Motivation, Mindset and Culture and NISP implementation success. It reveals that around, 44.1% (n = 156) respondents agreed that Motivation, mindset and culture of the individual as well as surrounding is associated with the successful NISP Implementation. Whereas 4.5% (n = 16) respondents strongly agreed that Motivation, mindset and culture of the individual as well as surrounding is associated with the successful NISP Implementation. Whereas around 21.2% (n = 75) belongs to unsuccessful NISP Implementation, respondents Dis-agreed that Motivation, mindset and culture of the individual as well as surrounding is associated with the successful NISP Implementation. From Table 3 it can be observed that a total 132 (37.3 %) respondents were unsuccessful and 222 (62.7%) were successful. The corresponding chi-square test is given in Table 4.

Table 3. Cross-tabulation of motivation, mindset and culture by success of NISP implementation (N = 354).

Response	Unsuccessful, n (%)	Successful, n (%)	Total, n (%)
Strongly Disagree	3 (0.8%)	5 (1.4%)	8 (2.3%)
Disagree	75 (21.2%)	19 (5.4%)	94 (26.6%)
Neutral	23 (6.5%)	26 (7.3%)	49 (13.8%)
Agree	27 (7.6%)	156 (44.1%)	183 (51.7%)
Strongly Agree	4 (1.1%)	16 (4.5%)	20 (5.6%)
Total	132 (37.3%)	222 (62.7%)	354 (100.0%)

Table 4. Chi-square test: motivation, mindset and culture.

Test	Value	df	Asymptotic sig. (2-sided)
Pearson chi-square	116.851[a]	4	.000

Note: [a] One cell (10.0%) has an expected count less than 5.

Findings showed that there is a strong association between Motivation, Mindset and Culture and NISP Implementation. with the value of chi square 116.851 and level of significance is less than 0.05 which is an acceptable limit.

Part B: Academic inputs and environment

The cross tabulation shows the association between respondents' Academic, Inputs and Environment and NISP implementation success. It reveals that around 39.8% (n = 141) respondents agreed that Academic, Inputs and Environment is associated with the successful NISP Implementation. Whereas 10.5% (n = 37) respondents strongly agreed that Academic, Inputs and Environment are associated with successful NISP Implementation. Whereas around 21.2% (n = 75) belongs to unsuccessful NISP Implementation, respondents disagreed that Academic, Inputs and Environment are associated with the successful NISP Implementation. From Table 5, it can be observed that a total of 132 (37.3 %) respondents were unsuccessful and 222 (62.7%) were successful. The cross-tabulation and the corresponding chi-square test are given in Tables 5 and 6.

Table 5. Cross-tabulation of academic inputs and environment by success of NISP implementation (N = 354).

Response	Unsuccessful, n (%)	Successful, n (%)	Total, n (%)
Strongly Disagree	6 (1.7%)	3 (0.8%)	9 (2.5%)
Disagree	75 (21.2%)	21 (5.9%)	96 (27.1%)
Neutral	10 (2.8%)	20 (5.6%)	30 (8.5%)
Agree	37 (10.5%)	141 (39.8%)	178 (50.3%)
Strongly Agree	4 (1.1%)	37 (10.5%)	41 (11.6%)
Total	132 (37.3%)	222 (62.7%)	354 (100.0%)

Table 6. Chi-square test: academic inputs and environment.

Test	Value	df	Asymptotic sig. (2-sided)
Pearson chi-square	106.004[a]	4	.000

Note: [a] One cell (10.0%) has an expected count less than 5.

Findings showed that there is a strong association between Academic, Inputs and Environment and NISP Implementation. with the value of chi-square 106.004 and level of significance is less than 0.01 which is an acceptable limit.

Part C: Institutional infrastructure and environment

The table of cross tabulation interprets association between respondents' Institutional infrastructure and environment. and NISP implementation success. It reveals that around, 47.2% (n = 167) respondents agreed that Institutional infrastructure and environment. is associated with the successful NISP Implementation. Whereas 4.2% (n = 15) respondents strongly agreed that institutional infrastructure and environment is associated with the successful NISP Implementation. Whereas around 18.1% (n = 64) belongs to unsuccessful NISP Implementation, respondents Dis-agreed that Institutional infrastructure and environment is associated with the successful NISP Implementation. Table 7 shows that a total 132 (37.3 %) respondents were unsuccessful and 222 (62.7%) were successful. The cross-tabulation and the corresponding chi-square test are given in Tables 7 and 8.

Table 7. Cross-tabulation of institutional infrastructure and environment by success of NISP implementation (N = 354).

Response	Unsuccessful, n (%)	Successful, n (%)	Total, n (%)
Strongly Disagree	11 (3.1%)	2 (0.6%)	13 (3.7%)
Disagree	64 (18.1%)	6 (1.7%)	70 (19.8%)
Neutral	29 (8.2%)	32 (9.0%)	61 (17.2%)
Agree	27 (7.6%)	167 (47.2%)	194 (54.8%)
Strongly Agree	1 (0.3%)	15 (4.2%)	16 (4.5%)
Total	132 (37.3%)	222 (62.7%)	354 (100.0%)

Table 8. Chi-square test: institutional infrastructure and environment.

Test	Value	df	Asymptotic sig. (2-sided)
Pearson chi-square	154.844[a]	4	.000

Note: [a] One cell (10.0%) has an expected count less than 5.

Findings showed that there is a strong association between Institutional infrastructure and environment. and NISP Implementation. with the value of chi-square 154.844 and level of significance is less than 0.01 which is an acceptable limit

Part D: University/college environment and support system (ESS)

The cross-tabulation interprets association between respondents' University/ College Environment & Support System (ESS) and NISP implementation success. It reveals that around, 39.0% (n=138) respondents agreed that University/ College Environment & Support System (ESS). is associated with the successful NISP Implementation. Whereas 8.8% (n=31) respondents strongly agreed that University/ College Environment & Support System (ESS) is associated with the successful NISP Implementation. Whereas around 15.8% (n=56) belongs to unsuccessful NISP Implementation, respondents Dis-agreed that University/ College Environment & Support System (ESS)is associated with the successful NISP Implementation. The cross-tabulation and the corresponding chi-square test are given in Tables 9 and 10.

Table 9. Cross-tabulation of university/college environment and support system (ESS) by success of NISP implementation (N = 354).

Response	Unsuccessful, n (%)	Successful, n (%)	Total, n (%)
Strongly Disagree	2 (0.6%)	0 (0.0%)	2 (0.6%)
Disagree	56 (15.8%)	27 (7.6%)	83 (23.4%)
Neutral	23 (6.5%)	26 (7.3%)	49 (13.8%)
Agree	42 (11.9%)	138 (39.0%)	180 (50.8%)
Strongly Agree	9 (2.5%)	31 (8.8%)	40 (11.3%)
Total	132 (37.3%)	222 (62.7%)	354 (100.0%)

Table 10. Chi-square test: university/college environment and support system.

Test	Value	df	Asymptotic sig. (2-sided)
Pearson chi-square	56.379[a]	4	.000

Note: [a] Two cells (20.0%) have an expected count less than 5.

Findings showed a strong association between the University Environment & Support System (ESS) and NISP Implementation, with a chi-square value of 56.379 and a level of significance less than 0.01, which is an acceptable limit.

Part E: Entrepreneurship education and awareness

Table 11 interprets the association between respondents' Entrepreneurship Education & Awareness & NISP implementation success. It reveals that around 42.1% (n = 149) respondents agreed that Entrepreneurship Education and Awareness is associated with successful NISP Implementation. Whereas 7.9% (n = 28) respondents strongly agreed that Entrepreneurship Education and Awareness associated with the successful NISP Implementation. Whereas around 20.3% (n = 72) belongs to unsuccessful NISP Implementation, respondents Dis-agreed that Entrepreneurship Education & Awareness is associated with the successful NISP Implementation. From the table, it can be observed that a total 132 (37.3 %) were unsuccessful & 222 (62.7%) were successful. The corresponding chi-square test is given in Table 12.

Table 11. Cross-tabulation of entrepreneurship education and awareness by success of NISP implementation (N = 354).

Response	Unsuccessful, n (%)	Successful, n (%)	Total, n (%)
Strongly Disagree	3 (0.8%)	0 (0.0%)	3 (0.8%)
Disagree	72 (20.3%)	14 (4.0%)	86 (24.3%)
Neutral	14 (4.0%)	31 (8.8%)	45 (12.7%)
Agree	36 (10.2%)	149 (42.1%)	185 (52.3%)
Strongly Agree	7 (2.0%)	28 (7.9%)	35 (9.9%)
Total	132 (37.3%)	222 (62.7%)	354 (100.0%)

Table 12. Chi-square test: entrepreneurship education and awareness.

Test	Value	df	Asymptotic sig. (2-sided)
Pearson chi-square	114.692[a]	4	.000

Note: [a] Two cells (20.0%) have an expected count less than 5.

Pearson chi square interpretation is carried out at the 1% significance level ($p < 0.01$) to examine the relation between Entrepreneurship Education and Awareness and NISP Implementation (Table 12).

4.4 Logistic regression

From the omnibus test of model coefficients (Table 13), it can be examined that step 1 represents the chi square statistic of 241.918, the chi-square value shows the association of independent variable in the model fit having a significant P-Value (0.000) <0.01.

Table 13. Logistic regression: omnibus tests of model coefficients.

	Chi-square	Df	Sig.
Step	241.918	6	.000
Block	241.918	6	.000
Model	241.918	6	.000

Both the Nagelkerke R Square and the Cox & Snell R Square values, which are used to determine the explained variation, are included in Table 14. Pseudo R2 values are the names given to these values, which are sometimes smaller than multiple regression results. They are nonetheless understood similarly, but more cautiously. Therefore, depending on whether you use the Cox & Snell R2 or Nagelkerke R2 approaches, the explained variation in the dependent variable based on our model ranges from 49.5% to 67.5%. A variation of Cox & Snell R2, which is unable to reach a value of 1, is Nagelkerke R2. Therefore, reporting the Nagelkerke R2 value is preferred.

Table 14. Logistic regression: model summary.

Step	–2 log likelihood	Cox & Snell R^2	Nagelkerke R^2
1	225.696	.495	.675

Table 15 displays the analysis of Hosmer and Lemeshow test (goodness of fit model) which posits that there is no discrepancy in the value of observed and expected values, and this is corroborated by the significance levels of .448 which is greater than .05; we therefore fail to reject the null hypothesis and the model adequately fits the data.

Table 15. Hosmer and Lemeshow test.

Step	Chi-square	Df	Sig.
1	6.814	7	.448

Table 16 shows the classification matrix, which helps us to find the accuracy of the model. The model predicts accurately to the extent of 88.7% of the cases after adding all the independent variables.

Table 16. Classification table.

Observed	Predicted unsuccessful	Predicted successful	Percentage correct
Unsuccessful	107	25	81.1
Successful	15	207	93.2
Overall percentage			88.7

Table 17 outlines that the coefficients of Motivation, Mindset and culture of respondents/ institution with reference to the success of NISP Implementation are positive (.508) and significant at p value <0.05 i.e.; 0.008. which means that Motivation, Mindset and culture has a positive impact on the Success of NISP implementation, as shown by its odds ratio (1.662), more than 1.5 times. Similarly, it is observed that coefficient of Academic environment and input of respondents/ institution with reference to the success of NISP Implementation are positive (.607) and significant at p value <0.05

i.e.; 0.011. which means that Academic environment and input has a positive impact on the Success of NISP implementation, as shown by its odds ratio (1.835), more than 1.8 times.

Similarly, the coefficient of institutional infrastructure and environment with reference to the success of NISP implementation is positive (1.252) and significant ($p < 0.001$), which means that institutional infrastructure and environment has a positive impact on the success of NISP implementation, as shown by its odds ratio (3.499), which is quite high (approximately 3.5 times).

Similarly, the coefficient of entrepreneurship education and awareness with reference to the success of NISP implementation is positive (.510) and significant ($p = 0.025$), which means that entrepreneurship education and awareness has a positive impact on the success of NISP implementation, as shown by its odds ratio (1.665), approximately 1.7 times. However, the impact of University/College Environment & Support System (ESS) on NISP implementation is not significant ($p = 0.167$).

Table 17. Logistic regression coefficients: impact of entrepreneurial ecosystem variables on the success of NISP implementation.

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Mindset	.508	.193	6.944	1	.008	1.662
Academic environment and input	.607	.238	6.522	1	.011	1.835
Institutional Infrastructure	1.252	.225	30.913	1	.000	3.499
Support System	-.396	.287	1.908	1	.167	.673
Entrepreneurship Education	.510	.227	5.044	1	.025	1.665
Constant	-10.570	1.194	78.393	1	.000	.000

4.5 Testing of hypotheses

Tables 18 and 19 summarise the results of the hypothesis tests.

Table 18. Chi-square tests of association (H01–H05).

Hypothesis	df	Chi-square	p-value	Remarks
H01: There is no significant Association of student's mindset on Entrepreneurial Talent among students of HEI.	4	116.851	0.000	Rejected
H02: There is no significant association of Academic, Inputs and Environment on Entrepreneurial Talent among students of HEI.	4	106.004	0.000	Rejected
H03: There is no significant association of Institutional infrastructure and Environment on Entrepreneurship development among students of HEI.	4	154.844	0.000	Rejected
H04: There is no significant association of University/ College Environment & Support System (ESS) on Entrepreneurship development among students of HEI.	4	56.379	.000	Rejected
H05: There is no significant association of Entrepreneurship education in promoting entrepreneurial engagement in HEI.	4	114.692	.000	Rejected
There is no significant association of implementation of NISP Policy on the entrepreneurial development in HEI.	1	21.719	.000	Rejected

Table 19. Logistic regression tests of impact (H01a–H05a).

Hypothesis	df	B	p-value	Remarks
H01a: There is no significant impact of student's mindset on Entrepreneurial Talent among students of HEI.	1	.508	.008	Rejected
H02a: There is no significant impact of Academic, Inputs and Environment on Entrepreneurial Talent among students of HEI.	1	.607	.011	Rejected
H03a: There is no significant impact of Institutional infrastructure and Environment on Entrepreneurship development among students of HEI.	1	1.252	.000	Rejected
H04a: There is no significant impact of University/ College Environment & Support System (ESS) on Entrepreneurship development among students of HEI.	1	-.396	.167	Failed to Reject
H05a: There is no significant impact of Entrepreneurship education in promoting entrepreneurial engagement in HEI.	1	.510	.025	Rejected

5 Key findings and suggestions

- As Students in Indian HEI has a job mindset, this mindset needs to be changed. They should become job provider rather than job seeker especially in Indian context where there is an acute shortage of employment.
- Indian HEIs can help promote an entrepreneurial mindset and culture in society by creating a congenial environment for research, innovation and development.
- Even at present, Parents in India prefer that their children take up a stable job after graduation or post-graduation. Govt. job is always the priority for parents rather than becoming an entrepreneur.
- The higher the level of entrepreneurial activity in a country the higher is the level of innovation. So, a prime focus should be on research and innovation.
- Indian HEIs should provide students and faculty members more exposure to industry trends through talks, seminars and colloquiums. Talks, seminars and colloquiums should be organised every month or twice -thrice times in the semester.
- Industry experts, successful entrepreneurs, CEO, big businessmen, and corporate experts should be invited to provide deep insights about the current trends and advancements in technology research and innovation.
- The incorporation of entrepreneurship as a credit course in the curriculum will encourage students to become entrepreneurs. A separate special additional credit should be allotted to students who are working on any special project or creating any prototype, patents, or startup ideas to encourage them in entrepreneurial activities.
- Setting up an E-cell on HEI campus will attract more students and faculty to entrepreneurial activities. So, every HEI should have an E-Cell that caters to all the needs of entrepreneurial activities.
- Government policies in India support the creation of an effective entrepreneurship infrastructure in Indian HEI' s. The govt should provide additional funds towards the development of an entrepreneurial ecosystem within the HEIs, and ensure that sufficient funding agencies are willing to support the growth and development of entrepreneurial ventures in HEIs.

- A practical way to excite students about entrepreneurship is to invite alumni entrepreneurs to the campus for regular interaction and knowledge sharing.
- Indian industry must redirect its CSR funding to set up of institutional infrastructure for entrepreneurship in Indian HEIs
- Indian HEIs should create an atmosphere to develop ideas for new business start-up effect the entrepreneurial ecosystem.
- Indian HEIs should provide students with the knowledge needed to start a new business, which affects the entrepreneurial ecosystem.
- Indian HEIs should offer entrepreneurship training which affects the entrepreneurial ecosystem.
- Indian HEIs should arrange conferences and workshops on Entrepreneurship which affect the entrepreneurial ecosystem
- Indian HEIs should create awareness of entrepreneurship as a possible career choice.
- Indian HEIs should create an intention to become an entrepreneur.

6 Conclusion

The study focuses on evaluating the potential for entrepreneurial talent among students, with a special emphasis on the National Innovation and Startup Policy (NISP-19) in Higher Education Institutions (HEIs). NISP-19 provides a structured framework for fostering innovation and entrepreneurship at the grassroots level by incorporating it into the curriculum and offering necessary support for aspiring entrepreneurs. The study highlights that although there has been a significant increase in student interest in startups, many still lack awareness of the Government of India's Startup India initiative.

It recommends more faculty involvement, improved interaction between academia and industry, and the integration of entrepreneurial concepts into education to align with market demands. The study suggests that creating an environment conducive to research, innovation, and entrepreneurial growth within HEIs is essential. This can be achieved through initiatives like entrepreneurship cells, regular industry exposure, alumni engagement, and government support. Ultimately, fostering entrepreneurial awareness and practical training can shift the student mindset from job-seeking to job-creating, thereby addressing employment challenges and promoting innovation-driven growth in India.

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