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EMPOWERING ENTREPRENEURS: THE IMPACT OF LIVE SOCIAL ENTERPRISE ENGAGEMENT ON INDIAN STUDENTS' SELF-EFFICACY AND INTENTIONS

ANITA BORA[1]* and Dr. SUNIL BARTHWAL[2]

[1]Research Scholar, UPES, Dehradun, Uttarakhand, Pearl Academy, Delhi, India. *Corresponding Author Email: anitabora72@yahoo.com
[2]Professor, UPES, Dehradun, Uttarakhand, India. Email: sunilb@ddn.upes.ac.in

Abstract

This research investigates the impact of social enterprise education on students' entrepreneurial intentions within the Indian vocational education and training context. Students worked with a social enterprise and received training and mentorship as a routine part of the curriculum. The impact was assessed using a 17-question Likert-scale survey and a Mann-Whitney U test, comparing active participants to hypothetical project groups. The study found that mentoring from private social enterprises has a significant impact on students' entrepreneurial self-efficacy, entrepreneurial intention, and confidence. Though industrial mentors' intervention alone showed a limited statistical impact, qualitative feedback highlighted their value. Adding real-world experiences to education strengthens vocational entrepreneurship. The effect generated by sustainability innovation is even more substantial when it is integrated into the innovation process. This approach benefits both students and social enterprises. It also supports sponsored commercialization aimed at reviving the declining craft sector. Entrepreneurship students can regularly interact with social enterprises as their mentors, especially those enterprises that help craft areas that do not attract many tourists. In the long run, promoting e-tourism can help improve the situation in these regions.

Keywords: Social Enterprise, Vocational Education and Training, Entrepreneurship Education, Indian Craft, Social Cognitive and Career Theory.

INTRODUCTION

There has been a narrow focus on research on social entrepreneurship education in vocational education, particularly in courses or programs outside traditional business schools, regarding its effectiveness. It is necessary to broaden the pedagogical knowledge base to achieve a deeper understanding of the general model of Entrepreneurship Education (Liguori et al., 2019; Mncwango et al., 2024). The current global discussion is dominated by the four-year university programs of Social Entrepreneurship Education (Liguori et al., 2019). The key areas of influence for an effective entrepreneurship education are constructive pedagogy, practices of developed assessment, and circular integration of Entrepreneurship Education (Liguori et al., 2019; Kerlin, J. A. et al., 2021). Constructive pedagogy pertains to a self-directed, team-based, socially situated learning-based approach (Liguori, et al., 2019). This approach goes beyond the formal credit system of education, and it is an under-researched area (Liguori, et al., 2019). There is a need to develop an understanding between constructivism and entrepreneurial pedagogy in social entrepreneurship education (Crayford et al., 2012; Mncwango et al., 2024). Research should also find ways to integrate social entrepreneurship into the core curriculum (Liguori, et al., 2019).

Past research has discussed the role of experiential and values-based learning in entrepreneurship education (Aboobaker N, et al., 2023; Chahal, et al., 2024; Fusic, et al., 2024). However, it is deficient in commenting on how such approaches function in resource-constrained or non-traditional academic settings, such as vocational institutions.

Scholars have stressed the need to focus on the long-term impact of social entrepreneurship education on students' career choices and social innovation capabilities, but few studies exist

in low- and middle-income countries (Otache, et al., 2024). The key areas of influence for effective entrepreneurship education include constructive pedagogy, developed assessment practices, and the curricular integration of entrepreneurship education (Liguori et al., 2019; Kerlin et al., 2021). Constructive pedagogy refers to a self-directed, team-based, and socially situated learning approach (Liguori et al., 2019). This approach extends beyond formal credit systems and remains an under-researched domain (Liguori et al., 2019).

Some studies have looked at entrepreneurial self-efficacy in formal education systems. However, there is little research on how social entrepreneurship education affects vocational students (Akter, et al., 2020). In particular, it is unclear how confident these students feel about using entrepreneurial skills in real-world situations.

Given the above research need gap, the present study has established some fundamental aspects of social entrepreneurship education specific to vocational programs in India. Students' intention and self-efficacy about entrepreneurship as a career option are enhanced by the value of an industrial mentor and real-world social situations. Regardless of whether a social setting is present or not, other elements addressed in the social entrepreneurship education (SEE) curriculum might positively affect students' self-perceived expected outcome (Ministry of Skill Development and Entrepreneurship, 2023-24).

This research examines how social enterprise education influences students' entrepreneurial intentions in the vocational education and training environment. Specifically, it assesses the impact of industrial mentorship on students' entrepreneurial success by comparing two groups: one receiving mentorship through a social enterprise while developing business plans, and another developing business plans independently without industry mentorship.

LITERATURE REVIEW

Students' Motivation and Its Influence on Entrepreneurial Ecosystems

Academic entrepreneurship, defined as student-led startups emerging from university research, has gained traction as a source of disruptive innovation (Oppong, 2020). During their academic journey, student entrepreneurs often identify problems, attempt to translate them into viable business solutions (Skute, 2019). However, entrepreneurial ventures in India face significant barriers, with 90% of startups failing within five years due to inadequate innovation and a lack of confidence in taking risks (IBM & Oxford Economics, 2018). Many Indian startups merely replicate global business models rather than developing locally relevant solutions (Cherian, 2018).

Despite these challenges, India is amongst the top scoring nations in entrepreneurial motivation. The youth has a keen desire to create a social impact through their start-up. However, fear of failure remains a significant deterrent for six out of ten prospective Indian entrepreneurs (Bosma, 2020). Policymakers emphasize the need for enhanced entrepreneurial education at both secondary and tertiary levels to equip students with the necessary skills and mindset (Lingappa, et al., 2024).

Further studies highlight that startup success is contingent on strong social networks, communication skills, and sector-specific mentorship (Hanage, 2016). Stadler & Smith (2017) identified enabling factors such as comprehensive startup courses, financial incentives, co-mentorship, and industry collaborations as critical to fostering entrepreneurial success. Institution-based startups play a crucial role in shaping an entrepreneurial culture, necessitating continuous institutional support (Smith & Beasley, 2011).

Role of Vocational Education in Reviving Entrepreneurship Education

Conceptually, vocational education and training (VET) aligns student training with industrial demand through hands-on learning (Stadler & Smith, 2017). This approach is also followed for entrepreneurial education, ensuring students learn skills well aligned with industrial current and future practices. Industrial collaboration for external mentoring and internal support from faculty expertise impacts the entrepreneurial outcome significantly. These innovative teaching practices, live case studies, are more effective than traditional theory-based teaching (Mouzakitis, 2010).

Technical and vocational education and training (TVET) is identified as a major driver of the global workforce. Customization of curricula, technological development, and international cooperation are necessary to enhance the effectiveness of TVET in entrepreneurship education (Mouzakitis, 2010).

Social Enterprise Education and Its Impact on Students' Entrepreneurial Intentions

Social enterprises play a crucial role in fostering sustainable economic development. At their core, they aim to fulfil a social need gap through an economically viable business model. To succeed, a social organization needs four core input variables: social mission, innovation, human capital, and social capital. (Stevens, Moray, & Bruneel, 2015). While the first three can be managed locally, social capital—the organization's network and goodwill—emerges as the most critical success factor (Farooq, 2017).

Social capital encompasses networks, trust, and shared values within entrepreneurial ecosystems. Research suggests that social enterprises thrive when they leverage social capital effectively, ensuring market access and community engagement (Westlund, Larsson, & Olsson, 2014). Moreover, technological interventions and international collaborations significantly enhance the scalability of social enterprises (Farooq, 2017).

Case studies highlight the role of technology in empowering social enterprises. For example, Vibha Gupta's Magan Sangrahalaya Samiti (MSS) employs technology to support rural women entrepreneurs and promote sustainable business solutions (Gandhi Footprints, 2008). Similarly, organizations like Kiva provide technological and financial support to social enterprises worldwide. As with most technology projects involving social ventures, agility is crucial. Google, Amazon, Facebook and Microsoft are some organizations willing to lend a hand. Showing interest in them, trying out options, and adopting the best one will help the organization freeze on one of the best options available to them. Technology is an essential defining element of a successful drive, critical for the success of a social venture (Majumdar, et al., 2021). The technology diffusion model largely justifies this statement.

Structural Options of Social Enterprises

(Chutia & Sharma, 2016), In their review paper "Commercialisation of Traditional Craft of South," they identified various factors necessary for the commercialisation of the craft. Its first objective was to promote a commercial product for the betterment of impoverished craft communities. The second objective was the revival of the decaying craft. There are two aspects and directions in the commercialisation process to understand the producer-consumer interface. In the regions where tourism flourishes, the producers also flourish in their crafts spontaneously (Figure 1). In other areas where tourism is not enough NGOs and social enterprises, play an essential role in connecting producers and consumers (Chutia & Sarma, 2016).

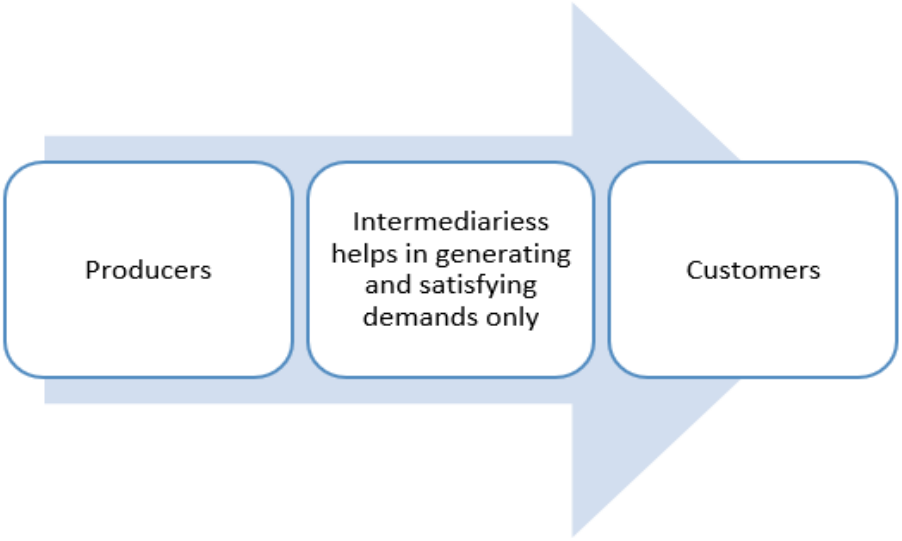

Figure 1: Spontaneous Commercialisation (Chutia & Sharma, 2016)

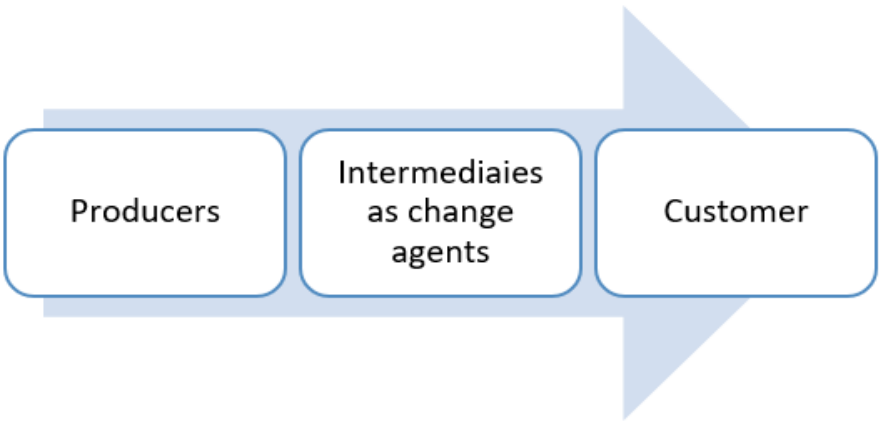

Figure 2: Sponsored Commercialisation (Chutia & Sharma, 2016)

According to the Cohen theory, intermediaries play a significant role in reviving a craft (Cohen & Cohen, 2012). The identified factors were artisan, their closeness to the market, market category, and the role of intermediaries deciding different commercialisation classes (Chutia & Sarma, 2016; Kerlin, J. A. et al. 2021)

Focusing on the local essence is essential when proposing a business solution or training to improve artisans' skills. The success of social enterprises depends upon their ability to impart the right skills, generate self-sufficiency, and improve artisans' social status (Bhandari, 2017; Joshi, K. and Khare, P. 2021).

According to Max Weber, an individual affects an organization, which can affect society and its development. The view is reflected in individuals coming together and working towards a common goal, and their action reflects on the community's overall development. The collectives and individuals are seen as the agents of change. Max Weber's core idea is to establish how people and their choice of structure and purpose can affect their outcomes. According to him, rationality is the underlying reason for the economic purposes of the organization. The organization may choose to have substantive or formal rationality or a mix of both (Roth & Wittich, 1978).

Resource acquisition is the fundamental requirement of social enterprises. Most social enterprises face this challenge. There is a positive relationship between resource acquisition and narratives communicated by the organization. The narrative is defined as the collection of events arranged in a temporal sequence (Roth & Wittich, 1978).

The following section discusses the underpinning theory relevant to this research. The next section discusses the methodology. The subsequent sections present the result, key findings & discussion, conclusion, and limitations.

THEORETICAL BACKGROUND

Social Cognitive Career Theory (SCCT)

SCCT provides a strong foundation for understanding the relationship between entrepreneurial education and entrepreneurial behaviour. The theory is based on three key constructs: self-efficacy, outcome expectations, and goal-directed activities. It explains how an individual's experiences, environmental factors, and personal goals shape their entrepreneurial intentions and actions (Kassean, Vanevenhoven, Liguori, & Winkel, 2015).

This research applies SCCT to examine the impact of entrepreneurial education on Indian students enrolled in vocational courses across three locations. The study explores how exposure to entrepreneurial learning influences their self-efficacy, intentions, and expected outcomes, ultimately shaping their entrepreneurial mindset and behaviour.

Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy refers to an individual's belief in their ability to perform entrepreneurship-related tasks successfully. Prior research confirms that entrepreneurial education significantly influences self-efficacy, which in turn moderates the relationship between education and entrepreneurial intentions (Bae, Qian, Miao, & Fiet, 2014).

Through vicarious learning and experiential exercises, the students develop confidence and interest. A combination of personal accomplishments and social persuasion plays a significant role in strengthening students' self-efficacy (Lent & Brown,1996).

Entrepreneurial Intentions

Entrepreneurial intentions form the core of SCCT's motivation construct. Research indicates that entrepreneurial education has a direct and positive influence on students' intentions to start a business (Kassean, Vanevenhoven, Liguori, & Winkel, 2015). Role models further reinforce this effect by providing vicarious learning experiences that strengthen both entrepreneurial self-efficacy and intention.

Outcome Expectations

Outcome expectation refers to an individual's belief that a particular action will lead to a specific result. SCCT suggests that entrepreneurial education fosters positive outcome expectations through direct experiences, vicarious learning, and social recognition (Lent & Brown, 1996).

However, outcome expectations alone do not guarantee entrepreneurial action. Students must also believe in their own ability to achieve these outcomes. Positive outcome expectations, combined with enhanced self-efficacy through hands-on entrepreneurial activities, increase the likelihood of students pursuing entrepreneurship as a career.

Human Capital Theory

Human Capital Theory predicts that greater knowledge, skills, and competencies lead to higher entrepreneurial performance (Martin, McNally, & Kay, 2013). Research highlights a strong link between entrepreneurship-specific education and the development of entrepreneurial human capital, which enhances students' ability to start and sustain new ventures.

This theory emphasises the importance of aligning students' learning experience with industrial demand for entrepreneurship. Vocational education and training play a crucial role in building human capital by imparting the students with the right balance of entrepreneurial skills by exposing them to hands-on skills, industrial knowledge and opportunity recognition ability (Rastogi, et al., 2022).

Considering the objectives of this research, the following hypotheses are proposed for testing:

H1: Social enterprise intervention effectively influences self-efficacy in entrepreneurship education.

H2: Industrial mentors play a positive role in fostering entrepreneurial intention toward establishing a social enterprise.

H3: Social enterprise intervention enhances experiential learning in the module.

Conceptual Research Model

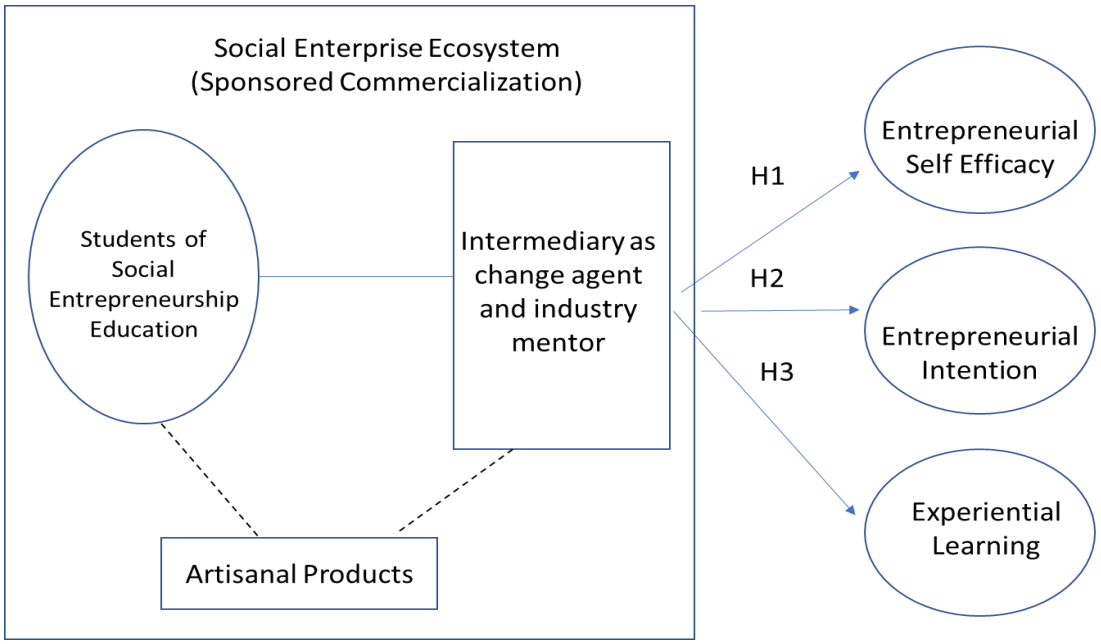

Figure 3: Conceptual Research Model (self-developed by the author)

Components of the Model

The chosen social enterprise as an industry mentor and change agent for artisans

The chosen social organisation is committed to prioritising artisans. Its philosophy revolves around people, places, and products, with a strong concern for the planet. Established in response to the devastating floods in Kerala in August 2018, the organisation has since focused on reviving the struggling handloom sector by offering solutions across the entire value chain.

Kerala and its artisan community remain the organization's core focus. They work on developing sustainable growth models in predoom, loom, and post-loom areas. By

collaborating with experts, government agencies, academic institutions, and other partners, they aim to implement a "seed to store" approach, which requires multi-stakeholder input and a structured action plan. This plan includes student and professional interventions to help upgrade artisanal processes.

The craft sector is the second-largest employment source in India after agriculture. However, the handloom industry is currently in crisis due to a lack of awareness and understanding of the changing demands and newer technologies in the marketplace (Naqvi Iftikhar Baqar, 2018). Indian craft is a living heritage showcasing the rich cultural fabric of the country. It requires a multifaceted, practical approach for its revival and upgradation. Jain and Thakkar (2019) advocated for experiential craft tourism, leveraging the growing demand for exotic locations in tourism.

Craft tourism plays a crucial role in boosting the local economy of craft villages. It is achieved through the promotion of souvenir sales, craft workshops, and other cultural activities for tourists. They have actively worked to capitalise on this opportunity by promoting craft tourism in Kerala. The initiative enables tourists to experience the craftsmanship by exposing craft lovers to the creative process. By empowering and highlighting the era of handmade, they aim to preserve the heritage of Indian crafts and make them financially sustainable for local artisans.

Barriers and Strategic Actions:

Flood-affected areas were at a geographical disadvantage; they lacked the stream of tourists visiting them. Mirroring the sponsored commercialisation of social enterprises, on the part of the change agent, craft tourism and e-commerce are encouraged in these locations. The organisation has instigated various projects, including:

Identifying potential craft villages: Villages such as Chendamangalam, Balaramapuram, Kuthampully, Kannur, and Kasaragod were selected for community building and craft revival initiatives. These villages were selected based on their craft potential and geographic immediacy. As under-visited locations, their development required strategic intervention.

Initiating stakeholder dialogues: Engaging with various stakeholders to assess their receptiveness toward craft tourism and collaborative efforts.

Connecting craft and design fraternity: Facilitating interactions between artisans, designers, industry experts, and potential buyers. This process helps artisans understand market expectations and demand.

Jain and Thakkar (2019) emphasised the need to equip the artisans with all the core skills in stock management and contemporary design to upgrade their current practices.

Mentoring social enterprises struggle with several hindrances, including poor documentation of artisanal knowledge, non-existent processes, insufficient infrastructure, and low R&D investment. Efficiency is inadequate in cases where inventory management is not effective. The COVID-19 pandemic exacerbated the problem, as production and sales were disrupted due to the inherent limitations of virtual platforms.

Digital Craft Tourism and Student Interventions

In response to these problems, they suggested digital craft tourism through the implementation of virtual trade fairs, workshops, digital literacy, inventory management applications and training. This strategy aimed to connect these regions directly to markets, generating revenue while preserving the authenticity of their craft traditions. The organisation sought student interventions to develop technological solutions tailored to the artisanal space rather than

following conventional mass e-commerce models. Students from the social entrepreneurship module participated in this initiative. The cohort comprised 100 students from diverse disciplines, including fashion communication, advertising and marketing, and media communication, from a polytechnic institute with three different locations across India. The entrepreneurship module aimed to:

- Identify social problems requiring intervention.
- Conduct environmental scanning to assess the need gaps.
- Perform qualitative and quantitative research to map customer needs.
- Develop a business value proposition.
- Create a business and financial model, culminating in a business plan and functional prototype.

Student proposals focused on increasing visibility for craft centres and supporting the mentoring social enterprise's efforts using digital tools. Key initiatives included:

- Social media promotion of craft tourism and artisanal products.
- Development of an inventory management application.
- Design interventions for products.
- Product photography and documentation.
- Training programs for artisans.

By leveraging digital tools, students aimed to enhance cultural awareness, promote craft tourism, and improve sensitivity toward handcrafted products. This approach allowed consumers to engage more deeply with the artisans' stories and heritage.

The Social Enterprise Ecosystem

Successful social enterprises require optimal support in financial, physical, and human resources. These resources can be acquired through market sales, government grants, funding programs, donations, volunteer labour, or social capital. According to Sondhi & Tang (2011), sustainable economic success for social enterprises relies on:

- Empowering micro-entrepreneurs to manage production operations.
- Ensuring financial, demand, and supply flows support micro-entrepreneurs.
- Establishing a win-win value proposition for both micro-entrepreneurs and social enterprises.
- Building networks with other social enterprises to strengthen the supply chain.

These are the guiding principles upon which the social enterprise is built, striving for a sustainable and comprehensive model that preserves traditional cultural crafts alongside contemporary technologies, including long-term economic independence.

METHODOLOGY

Through working with a social enterprise, students had a well-organised social setting for learning. They had been provided with a comprehensive briefing and were kept informed about developments in their project. The attendees were also educated in entrepreneurship, finance, and social media in a classroom setting. Three faculty advisors also guided them in their

specific field of study. The evaluation centred around the business solutions presented for artisans and how confident students were in implementing them.

A questionnaire, using a Likert scale, was constructed to assess the intervention effect. The survey consisted of 17 items that aimed to measure changes in intention, self-efficacy, confidence, and technical skill in students.

The results of the study were analysed for 100 students across Delhi, Mumbai, and Bengaluru. Only complete responses were analysed. Significance difference tests were conducted among different variables. The main finding was that students who participated in a project were significantly more likely to be retained than those who only theoretically worked on solving a problem related to a social need.

To test the hypothesis, the Mann-Whitney U test, a non-parametric test, was used to compare the difference between the two unrelated groups.

RESULTS AND DISCUSSION

The sample was categorised into two groups based on participation in the live industry project. Among the respondents, 44% actively participated, 27% worked on a hypothetical case study, and 33% did not participate in the survey.

Table 1: Description of Participation

	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	12	40.00	60.00	60.00
No	2	8	26.67	40.00	100.00
Missing	.	10	33.33	-	-
Total	-	**30**	**100.0**	**100.0**	-

Further analysis compared the influence of participation in the live industry project on students' confidence, self-efficacy, outcome expectations, and entrepreneurial intentions.

Table 2: p-values from the Mann-Whitney U Test (Significance Level = 0.10)

S. No.	Question	p-value
1	Did you participate in external mentoring with the social enterprise? (Dependent Variable)	-
2	I found the module practical	0.63
3	After completing this module, I feel confident about starting a new venture	0.18
4	Collaboration with external mentoring enhanced my learning experience	0.03
5	Technology intervention is essential for skill acquisition	0.92
6	This module provided experiential learning	0.19
7	Experiential learning contributed to the module's effectiveness	0.12
8	Mentors from the chosen social enterprise helped me understand the project setup	0.03
9	This experience improved my confidence in setting up a social enterprise	0.15
10	The confidence gained from this module makes me more willing to start a business	0.56
11	With technical and entrepreneurial knowledge, I feel ready to launch a venture	0.07
12	I am optimistic about starting my own business	0.15
13	If conditions are favourable, I will start my business	0.76
14	I will need an industry mentor to help start my business	0.76
15	I will require further mentoring from my college for commercialisation	0.48
16	Family support is crucial for commercialising my business idea	0.16
17	Financial and industrial alignment is necessary for business success	0.58

KEY FINDINGS AND DISCUSSION

This study examined the impact of live social enterprise experiences and industrial mentorship on entrepreneurial self-efficacy and intentions among vocational education students in India—a demographic and educational context that has been largely overlooked in mainstream entrepreneurship education research.

The findings reaffirm and build upon prior research advocating for experiential, constructivist, and mentorship-driven learning in entrepreneurship education (Galvão et al., 2018; Chahal et al., 2024; Mack & Honig, 2024). More importantly, it extends these findings into the underexplored vocational training space, demonstrating that such approaches are effective and adaptable beyond traditional university settings.

H1 ($p=0.03$) was supported, with student involvement in the external social enterprise mentoring program significantly increasing entrepreneurial self-efficacy. Consistent with previous findings of Opuni and others (2022) and Taneja et al. (2023) , this study established that live industrial projects, which are socially significant, could improve entrepreneurial self-efficacy. More importantly, the findings indicate that constructivist learning and teaching practices, such as those involving real-life problems, social immersion in technology, and self-directed learning, are well-suited for vocational environments and have a positive effect on the resource restrictions situations.

H2, in line with the study of Indian students conducted by Mack and Honig (2024), suggests that industrial and academic mentors have a significant influence on students' entrepreneurial intentions. Collaborators receiving mentoring from social enterprise practitioners through the social enterprise's scheme demonstrated more developed business planning abilities, a deeper understanding of the context, and higher levels of entrepreneurial ambition. This demonstrates the catalytic role of mentors as facilitators between academic content and real-world industry applications. This is particularly relevant for vocational students without access to entrepreneurial ecosystems, as there is a gap in access and relevance in applicability.

For H3, the study could not draw a statistically significant outcome that this exercise significantly improves their experiential learning ($p = 0.19$). However, yielded valuable qualitative insights. Students in the mentored group reported greater confidence, a clearer understanding of feasibility, and a sense of personal agency in pursuing entrepreneurship. These findings align with Duong and Vu (2024), suggesting that qualitative dimensions of entrepreneurial readiness, such as identity, motivation, and social awareness, are often overlooked in quantitative tools but are essential outcomes of experiential and mentorship-based learning. This study uncovers some of the interesting student reflections revealing recurring themes of purpose-driven motivation, community impact, and sustainability consciousness. This suggests that exposure to live social entrepreneurship projects can influence values-based decision-making. These dimensions, central to the notion of social innovation, have been largely absent in vocational pedagogy, and their emergence here supports arguments by Crayford et al. (2012) and Mncwango et al. (2024) for deeper curricular integration of sustainability and social value creation in entrepreneurship education.

Another key insight is the mutual benefit observed in academia-social enterprise partnerships. These social enterprises, though resource-constrained, gained valuable insights and strategic inputs from students' business planning exercises. Students learn by doing, applying skills in live, uncertain environments with real consequences. This mutual value creation supports the idea of symbiotic academic-industry collaborations, as emphasized in recent literature (Kerlin et al., 2021).

The results of this study contribute to three major areas of the research gap:

1. They explain how social entrepreneurship education can be impactful in vocational settings.
2. They demonstrate the important pedagogical role of the right combination of academic and industrial mentorship for experiential learning in fostering entrepreneurial self-efficacy.
3. They showcase how sustainability and social value can be embedded in entrepreneurship education, contributing to student development and community benefit.

This study, therefore, strengthens the argument for integrating real-world, socially relevant, and mentor-supported learning into vocational education programs to build the next generation of socially conscious entrepreneurs.

CONCLUSION

This study responds to critical gaps identified in the literature regarding the integration and effectiveness of social entrepreneurship education in vocational training settings. It provides empirical evidence on how constructive pedagogy, through industrial mentorship and live social enterprise engagement, can positively impact students' entrepreneurial self-efficacy and intentions.

By situating the intervention in a vocational education context in India, this research extends the conversation beyond traditional university-based programs and into resource-constrained learning environments. It demonstrates that experiential and socially relevant learning approaches are not only feasible in vocational settings but can also be transformational when aligned with real-world social challenges.

The findings reinforce the growing argument that internal, as well as external, industrial mentorship is not a supplementary feature, but a foundational component of impactful entrepreneurship education. Students exposed to live projects and industrial mentors reported stronger entrepreneurial intentions and higher confidence in their abilities and outcomes that are particularly valuable in skill-based learning environments, often disconnected from industry realities.

This study also highlights its remedial benefit on two core aspects: such educational models enhance student learning and support under-resourced social enterprises. In this case, the chosen social enterprise initiative exemplified how academia-industry partnerships can foster a mutually beneficial relationship and reinforce the practical relevance of entrepreneurship education. Such models can be remedial in India, where traditional crafts and artisan clusters are located in remote areas and need sponsored commercialization.

In entrepreneurship education, the main antecedent of entrepreneurial intention has been determined to be the ESE (Entrepreneurial Self-Efficacy). One component of the self-efficacy mechanism is enactive mastery. During simulation exercises or project discussions, professors, industry experts, and peers can provide constructive feedback on project planning, practice exercises, role modelling, and social persuasion. By addressing their worries and anxieties, educating them with relevant and useful information, exposing them to numerous success examples, and interacting with entrepreneurs, you may strengthen their expectations and help them believe that anything is possible (Kassean, Vanevenhoven, Liguori, & Winkel, 2015, p. 692).

The experiment presents a mutually beneficial model for all stakeholders, including students, artisans, and the social enterprise. Each group engages in entrepreneurial activities from a unique perspective: students receive guided support to innovate business ideas; the social enterprise aims to fulfil its mission despite systemic challenges; and artisans seek new pathways for sustainable livelihoods. By embedding this model into the academic curriculum, we can provide students with hands-on experience while addressing a significant social issue: providing funding support for under-resourced social enterprises in a systematic and impactful manner.

LIMITATIONS AND RECOMMENDATIONS

Students developing their business ideas in a hypothetical context also demonstrated improved self-efficacy. Future research could explore the difference in impact levels between the two groups.

Future research should explore the impact of social enterprise education with a larger dataset. The study relied on cross-sectional data. A longitudinal approach could provide deeper insights into long-term impacts.

Future research should examine the effectiveness of social entrepreneurship education in other settings, such as technical institutes (ITIs) and universities. Further studies should compare the impact of live social contexts versus hypothetical learning scenarios in social entrepreneurship education.

By addressing these limitations, future research can provide more comprehensive insights into the role of social entrepreneurship education in fostering sustainable business solutions.

Declaration of conflicting interests: The Authors declare that there is no conflict of interest.

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