

Developing A Conceptual Model For Entrepreneurial Education: Integrating Institutional Goals And Entrepreneurial Self-Efficacy

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Abstract:

The current research is exploring the notion of entrepreneurial education on various processual levels. The heterogeneous goals of entrepreneurial education programs and programs are unified within a conceptual framework that is proposed by us. The paper outlines the main elements of a successful entrepreneurial education and proves its suggestions by demonstrating best practices with the help of the empirical example of the programmes considered. The authors argue that the effective institutionalization of entrepreneurial education programme simply requires policymakers and educators to have an in-depth knowledge of the various goals and objectives of any educational interventions. These and other modalities of such interventions should be understood and the necessity of training programme facilitators highlighted. Entrepreneurial self-efficacy (ESE) is another construct of relevant research on entrepreneurial motivation, intentions, and behaviour. Even though there is a general agreement among the scholars on the inclusion of ESE in intentionality models, there remain inconsistency in the conceptualization, dimensionality and measurement strategies. The present study is an important step to perfecting and standardizing ESE measurement. To support our arguments, we introduce a conceptual framework of an entrepreneurship education programme that involves such processes as surveys, internships, workshops, campaigns, and training of facilitators. These processes are found to improve problem-solving proficiencies, confidentiality, critical thinking abilities, and problem-solving. As a result, it leads to reduction of hopelessness, errors of concepts, visionlessness and deficiencies in knowledge in the educational situation. The procedural elements of the model will help be guided by the faculty members so that the desired results are achieved.

Keywords: Entrepreneurial behavior, entrepreneurial mindset, ways of servicing for expanding entrepreneurial education, problem identification ability and confidentiality.

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I. Introduction

People generally believe that education can profoundly impact society. The prevailing notion revolves around the transformative potential of education. However, a significant aspect of this transformation lies in the realm of mindset—a substantial influence on one's cognitive perspective and adaptability. The capacity to think critically and to navigate intellectual terrains effectively holds immense significance. In the context of becoming an entrepreneur, these attributes are pivotal as well. Our conceptual model focuses on the integration of enhanced mental prowess to drive entrepreneurial education. Within higher education, entrepreneurship increasingly acknowledges the role of innovative thinking in bolstering students' potential for creativity. However, a foundational prerequisite is ensuring students possess the mental and financial acumen necessary to embark on this journey. Several factors and focal points emerge from this study. This paper introduces a conceptual model that delineates strategies and processes for elevating education, thereby nurturing budding entrepreneurs. The assessment encompasses current pedagogical approaches in entrepreneurship education and highlights recent research underlining the paramount importance of identifying, evaluating, and leveraging opportunities. By promoting a broader perspective and cultivating essential entrepreneurial skills and behaviors, the entrepreneurially-directed methodology appears ideally suited for the educational milieu.

The study offers a helpful source of information for scholars interested in the content and nature of entrepreneurship education as well as for teachers looking to adopt a more entrepreneurial approach. The method constitutes a challenge to teachers and students in terms of experiential learning since it reduces the predictability and control of the teaching environment while raising interest in both teaching and learning. The tutor may introduce the model in some way. The particular tutor can arise a problem and the solving process

should be collected through the individual or group basis. Creates a pie or any statistical method to analyze responses from students and determine the similarities among responses. The student should find out the actual process or close one to get the solution. They should be focused on the implementation individually and they will know about their behavior of the entrepreneurial purpose. The ways of servicing gradually impacts on the core process. The methods actually depend on the factors which are given. The education related to entrepreneurship should be a mandatory topic in every educational institution. Therefore, the conceptual model is created to clear a concept that not only the learner but also the influencing authority should be aware about the core concepts. The core section may go through the concept of the model to realize the mental conditions as well as observe behavior.

II. Literature Review

Entrepreneurial Behavior and mindset

Current research has reframed the role of educational institution for influencing and extracting of the propaganda on entrepreneurial education and has defined the main tasks of educational institution for developing the program of expanding the entrepreneurial education. Most of the institutions are focusing only on general education. The economic growth of any country depends much upon newly developed industries with innovations of new ideas and running of new generation projects. In order to understand how entrepreneurial education activity (EEA) affects both entrepreneurial intention (EI) and entrepreneurial behavior (EB), as well as how behavioral entrepreneurial mentality (BEM) mediates the relationship between EEA and EI, this study explores how EEA effects both EI and EB. This adds to the body of information that is being built concerning the behavioral sub dimension of the entrepreneurial mentality and how it impacts EEA and EI. The relationship between EEA and EI is partially mediated by the beneficial effects of EEA on EB and the favorable effects of EEA on BEM. This study adds to the body of knowledge by emphasizing BEM as a measure of the impact of entrepreneurship education (EE) on students' EB and therefore broadening our understanding of how EEA can affect students' EB. By outlining how BEM mediates the change from EEA to EB through the development of EI, it also helps us understand how students' EB is formed. This fills a study gap by examining EM from the behavioral perspective in EE research and demonstrates BEM as an efficient endogenous driver of students' EI (Jun Cui et al. 2021). The student basically works upon their intentions. The model is based on the intention. A very useful theoretical framework for examining entrepreneurial behavior is still intention-based models. It has been stated that the most effective indicator of future behavior is still intention. Understanding what compels individuals to become entrepreneurs remains an important question in entrepreneurship research (Venkataraman et al. 2002; Brazeal et al. 2017). It's indicated that "before there can be entrepreneurship there must be the potential for entrepreneurs" (Sanja et al. 2016).

One of the biggest issues facing a developing nation today is unemployment. One of the major issues that impedes the nation's economic growth and the welfare of its citizens is unemployment. Nevertheless, the high unemployment rate and dissatisfaction of a present employee are the key factors influencing the decision to pursue an entrepreneurial career. An entrepreneurial mindset must be developed through an interactive process in order to pursue an entrepreneurial profession. The study's goal is to synthesize the results of earlier studies on the elements of an entrepreneurial mindset. In order to comprehend the notion of the entrepreneurial mindset's origins, roots, and evolution, the current state of the literature on it has been consolidated. Early on, educators seek to foster in their students an entrepreneurial mindset. As a result, students gain entrepreneurial knowledge, expertise, and capacities to meet business difficulties. To make it easier for people and organizations engaged in ongoing, interactive entrepreneurial activity, this article provides a clear understanding of the notion of an entrepreneurial mindset (Konan et al. 2019).

Ways of servicing for expanding entrepreneurial education:

The ways of servicing includes training program, workshops and campaigning, surveys, entrepreneurial internship and stimulation of implementation program. Ways can be used individually or as step-by-process to expand the entrepreneurial education and create the entrepreneurial behavior. The topic of "entrepreneurship education" has received a lot of attention in recent decades as a result of the previously unheard-of enthusiasm for techniques connected to teaching entrepreneurship. Under the assumption that it is possible to educate entrepreneurship and that such training is useful for developing both entrepreneurs and their businesses, a number of entrepreneurship education programs have been devised and tested. The degree of self-assurance that entrepreneurs have in their ability to carry out various duties is known as their entrepreneurial self-efficacy. It significantly affects the ability, motivation, and performance of entrepreneurs. In addition to examining the impact of the entrepreneurial environment on college students' entrepreneurial self-efficacy, this study also examines the roles of entrepreneurial competence and entrepreneurial education in the interplay between these two factors (Lie et al. 2022). The effect of simulation-based instruction on the development of entrepreneurial abilities in entrepreneurship education is currently an appealing issue. The study carefully

examines whether or not the simulation-based teaching methods employed in their programs have an impact on their entrepreneurial skills. Students in this study will use simulation-based learning strategies. We look at whether the problems they will overcome and the experiences they will receive have any real effects on the entrepreneurial culture of their company and their entrepreneurial abilities. Tools for enhancing the students' technical, communicative, and cognitive abilities were integrated in simulation-based instruction. During the study, these three skills were taught to students using simulation-based teaching methods, with the goal of enhancing their entrepreneurial abilities. The simulation encompasses how real-world events are mimicked, guided to replicate certain characteristics of a real-life encounter, and trigger a number of interactive behaviors (Keskitalo et al 2011). The foundation of simulation-based instruction is the idea that education must encompass three essential components: networks, mentalities, and frameworks. The framework comprises information and reality pertaining to entrepreneurship, networks include environmental assistance, and mindset is an element that is ignored in the conventional curriculum. This strategy assumes that the mindset of entrepreneurs may be characterized as a collection of behavioral patterns that are useful tools for enhancing and motivating students' behavioral patterns. As a result, using this method, students examine their mentalities and contrast them with those of entrepreneurs. Entrepreneurial abilities are developed as a result of education and information gathering. The more individuals have entrepreneurial skills, the more they might be successful (Aidin et al. 2022).

Problem identification ability:

In the past several decades, there has been a significant increase in the number of entrepreneurship education (EE) programs that promote opportunity identification (OI) as a crucial entrepreneurial capacity. These EE programs, however, typically lack a solid theoretical framework that may aid educators and researchers in choosing instructional strategies that are consistent with their philosophical viewpoints. This study suggests a theory-driven framework for encouraging OI by fusing the domains of entrepreneurship and education while taking into account the ontological and epistemological presuppositions shared by both. The suggested framework combines the most pertinent learning theories and instructional methodologies with various philosophical viewpoints on entrepreneurial possibilities and strategies for opportunity identification. According to this system, social constructivist learning theory is more suitable for creating EE programs based on the opportunity creation perspective, and behaviorism and cognitivism are the learning theories that are most consistent with the philosophical presumptions of the opportunity discovery perspective. According to experts, opportunities arise when product or factor marketplaces with the potential for economic riches have competitive defects. According to the discovery approach, these competitive flaws are presumed to result exogenously from advancements in technology, politics, society, or other aspects of the environment that people could discover (Shane et al 2003). The focus on exogenous influences shows that the discovery approach is grounded in the realist ontology, which holds that opportunities exist as objective phenomena separate from people (Alvarez et al. 2007; Chiles et al. 2007).

Confidentiality:

According to recent research, understanding the detrimental consequences of entrepreneurial fear of failure on the entrepreneurial process can help explain why many aspiring business owners fail to convert their early intentions and start-up mindset into actual entrepreneurial activity (Cong et al. 2017). Higher business survival rates, higher firm formation rates, or any combination of the two can result from cognitive and non-cognitive talents, which in turn can result in a greater entrepreneurship rate. This part will demonstrate two ways in which IQ and self-assurance boost the rate of entrepreneurship. While intelligent individuals are less likely to start their own businesses, they are more likely to remain in operation once they do. The latter finding is more reliable. The prevalence of entrepreneurs among the most intelligent people rises as a result of their seeming lower entry rate and higher average survival rate. However, entrepreneurial entry rates and, to a lesser extent, survival rates, are positively correlated with self-confidence (Asoni et al. 2011). People evaluate the resources they have to deal with the demands of a stressor. According to research, a crucial element of effective coaching is the activation of resources. Solution-focused coaching techniques, in particular, stress the significance of "acknowledging, Coaching of Insolvent Entrepreneurs identifying and activating a wide range of personal and contextual resources and personal strengths" during the coaching. As a result, we hypothesize that coaching will assist impoverished entrepreneurs find more resources and provide them the tools they need to deal with business loss. Resources are prospective sources that could help people achieve their goals and get through obstacles; they can be either internally or externally oriented. Insolvent entrepreneurs' job and personal satisfaction, as well as their sense of self-acceptance, may rise with counseling. These are crucial tools for managing insolvency. Increased self-esteem, less resignation tendencies, and improved emotional stability should all result from coaching's normal emphasis on identifying clients' strengths and boosting their self-confidence. It adds confidentiality (Carsten et al. 2021).

By route problems:

Education relating the entrepreneurship education must be focused on the route problems or trained the students how to identify the route problems. Actually the by route problems are determine only in the way of going through innovation .Entrepreneurs use a variety of tactics, such as challenge mounting, broadening connections, cooperating with activist associations, setting an example, leading by example, and scaling up change processes. These tactics require the skilled use of a variety of the traits and abilities listed below, many of which may be developed and learned. At every stage of their struggle, they encountered issues (Michael et al. 2000). The efficient use of resources is required to identify and solve all entrepreneurship-related issues. Based on the state of social entrepreneurship today, some research develops a collaborative filtering algorithm-based recommendation system for social entrepreneurship education pathways and resource allocation. The recommendation system can categorize the target audiences for social entrepreneurship education, offer suggestions for allocating educational resources and choosing educational pathways based on the raw data, and then correct the model's recommendation results based on the educational outcomes to ensure that the model's recommendation accuracy rises over time (Zhongfeng et al. 2022).

III. Methodology

In order to understand the fundamental causes, traits, and implications for the creation and administration of successful ventures, this conceptual study tries to delve into the many layers of the entrepreneurial mindset. This technique highlights the actions to be taken to examine and analyze the entrepreneurial mentality as a basis for entrepreneurial success by using a thorough and interdisciplinary approach. With the viewpoint of the previous discussions of the previous studies about entrepreneurial education to propose a conceptual mode we performed an extensive review of scholarly books, papers, and other pertinent sources concentrating on the idea of the entrepreneurial mindset. Then we determine the essential characteristics and elements of the entrepreneurial mindset, including creativity, initiative, adaptability, self-efficacy, and passion.

The model implies that there are some ways of servicing such as surveying, training, campaigning, simulating, workshop and internship by which we can evaluate the practice of entrepreneurial education and covering all the outcomes shown below of the discussion. The conceptual model is developed in this paper which is explaining below:

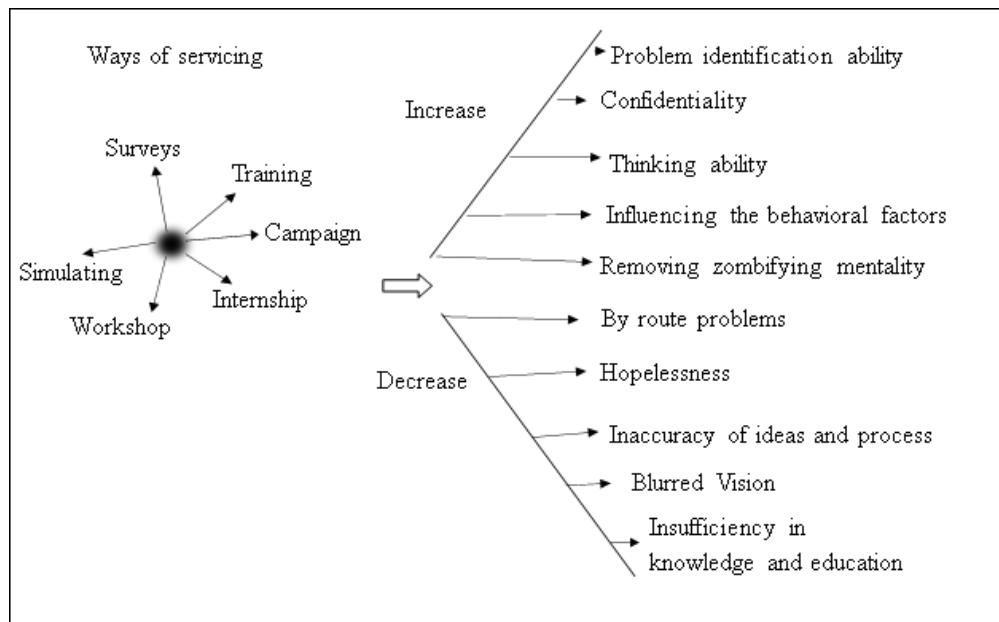


Figure 1: Proposed Conceptual Model

IV. Discussions: Motivational Factors

Behavior:

Behavior is one of the significant factors to set up the intention to become an entrepreneur. All other factors actually depends on behavior. Behavior encompasses a range of aspects, from attitude and collaboration skills. Good behavior is essential for success in the business world, as it encourages innovation, encourages risk-taking, and leads to better decision making. Poor behavior on the other hand, can lead to negative outcomes, such as reduced team morale, decreased productivity, and decreased customer satisfaction.

Behavioral training is an important part of any entrepreneurial education program. It should focus on teaching students the principles of positive behavior, such as empathy, respect, and self-awareness. Through activities like role-playing and simulation, students can learn to identify and handle difficult situations in a constructive manner. Moreover, behavioral training should also seek to foster curiosity and creativity, as these are essential attributes of successful entrepreneurs. Through activities such as brainstorming and problem solving, students can learn to think outside the box and come up with creative solutions to business challenges. In order to become an entrepreneur, one must take initiative in spotting opportunities, formulating a plan to seize the chance, carrying out the plan, and continually reviewing and tweaking the plan. What thereby propels some people—but not other people—in order to move and preserves them? We think a person's growing sense of self as an entrepreneur is a significant motivator that can help explain why some people choose to engage in and continue to do so while others do not. In our research, we investigate how a person's desire to start their own business affects their participation in early-stage or gestational entrepreneurial activity. Ambitions are desires, objectives, or goals. They speak of a desired object that is absent at the moment. Our actions are heavily influenced by how we want to see ourselves and who we want to be. From a variety of points of view, including position identities, communal identity, self-management, self-discrepancy, and regulatory focus, needed or aspirational self-images have been implicated as potent precursors of individual engagement, action, and persistence. These behavioral components all regulate entrepreneurial intention.

Clarification of supportiveness:

Supportiveness is going to be psychological and financial. The support of the students to be provided in entrepreneurial activities or entrepreneurial tendencies is of vital importance. One of the main factors that predetermine entrepreneurial behavior is support under any conditions met, as well as counseling to overcome the difficulties. This is beneficial when students get the necessary support at the right time when it is needed, and this is beneficial to the development of their fledgling businesses. Within the e-learning of entrepreneurship, the level of support differs depending on the institutions and programs. Some of the similarities in the supportive educational models to the entrepreneurs are chances to network and cooperate with the other startup community, faculty and staff support, and possibilities to learn with and mentor the other entrepreneurs. The other resources might include business incubation, mentorship programs, reduced conference fees, and entrepreneurship student scholarships. On the behavioral level, entrepreneurial assistance helps potential and existing business owners to traverse the challenges and support their endeavors to start up and grow their businesses. The implementation of the construct of entrepreneurial aid, thus, implies providing the entrepreneurs with access to helpful resources. Entrepreneurial support in the current research is considered to be the act of imparting knowledge, financial assistance, educational chances, infrastructure, counseling, and mentoring services to allow entrepreneurs to effectively start, grow, and operate their businesses. Positively influencing the intentions and attitudes of people towards a career in the field of entrepreneurship, as well as their self-belief in their ability to start the business, entrepreneurial support contributes significantly to the development of entrepreneurship. Furthermore, enhancing subjective criteria of the entrepreneurial environment through increasing the awareness of the society about entrepreneurship and emphasizing its topicality to the community, can be facilitated by efforts geared towards expanding the knowledge base about the entrepreneurial support system. Empirical studies have shown that entrepreneurship support may be used to trigger self-employment, expand newly created businesses and support the expansion of small businesses. Therefore, the theory of planned behavior provides a promising concept to assess the effectiveness of entrepreneurship support interventions to develop formation of the entrepreneurial intentions and following behaviour (Malebana et al., 2017).

Financial Condition:

The economic status of individuals has significant impacts on their ability to receive and even gain entrepreneurial education. People that have an economically privileged background are likely to have more resources and opportunities to undergo entrepreneurial training, such as attending a prestigious university or taking part in a business incubator. On the other hand, individuals with low-income backgrounds are usually financially constrained and cannot meet the expenses of entrepreneurial education, including tuition fees, mentorship programs, etc. These fiscal impediments may form major entry barriers hence restricting the acquisition of the required skills and knowledge in order to become an entrepreneur. Therefore, learning institutions and governments should respond to the imbalance and guarantee equal opportunities in accessing entrepreneurial training to everybody.

Mindset:

Entrepreneurial education is largely affected by the attitude of a person. Entrepreneurial mindset is a survival requirement of those who desire to become successful entrepreneurs. A high level of orientation to initiative, creativity, risk-taking, persistence, and adjustability are contained in such a mindset. Entrepreneurial

education would help people to acquire such competencies, but it also requires an open mind to remain learnable and develop. Those that show resistance to change or are risk-averse might not be able to make the best use of entrepreneurial education. In line with that, the development of a growth mindset and acceptance of the challenges and opportunities that entrepreneurial education presents is important. Learning institutions also have a shaping effect on inculcating an entrepreneurial spirit with the inclusion of experiential learning. The learning modes are being expressed in a conceptual representation and their curricula include mentorship and networking opportunities. The entrepreneurial mind has been studied in many aspects and has illuminated its characteristics and processes. At the same time, institutional programs include mentorship and networking. However, conflicting opinions have produced an enormous number of conceptualizations. With this heterogeneity in mind, it is justified to gain a better understanding of the entrepreneurial mindset. As a result, the exact definition of the entrepreneurial mindset and the efficient approaches to its development is still elusive. The literature review shows that three different facets of entrepreneurship have developed over the years: cognitive dimension, which explains how entrepreneurs process information using mental models; behavioral dimension, which explains how the entrepreneurs can interact with opportunities and act on them; and the affective dimension, which describes how the entrepreneurs feel about their work. The dimensions form the basis of our investigation as we question the current views and argue about the issues of operationalizing this mindset (Kuratko et al., 2023).

Problems:

Issues may have both to be beneficial and detrimental to entrepreneurial education. On the one hand, problems may provide promising learning experiences that are likely to facilitate development of problem solving skills, creativity and innovation. As an illustration, the detection of a market-based problem can encourage people to come up with new products or services that can resolve the given problem. Conversely, difficulties may also present barriers to entry and constrain access of people to entrepreneurial education. The lack of money, the insufficiency of resources or assistance, and personal misfortunes may all hinder the process of people accessing entrepreneurial education. In addition, the business environment can undergo perturbations that can make the success of the success of an entrepreneur more challenging even further, including economic crashes or the increase in competition. Educational institutions and policymakers, therefore, should address these issues and provide people with support and means that can help them overcome any challenges and become entrepreneurs. This includes the provision of funding opportunities, mentorship programmes as well as networking prospects.

Study outcomes: ways of servicing

Surveys:

Surveys provide a number of benefits to entrepreneurial education.

- (i). Getting to Know Students: Instructors can modify curricula to meet the needs of learners more effectively by seeking information about the interests and goals of students.
- (ii). Measuring Learning Outcomes: Surveys are a valid tool when gauging the success of entrepreneurial education programmes, whether the participants learn the necessary skills and knowledge to be successful entrepreneurs.
- (iii). Feedback Gathering: Surveys offer an organized approach to the collection of student reviews on instructional methods thus assisting in ongoing refinements on subsequent programmes.
- (iv). Determining Skill Gaps: Survey results can be analyzed to reveal gaps in the skills of students; instructors can then create specific interventions to overcome the said gaps. Altogether, the survey provides the insights that improve the effectiveness of the programmes and equip students with the entrepreneurial activities. The paper examined the manner in which institutions of higher learning identified the make-up of their entrepreneurship programmes and how they evaluated the quality of their programmes. The most common identified factors as determinants of programme calibres were courses, faculty publications, impact on the community, alumni accomplishments, inventions, alumni start-ups and scholarly outreach. The study revealed a few flaws in academic reviews of entrepreneurship programmes: the assessors failed to provide the criterion on which the programmes were ranked, and failed to indicate the relative importance of each of the criteria. Also, no question was raised to assess the familiarity that evaluators had with other similar programmes.

Training:

Entrepreneurial education helps develop and instill an entrepreneurial mentality besides giving knowledge of business.

- (i). Promotes Innovation: The training programmes develop innovativeness, creativity, and problem-solving skills and help students to come up with unique ideas and strategies, which can bring about commercial success.

- (ii). Gives Knowledge: Trainings offer a holistic grasp of the underlying concepts and strategic thinking, which is inherent to the world of entrepreneurship and prepares students to identify opportunities, understand the competition, and develop workable products and services.
- (iii). Grows Skills: Training programs are focused on critical entrepreneurial skills such as effective communication, strategic planning, leadership and networking.
- (iv). Fosters Resilience: Students need to be trained to face tough times, recover when failure strikes, and rekindle after failure to succeed; this is the training that fosters resilience needed to endure the uncertain and turbulent entrepreneurial paths.
- (v). Builds Confidence: Training improves self-confidence and encourages students to make calculated risks and follow their entrepreneurial dreams. Training, therefore, is thus inevitable in preparing the students with knowledge, skills and mindset that is necessary in entrepreneurship. To equip graduates with the skills to start their own business, higher education institutions must introduce systematic entrepreneurship -training programmes. The questionnaires were designed to measure three cultural determinants, namely, entrepreneurial training and intention, which included the perceived appropriateness, consistency, and effectiveness. The training process attempts to change the entrepreneurial behaviour and intellectual development of university students, and it bears a close connection with the internship experiences.

Campaign:

Live campaigns are an effective tool of entrepreneurial education, as they provide the students with a real experience and viable skills.

- (i). Hands-On Learning: Campaigns provide the opportunity of experiential learning where students are able to apply theoretical knowledge to the real world.
- (ii). Teamwork and Collaboration: Under these activities, students are encouraged to work as a group enhancing leadership, communication and negotiation skills as well as delegation.
- (iii). Networking: The involvement in the campaigns provides the opportunity to establish relations with peers, mentors, experts, and other entrepreneurs, thus establishing networks that are crucial to the success of any entrepreneur.
- (iv). Creativity and Innovation Live campaigns require students to come up with creative solutions, which enables them to become adaptable and flexible to solving problems.
- (v). Entrepreneurial Mindset: In the course of these experiences, students adopt the entrepreneurial mindset, recognizing opportunities, risk management, learning, and success in times of uncertainty. All in all, live campaigns are realistic, practical, and innovative in their experiences that develop the entrepreneurial set and attitude that one would require later on in life. Opportunities and abilities are a major motivation to entrepreneurial behaviour. University campaign programmes are meant to match competencies with opportunities of the students. It is attitudes towards entrepreneurial engagement that influence the intentions and decision making. The campaigns are designed on top of the experiential data and they integrate the outcome of the incentive programs, problem solving tests and also the tiered level tests and cost benefit tests to collect empirical evidence on the entrepreneurial behaviour and intentions. There are also simulations processes associated with campaigning.

Internship:

Internships are an essential part of the entrepreneurial education that provides students with practical and real world experience in the operations of a business.

- (i). Practical, Hands-On Learning: Internships describe a hands-on approach to learning, as the novice entrepreneurs learn by observing experienced entrepreneurs, thus, offering a sensitive insight into the business management.
- (ii). Networking Opportunities: Internships enable networking of students with the entrepreneurs, mentors, experts and industry professionals, thus developing networks that will be beneficial in career path in the future.
- (iii). Skill Development: Internships help students to develop skills in project management, communication, problem solving, leadership and teamwork.
- (iv). Introduction to Diverse Industries: Interns are exposed to a wide range of industries and business models, which has assisted them in seeing what they are interested in and how they can pursue their career.
- (v). Career Development: Effective internship could result in employment opportunities or excellent referral and this will avail employment to the student and enhance career objectives. Besides, there are other advantages of internships:
- (vi). Feedback: The students are given constructive feedback about the areas of strength and weaknesses in a way that enables them to improve in specific areas.
- (vii). Acquisition of Entrepreneurial Mindset: The exposure to entrepreneurial settings cultivates such competencies as creativity, innovation, risk-taking, and adaptability.

- (viii). Confidence Building: Significant work experience consolidates self-confidence in professional abilities and professional goals.
- (ix). Closing the Skill Gap: Internships provide an avenue of translating academic knowledge into real life situations, in turn bridging the gap between the theory taught and its practical application.
- (x). Resume Enhancement: Internship completion will show initiative, commitment, and willingness to learn which characteristics that employers seek.

Simulation and Workshop:

Workshops and simulations are important parts of the entrepreneurial education process as they provide hands-on and hands-on learning, which fosters the competencies and dispositions required to succeed in entrepreneurship.

- (i). Active Learning: These formats facilitate learning by direct experience which promotes participation and engagement as well as acquisition of knowledge through experience.
- (ii). Skill Development: Workshops and simulations are applied to train the most important skills such as problem solving, critical thinking, communication, marketing, financial management, negotiation, and leadership skills.
- (iii). Teamwork and Collaboration: They promote collaborative problem solving, joint problem making and consensus building.
- (iv). Entrepreneurial Mindset: These activities foster innovative thinking, creative thinking, risk-taking, and flexibility by simulating entrepreneurial issues.
- (v). Real-World Experience: Students will handle real-world problems and challenges through practical, hands-on experiences that will equip them to start and run successful businesses.
- (vi). Feedback and Evaluation: The participants are provided with the systematic analysis of performance, which allows highlighting areas of improvement, and the subsequent development. (vii). Cost-Effectiveness: Workshops and simulations are less costly forms of learning in that they do not entail the large financial investments that are necessary to create a live business. (viii). Customizability: It is possible to make them specific to the needs of students and their learning goals.

Outcomes of the Model:

1. Increase of problem identification ability: The students who pass through this process can increase their problem identification ability. By expanding the idea about how the nature of the problems are , how to give importance to different problems by determining the current situation and how to find out the way to observe the current situation , the processes may help the students to find out the actual problem.
2. Increase confidentiality: More accurate the determination of the situation and available data, the more one can be confident about anything. Bypassing through these processes, the learners may accumulate the power to handle any critical situation and increase their belief to themselves.
3. Increase thinking ability: By survey, the recognition of the behavioral characteristics and the capacity of the thinking may ensure. More training as well as campaigning will increase the thinking ability of the learners. It may includes, what to think, how to think and how much to think. The processes enforce the mental ability of the students under entrepreneurial education. By increasing mental ability, the processes of the model should increase the thinking ability.
4. Influencing the behavioral factor: By proper training and arranging workshops, teachers can influence the behavioral factors of a student. Training process will give the guide lines to the students of how to move forward. Through this process, a student can visualize the situation and select the best way to start from different alternatives.
5. Removing zombifying mentality: Newly interested student who want to be an entrepreneur may zombiefyinng themselves without proper guide line and sufficient supports. If he pass through the processes, he can understand himself such as his own strength as well as weakness. And therefore the zombiefyng mentality may remove.
6. Decreasing by route problem: By route problems such as selecting a service or product, developing a sales strategy, establishing starting funds, maintaining a budget, sustaining revenue, etc. can be reduce through the process.
7. Decreasing hopelessness: Reducing blur vision and external support rise the confidence level as well as reduce hopelessness.
8. Reduction in inaccuracy of ideas and processes: Accurate results come from accurate inputs. The learners may aware about the clear ideas and the initial steps of the startups through proper training, attending entrepreneurship campaign and workshops and to learn from successful entrepreneurs experiences through teachers as well as entrepreneurs themselves.

9. Reduction of blurred vision: Vision can be visualize properly only by clear mission. And a clear mission can be made by clear image of the goal which can be accomplished by proper training, attending workshops and campaigning.

10. Decrease in insufficiency of knowledge and education: By surveying the group of new comer at entrepreneurship education, the trainer can concern about the level of the knowledge as well as the condition based on academic and nonacademic education. Totally uneducated without any knowledge about business might has some dream to be a self-independent. The processes of the model will help to achieve the entire ambition if the person is ambitious.

V. Conclusion:

The conceptual paper provides a background knowledge of necessary elements, guiding principles and methodology of effective entrepreneurship education. Based on these lessons, teachers and curriculum developers would be able to develop all-inclusive, exciting entrepreneurship programs that capture a continuum of skills, including idea generation and validation, business planning, and market entry. The theoretical discussion highlights development of entrepreneurial mindset as a key aspect of entrepreneurship education. The ability of students to recognize opportunities and overcome issues can be developed with the help of institutional practices incorporating activities stimulating creativity, resilience, flexibility, and risk tolerance. Teachers can be advised to embrace new teaching methods, informed by the research findings on various teaching methods and learning approaches that are practical. The use of real-world projects, case studies, simulations, and communication workshops can be used to increased student engagement, facilitate critical thinking, and simulate entrepreneurial problems.

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