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# Impact of The National Education Policy 2020 on Entrepreneurship Development in Higher Education: A Case Study of the Entrepreneurship Development Centre at Churachandpur College (Autonomous), Manipur

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**Abstract**--The National Education Policy (NEP) 2020 envisions a transformative role for higher education institutions (HEIs) in fostering innovation, entrepreneurship, and skill development to enhance employability and inclusive economic growth. Entrepreneurship Development Centres (EDCs) are increasingly recognised as institutional mechanisms for translating these policy objectives into practice. This paper examines the establishment and functioning of the Entrepreneurship Development Centre at Churachandpur College (Autonomous), Manipur, set up under the initiative of the Indian Institute of Entrepreneurship (IIE), Guwahati. Using a descriptive case study approach, the paper analyses faculty capacity building, entrepreneurship awareness programmes, entrepreneurship development training, and incubation support. The study demonstrates that the EDC aligns closely with NEP 2020 objectives by integrating entrepreneurship into higher education, strengthening faculty mentorship, promoting experiential learning, and supporting regionally relevant enterprise creation. The findings underscore the potential of HEIs, particularly in geographically and socio-economically marginalised regions, to act as catalysts for entrepreneurship-led local development.

**Keywords**-- Case Study, Entrepreneurship Development Centre, Higher Education, NEP 2020, North Eastern Region, Skill Development.

## I. INTRODUCTION

India's higher education system is undergoing a significant transformation following the adoption of the National Education Policy (NEP) 2020. The policy seeks to address long-standing concerns related to employability, skill mismatch, and limited industry relevance of higher education by promoting holistic, multidisciplinary, and outcome-based learning. A key thrust area of NEP 2020 is the integration of entrepreneurship, innovation, skill development, and technology-enabled learning within mainstream higher education, with the objective of producing job creators rather than job seekers (Government of India, 2020).

In recent years, the interface between entrepreneurship, engineering, and technology has gained prominence, as technological innovation increasingly drives enterprise creation and regional development. Journals focusing on engineering and technology development have therefore expanded their scope to include institutional mechanisms, innovation ecosystems, and entrepreneurship frameworks that support technology-led growth. In this context, Entrepreneurship Development Centres (EDCs) in higher education institutions serve as critical platforms linking technical knowledge, innovation, and enterprise formation.

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Entrepreneurship assumes particular importance in regions characterised by limited industrialisation and constrained employment opportunities. The North Eastern Region (NER) of India, despite its rich natural and human resources, continues to face structural challenges such as geographical isolation, inadequate infrastructure, and a narrow employment base. In this context, higher education institutions can play a strategic role in fostering entrepreneurial mindsets, enhancing local capabilities, and supporting sustainable livelihoods.

Against this backdrop, this paper presents a case study of the Entrepreneurship Development Centre (EDC) established at Churachandpur College (Autonomous), Manipur, under the initiative of the Indian Institute of Entrepreneurship (IIE), Guwahati.



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The study analyses how the EDC operationalises the vision of NEP 2020 at the institutional level and contributes to entrepreneurship development in a socio-economically marginalised district.

## II. REVIEW OF LITERATURE

Entrepreneurship education has been widely recognised as a driver of economic growth, innovation, and employment generation. Kuratko (2016) argues that structured entrepreneurship education enhances entrepreneurial intention, opportunity recognition, and risk-taking capacity among learners. Empirical studies in the Indian context indicate that entrepreneurship programmes in higher education institutions positively influence students' entrepreneurial attitudes and self-efficacy (Sharma & Gupta, 2021).

NEP 2020 situates entrepreneurship education within a broader framework of experiential and competency-based learning, emphasising internships, vocational exposure, and mentorship (Government of India, 2020). The OECD (2019) highlights the importance of institutional ecosystems that link education, industry, finance, and local communities in nurturing sustainable entrepreneurship.

In India, institutions such as the Indian Institute of Entrepreneurship have played a significant role in promoting entrepreneurship through capacity building, training, and incubation support, particularly in the North Eastern Region (IIE, 2022; IIE, 2023). However, there is limited empirical literature documenting institution-level implementation of entrepreneurship initiatives in rural and tribal regions. This study seeks to bridge this gap by providing an in-depth institutional case study.

## III. OBJECTIVES OF THE STUDY

The present study is guided by the following objectives:

- I. To examine the establishment of the Entrepreneurship Development Centre at Churachandpur College (Autonomous).
- II. To analyse the implementation of entrepreneurship-related programmes under the EDC.
- III. To assess the relevance of the EDC in the context of NEP 2020.
- IV. To derive policy implications for strengthening entrepreneurship education in higher education institutions.

## IV. METHODOLOGY

The study adopts a descriptive case study methodology. Data were collected from institutional records, programme reports, participation data, and official communications from the Indian Institute of Entrepreneurship, Guwahati. Qualitative analysis was employed to examine the alignment between NEP 2020 policy directives and institutional practices implemented through the EDC.

## V. INSTITUTIONAL PROFILE: CHURACHANDPUR COLLEGE (AUTONOMOUS)

Churachandpur College was established on 30 November 1964 through community initiative, with Pu Pauneikhai Vaiphei as the founding Chairman and Pu T. S. Gangte as the founding Secretary. The college was converted into a government institution in 1977, after which its administration was taken over by the Directorate of University and Higher Education, Government of Manipur. Following the establishment of Manipur University in 1981, the college became affiliated to it.

The college offers programmes in Arts and Science streams and functions as a co-educational institution. Over the years, it has emerged as a premier higher education institution in the district, catering largely to students from tribal, rural, and economically disadvantaged backgrounds. A major milestone was achieved in 2022 when the college secured B+ grade accreditation by NAAC with a CGPA of 2.61. Subsequently, the conferment of Autonomous Status by the University Grants Commission in 2024 enhanced the institution's academic flexibility and governance capacity. With a current enrolment of approximately 5,000 students, the college has become a natural site for implementing higher education reforms aligned with NEP 2020.

## VI. ESTABLISHMENT OF THE ENTREPRENEURSHIP DEVELOPMENT CENTRE

In alignment with NEP 2020 priorities, Churachandpur College was selected by the Indian Institute of Entrepreneurship, Guwahati, for the establishment of an Entrepreneurship Development Centre. The EDC was formally established on 17 April 2024, and the college was among 30 selected higher education institutions from the North Eastern Region.



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The Principal appointed Dr. Pauchungnung Vaiphei, Associate Professor, as Centre Head, and Mr. Bijumon, Assistant Professor, as Assistant Centre Head. Both underwent a five-day residential Faculty Development Programme at IIE, Guwahati, focusing on entrepreneurship ecosystem development, institutional preparedness, and EDC management. This preparatory phase ensured effective institutionalisation of entrepreneurship initiatives within the college.

## VII. IMPLEMENTATION OF EDC PROGRAMMES

### *A. Faculty Development Programme*

In accordance with IIE guidelines, a Faculty Development Programme was organised with the participation of 20 faculty members from various departments. The programme aimed at internalising the EDC framework, designing entrepreneurship curriculum aligned with NEP 2020, and developing mentorship capacity. Resource persons included bankers, District Industries Centre officials, successful local entrepreneurs, and academic experts. Approximately 80 per cent of participants demonstrated clarity regarding their role as entrepreneurship mentors, indicating a positive shift in faculty orientation.

### *B. Entrepreneurship Awareness Programme*

An Entrepreneurship Awareness Programme was conducted for 120 aspiring entrepreneurs selected through a screening process.

Organised in three phases, the programme focused on promoting entrepreneurial culture, motivating youth towards self-employment, and enhancing awareness of local market opportunities. The programme contributed to changing perceptions of entrepreneurship as a viable career option.

### *C. Entrepreneurship Development Programme*

From among the awareness programme participants, 30 candidates were shortlisted for the Entrepreneurship Development Programme conducted in three batches. The programme emphasised business planning, financial literacy, market analysis, and enterprise management, particularly targeting participants from rural and semi-urban backgrounds. The EDP reflected NEP 2020's emphasis on experiential and skill-based learning.

### *D. Incubation Support*

Out of the EDP participants, four candidates were selected for incubation support at Nagaland University, as assigned by IIE, Guwahati. The selected ventures included agro-based enterprises, digital entertainment services, manufacturing, and electric two-wheeler assembly. The six-month incubation programme provides mentoring and technical support, facilitating the transition from training to enterprise creation.

## VIII. NEP 2020–EDC MAPPING TABLE

NEP 2020 Policy Provision	Key Focus of NEP 2020	EDC Initiative at Churachandpur College	Outcomes / Alignment
Para 4.4 & 4.6	Integration of vocational education and skills in higher education	Entrepreneurship Awareness Programme (EAP) and Entrepreneurship Development Programme (EDP)	Promoted self-employment orientation and practical business skills among youth
Para 5.6	Experiential and outcome-based learning	Hands-on training, business plan preparation, and enterprise simulations under EDP	Shift from theoretical learning to practice-oriented entrepreneurship education
Para 9.3	Faculty empowerment and continuous professional development	Faculty Development Programme (FDP) supported by IIE, Guwahati	Enhanced faculty capacity for mentorship and entrepreneurship curriculum delivery
Para 11.5	Promotion of innovation, incubation, and start-ups	Incubation support through Nagaland University	Translation of entrepreneurial ideas into viable enterprises
Para 12.2	Strengthening regional and local engagement of HEIs	Focus on agro-based, EV, manufacturing, and digital enterprises relevant to local economy	Contribution to local economic development and inclusive growth
Para 19.4	Multidisciplinary and holistic education	Participation of faculty across departments in EDC activities	Cross-disciplinary approach to entrepreneurship education



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**IX. DISCUSSION: ALIGNMENT WITH NEP 2020**

The EDC at Churachandpur College demonstrates strong alignment with NEP 2020 objectives. It integrates vocational and entrepreneurial learning within higher education, promotes faculty empowerment, supports experiential learning, and contributes to regional development. In a district with limited formal employment opportunities, the EDC functions as a critical institutional mechanism for fostering inclusive growth and youth empowerment.

**X. POLICY IMPLICATIONS**

The findings of this study yield several policy implications. First, the case highlights the importance of institutional autonomy in effectively implementing entrepreneurship initiatives, suggesting that autonomous colleges are better positioned to innovate curricula and programmes aligned with NEP 2020. Second, sustained faculty capacity building emerges as a critical factor in embedding entrepreneurship education within higher education. Third, region-specific entrepreneurship interventions, supported by incubation and mentorship, are essential for addressing local economic challenges. Finally, stronger coordination between national institutions such as IIE, state governments, and HEIs can enhance the scalability and sustainability of entrepreneurship development initiatives across the North Eastern Region.

**XI. CONCLUSION**

The Entrepreneurship Development Centre at Churachandpur College (Autonomous) represents an effective institutional response to the vision of NEP 2020. Through faculty development, awareness generation, skill-oriented training, and incubation support, the EDC has contributed to building an entrepreneurial ecosystem in a socio-economically marginalised region. The case study underscores the potential of higher education institutions to translate national education policy into meaningful socio-economic outcomes and offers valuable insights for policymakers and practitioners seeking to strengthen entrepreneurship education in India.

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