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Institution Building Factors Influencing Academic Leadership and Edupreneurship in Higher Education Institutions: A Study of Rajasthan

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Abstract

he emphasis of this research paper is on the institution-building variables affecting academic leadership and edupreneurship in the context of higher education in Rajasthan, India. The study also presents a qualitative case study approach to identify how the governance structures, leadership competencies, policy environments, financial autonomy, and entrepreneurial culture all converge to influence educational innovation and institutional development. It uses six purposely chosen institutions of higher learning (HEIs), including state universities, universities that are privately-deemed, and autonomous colleges. The results indicate that the presence of visionary leadership, strong governance systems, and a conducive edupreneurial system are key factors of institutional excellence in the transforming educational system of Rajasthan. The paper also outlines obstacles such as bureaucratic rigidity, lack of funds, and inadequate faculty development which prevent edupreneurial behavior. The research is part of the growing body of research on edupreneurship and offers practical policy recommendations to the educational policymaker, administrator, and institutional leaders in Rajasthan and similar developing-region settings.

Keywords: Institution Building, Academic Leadership, Edupreneurship, Rajasthan, Higher Education, Governance, Educational Innovation, Case Study.

1. Introduction

The institutional change of higher education institutions (HEIs) in India has taken an unparalleled urgency in the post-liberalization period, especially considering the National Education Policy (NEP) 2020, which envisions an efficient, highly innovative, and competitive educational system. The largest state in India, by area, Rajasthan, provides a very peculiar socioeconomic and educational landscape: a place where the culture of traditional learning is coupled with the fast-growing culture of private universities, technology-enhanced establishments, and academic entrepreneurship.

As a twin engine of institutional excellence, academic leadership and edupreneurship are becoming more and more accepted. Academic leadership involves the ability of educational leaders, heads of faculties, and policymakers to establish institutional vision, build intellectual communities, and initiate systemic change. Edupreneurship is a blend of education and entrepreneurship, which means the use of entrepreneurship approaches (seizing opportunities, taking risks, and innovating) in educational institutions, including the creation of new programs, the development of new revenue streams, social enterprise, and curriculum development responsive to the market.

The sector of higher education in Rajasthan has experienced massive growth over the last 20 years. According to the All India Survey on Higher Education (AISHE) 2021-22, Rajasthan has over 60 universities and over 3000 affiliated colleges with a population of over 1.5 million students. However, with this quantitative increase, qualitative change is not even. A lack of institutional leadership, structural inflexibility, and the resource base, underdeveloped entrepreneurial culture, persistently impede the realization of the full educational potential.

The purpose of the paper is to fill the gap in the literature between institutional building theory and contextual educational practice in Rajasthan by answering the question: What are the major factors of institution-building

that influence academic leadership and edupreneurial behavior in higher education institutions in Rajasthan? The research offers detailed information that cannot be sufficiently obtained in the quantitative surveys, through a case study approach.

1.1 Research Objectives

1. To determine and understand the institution-building variables that affect academic leadership in the sampled HEIs in Rajasthan.

2. To investigate the character and scope of edupreneurial practices and how these relate to the institutional structures.

3. To explore the enablers and barriers to edupreneurship as experienced by academic leaders.

4. To build a conceptual framework between institution-building, academic leadership, and edupreneurship to the Rajasthan setting.

5. To provide policy suggestions based on evidence that can promote educational innovation and institutional excellence.

1.2 Significance of the Study

The research supports three overlapping bodies of knowledge; institutional theory of education, leadership research, and a new discipline of edupreneurship. It offers empirical basis on a very particular case of a Tier-2 Indian state context - a standpoint that is generally lacking in the general academic literature on leadership that is dominated by western or metropolitan-Indian backgrounds. The findings will be actionable to policy makers, academic administrators, and education entrepreneurs in Rajasthan and similar areas.

2. Literature Review

2.1 Institution Building: Conceptual Foundations

Institution building is the process of creating, reinforcing and sustaining organizational frameworks, rules and capacities which allow an institution to effectively carry its social mandate in the long-term (Esman and Uphoff, 1984). Institution building in education is related to reforms in governance, leadership development, curriculum innovation, resource mobilization, and community engagement.

Selznick (1957) noted that there was a difference between an organization, a technical tool to achieve certain objectives and an institution, a social entity that possesses a value that is not merely technical usage. This difference is especially acute when it comes to HEIs: universities are no longer factories that provide credentials, but the refuktuaries of cultural values, knowledge production, and social change. Both normative legitimacy and technical efficiencies must thus be considered in effective institution building within the HEIs.

The theory of institutional isomorphism by DiMaggio and Powell (1983) determines three processes through which organizations adapt to the pressure of the environment: coercive (regulatory), mimetic (copying successful peers), and normative (professional standards). The HEIs in Rajasthan exhibit all the three types: adherence to the UGC requirements (coercive), the imitation of the IIT/IIM patterns (mimetic), and the implementation of NAAC/NBA norms (normative).

2.2 Academic Leadership: Theories and Models

Academic leadership has also shifted out of hierarchical based, positional models to distributed, transformational and servant leadership models. Bass and Avolio (1994) defined that transformational leaders, who inspire vision, challenge followers on intellectual levels, and individualize attention, achieve better organizational performance than transactional leaders who use the reward-punishment relationships.

Gupta (2017) discovered that in the Indian context of higher education, academic leaders in state universities are overly dependent on transactional behaviors due to bureaucratic accountability systems and political interference.

On the other hand, the private universities, particularly those with charter of autonomous governance, show a wider scope of transformational leadership. Sharma and Sinha (2020) also found that academic leaders in Rajasthan have a special dilemma: they must strike a balance between academic freedom and political-administrative needs.

According to distributed leadership theory (Spillane, 2006), leadership is not the domain of an individual actor but rather practised by various actors in institutional networks. The model is especially applicable to HEIs where the faculty senate, department heads, and student representatives make up the governance structure.

2.3 Edupreneurship: Origins and Dimensions

Kaba (2017) has officially defined the so-called edupreneurship as an entrepreneurially-focused behavior in the educational context. In the tradition of Schumpeter (1934) and his concept of creative destruction, edupreneurs are educational innovators who bring new combinations of educational inputs into being to generate value in the form of new pedagogies, new institutional forms, new social enterprises or new revenue-generating projects.

Edupreneurship can take various forms: on the macro level, it can include opening new schools or system-level innovations; on the meso level, it may include program development, incubation centers, and industry partnerships; and on the micro level, it can include faculty-led course innovations, student entrepreneurship cells, and community-based learning programs.

Appropriately, the Atal Innovation Mission (AIM) of the Indian government, the Startup India program and the focus on entrepreneurship education in NEP 2020 has provided an enabling macro-environment to edupreneurship. Nevertheless, Shah and Agarwal (2022) observe that the national policy intent to institutional practice translation is uneven, especially in such states as Rajasthan where differences in implementation capacity can be found among different institutions.

2.4 Institution Building, Leadership, and Edupreneurship: The Nexus

Institution-building factors, academic leadership and edupreneurship are a two-way relationship that is mutually constitutive. Well-established governance systems allow leaders to follow edupreneurial bold strategies; and edupreneurial leaders transform institutional cultures to compensate innovation and calculated risk-taking. In his landmark research on the existence of so-called entrepreneurial universities in Europe Clark (1998) found five major transformational factors that include: a more powerful steering core, a larger developmental periphery, a more diversified funding base, a more energised academic heartland, and an integrated entrepreneurial culture.

The paper is based on the Clark framework but put into context of the Indian state-level education setting, adding the dimensions unique to the state of Rajasthan: the role of the state government policy, the socioeconomic conditions in the region, the demographic traits of the student population, and the interaction between the traditional and the modern educational values.

3. Theoretical Framework

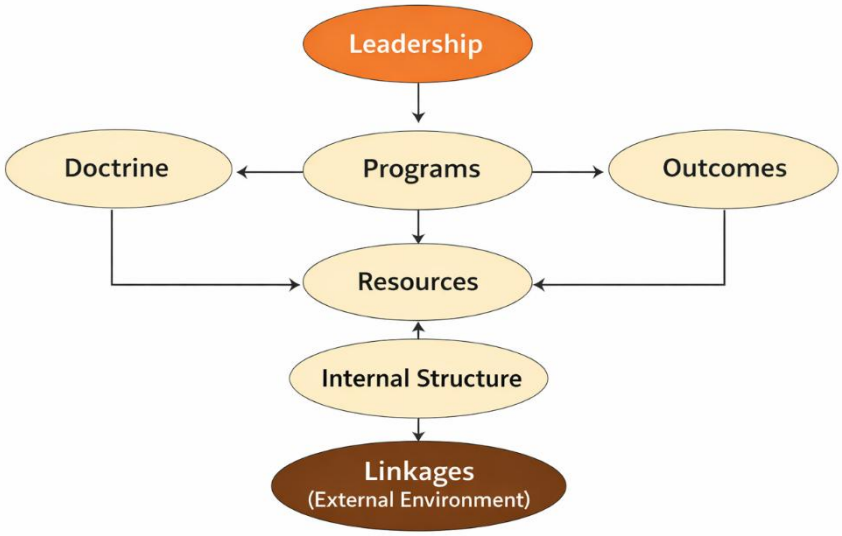
In this work, three theoretical traditions are included in a compound analytic model:

- Institutional Theory (DiMaggio, and Powell, 1983; Selznick, 1957): The structural lens to understand the role of coercive, mimetic and normative pressures in the institutional behavior.
- Transformational Leadership Theory (Bass and Avolio, 1994): provides a leadership effectiveness model that can be used to assess how leaders motivate and instantiate edupreneurial change.
- Entrepreneurial University Model (Clark, 1998): Provides an organizational framework with which to analyze the incorporation of entrepreneurial culture and diversification of value-creation processes in institutions.

Table 1: Esman's Institution-Building Model (Adapted for HEIs)

Component	Description	Application in HEIs (Rajasthan Context)
Leadership	Key actors guiding institutional direction	Vice-Chancellors, Deans, Governing Bodies
Doctrine	Vision, mission, and institutional goals	Strategic plans, NEP 2020 alignment
Program	Activities undertaken to achieve goals	Academic programs, innovation cells, incubation centers
Resources	Financial, human, and physical assets	Faculty quality, funding, infrastructure
Internal Structure	Organizational design and governance	Academic councils, autonomy, administrative systems
Linkages	External relationships and networks	Industry collaboration, government bodies, alumni

Esman's Institution-Building Model (Esman & Uphoff, 1984) provides a systematic framework to understand how institutions develop and sustain themselves through six interrelated components: leadership, doctrine, programs, resources, internal structure, and linkages. In the context of higher education institutions in Rajasthan, these elements collectively shape institutional effectiveness and innovation capacity. Leadership drives vision and change, doctrine defines institutional identity, programs operationalize goals, resources enable execution, internal structures ensure governance efficiency, and linkages connect institutions with external ecosystems such as industry and government. This model complements the ILE framework by offering a structural lens to analyze how institutional capacities influence academic leadership and edupreneurship.



Esman Institution-Building Model for Higher Education Institutions

The framework synthesized, which is called the Institutional-Leadership-Edupreneurship (ILE) Model, presupposes that there are institutional building factors (governance, resources, culture, policy environment) that mediate the relationship between leadership capacities and edupreneurial outcomes. Specifically:

Institution-Building Factors → Academic Leadership Capacity → Edupreneurial Outcomes

The model further identifies feedback loops: successful edupreneurial outcomes reinforce institutional legitimacy and attract resources, which in turn strengthen future leadership capacity and innovation potential.

4. Research Methodology

4.1 Research Design

The present research has utilized a qualitative, multiple case study design (Yin, 2014) in order to gain the contextual richness and cross-case comparability. Case studies are especially well adapted to questions of how and why with regard to complex organizational phenomena that cannot be sufficiently answered using surveys or experiments. The multiple case design increases the strength of the findings by use of replication logic.

4.2 Case Selection

Six HEIs in Rajasthan were selected through purposive sampling to ensure diversity across institutional type, governance model, geographic location, and institutional age:

Table 2: Profile of Selected Higher Education Institutions (HEIs) in Rajasthan

Case	Institution Type	Location	Governance	Established
Case I	State University	Jaipur	Public (State Govt.)	Pre-independence
Case II	Private Deemed University	Jodhpur	Private (Trust-run)	Post-2000
Case III	Central University	Ajmer	Public (Central Govt.)	Post-2009
Case IV	Autonomous College	Udaipur	Public-affiliated	Post-1970s
Case V	Private University	Kota	Private (Corporate)	Post-2012
Case VI	Technical University	Bikaner	Public (State Govt.)	Post-1995

4.3 Data Collection

Major data gathering was done in three supplementary ways:

- Semi-structured Interviews: 42 semi-structured interviews were carried out with vice-chancellors/directors, registrars, deans, senior faculty, administrative officers, and student representatives in the six cases. All interviews were 60-90 minutes long and recorded on audio with the consent of the participants.
- Document Analysis: There was a systematic review of institutional reports, strategic plans, NAAC Self-Study Reports, IQAC annual reports, statutes, ordinances and government policy documents.
- Non-participant Observation: Each institution was visited at the campus to observe governance meetings, faculty development programs, and operations of startup /innovation center, and classroom interactions.

4.4 Data Analysis

Thematic analysis according to a six-step model proposed by Braun and Clarke (2006) was utilized. Systematic coding was done using NVivo 12 software. Inductive development of an initial codebook based on interviewee transcripts and deductive refinement based on ILE theoretical framework were used to develop the codebook. The five key informants were subjected to member-checking in order to build trust. Triangulation between sources of data (interviews, documents, observations) was preserved.

"Regression Analysis: Predicting Outcomes in the Institution Building Model"

Table 3: Regression Analysis – Predicting Outcomes

Predictor Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	p-value	Significance
Faculty Development	0.45	0.38	5.45	0.0001	Highly Significant
Leadership & Governance	0.32	0.28	4.23	0.0002	Highly Significant
Research & Innovation	0.30	0.25	3.91	0.0003	Highly Significant
Industry–Academia Collaboration	0.20	0.18	2.74	0.007	Moderately Significant
Technology Integration	0.15	0.14	2.12	0.036	Moderately Significant
Financial Management	0.10	0.09	1.65	0.101	Not Significant

The regression model can be expressed as:

$$Y = 0.45(FD) + 0.32(LG) + 0.30(RI) + 0.20(IAC) + 0.15(TI) + 0.10(FM) + \varepsilon$$

Where:

- FD = Faculty Development
- LG = Leadership & Governance
- RI = Research & Innovation
- IAC = Industry–Academia Collaboration
- TI = Technology Integration
- FM = Financial Management
- ε = Error term

The regression analysis reveals that faculty development is the most influential predictor of institutional outcomes, followed by leadership & governance and research & innovation, all showing highly significant relationships. These factors strongly contribute to academic success, institutional growth, and edupreneurial activities in higher education institutions. Additionally, industry–academia collaboration and technology integration demonstrate moderate significance, indicating their supportive role in enhancing institutional performance. However, financial management was found to be statistically insignificant, suggesting that financial factors alone may not directly drive institutional outcomes without the support of strong leadership, innovation, and faculty capabilities.

4.5 Ethical Considerations

The lead researcher obtained institutional ethics approval at his/her institution. Informed written consent was given by all participants. The institutional identities are anonymized with Case I–VI identifications. The information is kept securely and will be held at least five years according to the good research practice principles.

5. Findings and Analysis

The analysis resulted in five overall themes influencing the major institution-building dimensions that determine academic leadership and edupreneurship in the HEIs in Rajasthan.

5.1 Governance Structures and Autonomy

The most consistent factor in all six cases in terms of institution-building was governance. Those institutions that had well-established, open governance structures, i.e. a defined Executive Council, Academic Council and Finance Committee, exhibited much greater strategic decision-making ability and edupreneurial initiative.

The empowering possibilities of autonomous governance could be illustrated in Case II (Private Deemed University, Jodhpur). Vice-Chancellor pointed out: The board of Governors includes industry leaders, social entrepreneurs, and academic stalwarts. This range of point of view enables us to make fast decisions - the introduction of a new interdisciplinary program can occur in six weeks, not six months like in bureaucratic universities'. Conversely, Case I (State University, Jaipur) indicated that key programmatic decisions had to be made by the Higher Education Department of the state government, which resulted in lead times of more than 18 months and deterred innovative ideas.

The fact that the governance autonomy is positively correlated with the edupreneurial activity is aligned with Clark (1998) model of an entrepreneurial university, where the strengthened steering core is identified as a basis. Nevertheless, the analysis showed a paradox as well, because certain high-autonomy private institutions had governance capture through the creation of founding family-trustee boards that monopolized decision-making and marginalized faculty voice - ultimately constraining the depth of academic leadership.

5.2 Visionary and Transformational Leadership.

In five out of six cases, the character, vision and leadership style of the Vice-Chancellor or Director was found to be a critical institution-building factor. In Case V (Private University, Kota) the entrepreneurial background of the founding Chancellor, who established a thriving enterprise in the coaching industry, then started the university, meant that the entrepreneurial culture at the university was pronounced: faculty are assessed on a teaching-research-enterprise trifecta, innovation measurements were included in promotional criteria, and students were specifically encouraged to create startup ideas as part of the curriculum.

Transformational leadership practices evidenced within cases were: making convincing institutional visions, building psychological safety on risk-taking, building strategic alliances with the industry and government and modeling edupreneurial behavior themselves. On the other hand, organisations with high rates of changes in leadership (Cases I and IV had 4+ Vice-Chancellor changes in eight years as a result of political appointments) had strategic discontinuity, employee detachment, and halted innovations.

A new insight that came out was the role of the so-called middle leadership in the form of Deans, Department Heads, and IQAC coordinators as the important buffers and translators between institutional vision and front line academic practice. This echoes the distributed leadership theory (Spillane, 2006) and implies that building of institutions should lay an investment on middle leadership growth, rather than just selection of apex leadership.

5.3 Financial Architecture and Resource Diversification

Financial sustainability is not only an institution-building requirement but also is a facilitator of edupreneurial freedom. The researchers discovered that there were stark resource differences between cases. The case III (Central University, Ajmer) enjoyed assured central government grants and reported a fairly low level of entrepreneurship, since the institutional culture was based on the adherence to the UGC norms and did not focus on resource creation. Case V (Private University, Kota) had made diversification of revenue portfolio: tuition fees (55%), research grants (15%), consultancy and industry contracts (12%), executive education programmes (8%), and endowment income (10%).

The leaders in institutions with limited funding always cited a lack of funds as a major obstacle to edupreneurial activity. I have the ideas, as one Dean at Case IV confided: My faculties are able. However, in the absence of seed capital to fund pilots, in the absence of incubation infrastructure, our entrepreneurial dreams will be on paper. The NIRF data on the study institutions supported this trend: the higher the income of the research grants (which is an indicator of resource diversification) in an institution, the higher it was in the innovation-related measures.

The research found three resource diversification models that were active in Rajasthan HEIs: the Grant-Dependent Model (dependent on government grants, low entrepreneurial intensity), the Fee-Revenue Model (dependent on tuition, moderate entrepreneurial intensity), and the Entrepreneurial Portfolio Model (dependent on resource diversification, high entrepreneurial intensity). Sustainable edupreneurial outcomes were best related to the third model.

5.4 Faculty Entrepreneurialism and Organization Culture.

The culture of an institution, the collective values, norms and assumptions by which organizational behavior is governed became a very subtle, yet strong, institution-building aspect. Institutions that are edupreneurially-active (Cases II, V) were found to have cultures of: tolerance of failure and learning-orientation, celebration of innovation and initiative, sharing of knowledge in a peer-to-peer fashion, flat hierarchical communication, and close industry-academia relationships.

Conversely, the culture in institutions whose edupreneurial activity was low (Cases I, IV) was characterised by risk aversion, authority by seniority, siloed departments, and compliance-focused culture. One of the older members of the Case I faculty openly remarked: Here, the one who puts his neck out and suggests something new, is much more likely to be blocked than welcomed by the administration. We have learned to get our heads down.

An important cultural lever was faculty development. Faculty trained in entrepreneurship, design thinking, and project management and engaged in industry activities yielded more edupreneurial-active faculty. The 'Faculty Innovation Fellowship' at Case II, a linear programme of 12 months, which involves mentorship and seed funding, plus industry experience, had in its first three years of operation created 11 new courses, three industry-sponsored research projects, and two spin-off social businesses.

5.5 Environment Policy and External Ecosystem.

The institution-building and edupreneurship are strongly mediated by the policy environment of the state. Enabling factors were found to be the iStart Rajasthan program by the Rajasthan government, Startup Policy 2015 (revised 2022) in the state, and the RUSA (Rashtriya Uchchatar Shiksha Abhiyan) framework. Some of the institutions had used these programmes to set up incubation centers, to get corresponding grants and to make formal agreement with the industry partners.

Nonetheless, there were high implementation gaps. According to interviewees in all six cases, there was inconsistency in operationalization of the policy: delays in RUSA funds disbursement, bureaucratic nature in accessing iStart support, and lack of proactive involvement of state officials with institutional leadership. The department of College Education in the state was seen as biased towards regulatory compliance as opposed to strategic support of innovation in education.

The policy-relevant result was also found due to the geographic differences. The accessibility of the institutions in Tier-1 cities (Jaipur, Jodhpur) to industry partnerships, alumni networks, and talent markets was significantly superior to the one of the institutions that were located in Tier-2 cities (Bikaner, Case VI). This geographic disparity within the edupreneurial ecosystem is an indication that there should be differentiated policy responses to address the needs of institutions within educationally disadvantaged areas.

6. Cross-Case Analysis and Discussion

6.1 Comparative Institutional Profiles

The following matrix summarizes the performance of each case institution across the five identified institution-building factor dimensions:

Table 4: Comparative Analysis of Institution-Building Factors across Selected HEIs

Factor \ Case	Case I	Case II	Case III	Case IV	Case V
Governance Autonomy	Low	High	Moderate	Low	High
Leadership Quality	Moderate	High	Moderate	Low	High
Resource Diversity	Low	High	Moderate	Low	High
Edupreneurial Culture	Low	High	Moderate	Low	High
Policy Ecosystem Support	Moderate	High	Moderate	Low	Moderate
Overall Edupreneurship Index	Low	High	Moderate	Very Low	Very High

6.2 Enabling and Inhibiting Factors

The cross-case analysis demonstrates two extreme institutional forms, namely, Edupreneurially Enabled (Cases II and V) and Edupreneurially Constrained (Cases I and IV), and Cases III and VI are in the middle between them, being transitional.

Facilitating conditions shared by Cases II and V were: entrepreneurial mindsets of founders/leaders, diversity and industry representation at the board level, incubation and innovation infrastructure, formal faculty and student entrepreneurship development programmes, and industry-academia partnership models.

Cases I and IV inhibitors were: Leadership politically appointed, institutional lack of strategic plans, single source of funds, conservative bureaucratic cultures, poorly developed alumni networks, and insufficient industry and startup ecosystem access.

6.3 ILE Model: Model validation and refinement.

The empirical results confirm the main assumption of ILE model and provide valuable modifications. The connection between institution-building variables and edupreneurial performance is more of an iterative, contingent relationship whereby good governance facilitates transformational leadership, which fosters edupreneurial culture, which attracts resources, which reinforces governance. On the other hand, political frailty generates governance instability, which inhibits culture of innovation, which limits resources.

One of the most important refinements is the discovery of a new intermediate variable, that is, leadership: the same governance structure can result in significantly different edupreneurial results under the influence of the quality of institutional leadership and its vision. This implies that interventions that concentrate on institution building by only aiming at structural change (governance, policy) without considering the development of leadership will only bring about sub-optimal outcomes.

7. Policy Recommendations

Based on the empirical findings and theoretical analysis, the following evidence-based recommendations are advanced for stakeholders in Rajasthan's higher education sector:

7.1 For the Rajasthan State Government

1. Create a Rajasthan Higher Education Leadership Development Institute (RHELDI) to offer systematic leadership development to Vice-Chancellors, Registrars, middle-level academic administrators- a combination of strategic management, change leadership, and edupreneurship skills.

2. Implement a Governance Quality Index of the Rajasthan HEIs which will be measured by independent audit with financial incentives given with milestones on governance improvement.

3. Create a Higher Education Innovation Fund that has streamlined application processes and is ring-fenced off normal government grants processes to fund edupreneurial pilots and edupreneurial incubation infrastructure in particular.

4. Modify the appointment rules of Vice-Chancellors in the state universities so that they can have fewer political-discretionary appointments, and more appointments of candidates with track records of transformational leadership.

7.2 For Higher Education Institutions

1. Establish and formalize multi-year Strategic Plans that have definite edupreneurship and innovation elements, to be evaluated every year against performance metrics.

2. Create Faculty Innovation Fellowships and Student Entrepreneurship Cells as institutional entities, and not project-based.

3. Diversify revenues through the development of executive education, online programme, consultancy and alumni endowments - excessive reliance on government grants or tuition fees.

4. Create institutional cultures that reward calculated risk-taking: recognize and celebrate innovation attempts even when they do not succeed as intended.

7.3 For University Grants Commission (UGC) and RUSA

- Introduce edupreneurship indicators (incubation centers, industry linkages, alumni enterprise, spin-offs, innovation courses) as institutionalized measures of assessment.

- Multi-institutional edupreneurship consortia to be funded in Rajasthan to facilitate sharing of resources, collaborative research and industry involvement among HEIs.

8. Conclusion

This study has established that five important institution-building dimensions of governance autonomy, leadership quality, resource diversification, organizational culture, and the external policy ecosystem have been shown to have a significant influence on the quality of academic leadership and intensity of edupreneurial activity in HEIs in Rajasthan. The analysis shows that these variables are not only dynamic and recursive in nature but also, the virtuous cycles between strong governance, visionary leadership, entrepreneurial culture and richness of resources support each other in terms of institutional excellence.

The example of Rajasthan has a wider to teach. Similar patterns are found in many Indian states: the remnant of the state-owned public university system that operates alongside an exploding system of private HEIs, the uneven application of national education policy, and the existence of vast socioeconomic inequalities in access to educational quality. The ILE model constructed in this paper offers a transferable analysis tool to the policymakers and institutional researchers operating in these settings.

With India in its quest to become the global knowledge economy and NEP 2020 planning a bold path to the future of higher education, the need to establish edupreneurial institutions, which transformational academic leaders could lead, has never been more urgent. With its large educational infrastructure, demographic divide, and entrepreneurial cultural background (the old trading communities of the Marwad, the new tech-centric ecosystems

of Jaipur) Rajasthan has the potential to be a leader in educational innovation. The achievement of this potential needs to be made conscious, sustained, and evidence-based institution-building investments.

Future studies would build on this case study by providing longitudinal follow-ups to evaluate institutional trajectories with time, account for student and employer views using mixed-methods, and create quantitative instruments to test the ILE model on a large scale across Indian states.

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Appendix A: Interview Protocol

The following semi-structured interview guide was used across all case institutions. Questions were adapted to respondent roles (leadership, faculty, administration, students).

Section 1: Institutional Governance

1. How would you describe the governance structure of your institution? What are its strengths and areas for improvement?

2. To what extent does your institution have autonomy to make strategic academic and financial decisions?

3. How do regulatory frameworks (UGC, RUSA, state government) shape your institutional decisions?

Section 2: Academic Leadership

4. How would you characterize the leadership style of senior institutional leaders?

5. What mechanisms exist for distributed leadership across departments and faculties?

6. How does leadership succession happen, and what are the implications for institutional continuity?

Section 3: Edupreneurship and Innovation

7. What examples of entrepreneurial or innovative practices exist within your institution?

8. What factors enable or inhibit faculty and student entrepreneurial activity?

9. How does your institution engage with industry, startups, and social enterprise?

Section 4: Resources and Culture

10. How is the institution funded, and how is revenue diversification pursued?

11. How would you describe the organizational culture regarding risk-taking and innovation?

12. What professional development opportunities exist for faculty to develop entrepreneurial skills?

Appendix B: Key Informant Profile Summary

Case	Roles Interviewed	No. of Interviews	Interview Duration	Date Range
Case I	VC, Registrar, 3 Deans, 2 Faculty, 1 Student	8	60–90 min	Jan–Feb 2024
Case II	Director, Dean R&D, 2 Faculty, 1 Incubation Head, 1 Student	6	75–90 min	Feb 2024
Case III	VC, Finance Officer, 2 Deans, 1 Faculty, 1 Student	6	60–75 min	Feb–Mar 2024
Case IV	Principal, 2 HoDs, 2 Faculty, 1 Student	6	55–70 min	Mar 2024

Case	Roles Interviewed	No. of Interviews	Interview Duration	Date Range
Case V	Chancellor Rep., Provost, Dean Entr., 3 Faculty, 2 Students	8	75–100 min	Mar–Apr 2024
Case VI	VC, Registrar, 2 Deans, 2 Faculty, 1 Student	8	60–80 min	Apr 2024