



# Entrepreneurship Education As A Pathway To Women's Socio-Economic Empowerment In Arunachal Pradesh

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## ABSTRACT

The paper will explore the concept of entrepreneurship education as one of the solutions to socio-economic empowerment of women in Arunachal Pradesh, which is a culturally diverse and geographically isolated area characterized by unique development challenges. The study is qualitative and exploratory and explores the role played by formal, non-formal, and informal entrepreneurial education in enhancing skills, confidence, generating income and social involvement amongst women. The results show that entrepreneurship education is effective in improving the economic capacity and contributing to social empowerment through increasing the power of decision making, mobility and social recognition among women. Nevertheless, empowerment results are different based on capabilities of having quality training, institutional support and enabling environments. Women-led enterprises are limited in terms of structural factors like limited finance, weak market connectivity, inadequate infrastructure and entrenched gender norms, which reduce the scalability and sustainability of these ventures. The paper notes that there is a necessity to have context-specific, gender-sensitive policies that combine entrepreneurship education with financial inclusion, market access, and institutional support. The paper adds to the conversation on regional and gender-related development through the foregrounding of education as the key facilitator of women empowerment in Arunachal Pradesh.

**Keywords:** entrepreneurship education, women's empowerment, socio-economic development, Arunachal Pradesh, skill development, gender inclusion, livelihoods

## **1. Introduction: Contextualising women, entrepreneurship, and education in Arunachal Pradesh**

A popular reality is that women socio-economic empowerment is one of the key goals of inclusive and sustainable development. Empowerment does not only mean that women can engage in income generating activities but also means that they are able to make decisions, they have access to resources and agency in households and communities. With this process, education is key in helping to improve skills, confidence and livelihood generation opportunities, especially where formal job opportunities are scarce (Kabeer, 1999; Sen, 1999). It is in this respect that entrepreneurship has become a significant avenue where women are able to gain economic freedom and social status.

The region of Arunachal Pradesh offers a unique socio-economic situation in which it is possible to analyze the issue of women empowerment by means of entrepreneurship education. It is a state that is geographically isolated and is mostly hilly making it difficult to access the market due to the difficulties in accessing the terrain, infrastructure, and access to markets. The state is also multicultural and has various communities of tribal backgrounds with different social norms and gender roles. Although women in Arunachal Pradesh are usually engaged in the agricultural sector, handicraft, and local trade, they work in informal and poorly paid and unsupported instances (Planning Commission, 2014). Women can also be further limited in their capacity to convert economic activity into sustainable enterprises by limited access to education, training institutions, financial services and entrepreneurship networks.

In this regard, entrepreneurship education is especially important. Entrepreneurship education is a term that is used to refer to formal, non-formal and informal education that are barriers to the development of entrepreneurial knowledge, skills, attitudes and self-confidence (Gibb, 2002). Formal education incorporates school-based courses, college and university courses; non-formal education includes skills development programmes, vocational training, government-funded training and experience based learning at family business and community based practice, and experience-based learning. Combined, such types of education assist women in locating opportunities, risk management, resource mobilisation, and problem-solving skills necessary to be entrepreneurs (OECD, 2017).

Although there is growing policy focus on women entrepreneurship promotion involving schemes to deal with skill development, self-help groups as well as micro-enterprises, there is still little research done regarding the educational avenues empowering women, especially in the North-Eastern part of India. The existing literature is relatively inclined towards financial inclusion or the results of the enterprise, and there is a lack of focus on how the education of entrepreneurship can influence the independence of women, their social situation, and the ability to make decisions. There is a knowledge gap in the area since little research about Arunachal Pradesh is region-specific.

It is on this background that the current study will focus on discussing the role of entrepreneurship education as a tool in the socio-economic empowerment of women in the state of Arunachal Pradesh. The paper will focus on learning and development concerning the role of various types of entrepreneurial learning in developing the economic role of women and enhancing their social agency in this special region.

## **2. Theoretical and Conceptual Framework.**

The theoretical and conceptual framework of the proposed research incorporates the entrepreneurship teaching and research, the theories of women empowerment, the theory of human capital, and the capability approach to elaborate how entrepreneurial learning can lead to the socio-economic empowerment of women. This combined system aids in comprehending the education of entrepreneurship not as a skill

training process only, but making it a transformative process able to strengthen economic activity among women, their societal position, and their individual agency.

Entrepreneurship education can be conceived as a process of learning which creates a complex of technical skills, cognitive and psychological qualities needed in the entrepreneurial activity. According to scholars, entrepreneurship education leads to the development of skills, the ability to recognize opportunities, innovation, risk-taking ability and self-efficacy (Neck and Greene, 2011). These skills are business planning, financial literacy, marketing and production skills and opportunity recognition that can allow women to discover local market opportunities and take advantage of them. Adaptive change to the changing economic conditions can be aided by innovation and calculated risk-taking by the women, especially in the resource constrained environment. The key factor is self-efficacy, or belief in one being able to do entrepreneurial work, which is an important element that motivates women to start and maintain businesses (Bandura, 1997).

The second pillar in this study is empowerment frameworks of women. The conceptualisation of empowerment is in the form of multidimensional process which encompasses economic empowerment, social empowerment, decision-making power and agency. Economic empowerment is the ability of the women to control income and productive resources whereas, social empowerment is the ability to increase in status, mobility and involvement in community life. The fact that women are able to shape the choices that affect their lives in their households and that they are able to act independently to achieve desired objectives is the ability to make decisions and hence agency (Malhotra et al., 2002). All these dimensions can be affected through entrepreneurship education because it allows women to earn money, feel empowered, and bargain against societal restrictions.

The framework is also based on the Human Capital Theory that considers education as an investment and improves the productivity, skills and the earning potential of people. Based on this state of mind, education augments economic returns by enhancing efficiency as well as innovation in productive endeavors (Becker, 1964; Schultz, 1961). Within the environment of women entrepreneurship, entrepreneurial education can be invested in to also help women manage the business adequately, enter the markets and earn more money. This is especially true in such areas as Arunachal Pradesh when there is a lack of formal jobs, and entrepreneurship becomes an important source of livelihood.

Lastly, the Capability Approach makes an offering to a human-centred and normative view of empowerment. This is based on the growth of real freedoms of individuals and their abilities, that is the power to pick the type of life one appreciates, as opposed to the standard of considering income or productivity alone (Sen, 2005; Nussbaum, 2011). The entrepreneurship education also widens the abilities of women by broadening their options, increasing independence and allowing women to be recognized socially beyond a conventional gender role. It does not only enable women to earn, it also gives them dignity, voice and role in social and economic lives.

These theoretical views jointly associate entrepreneurship education with empowerment outputs which include income generation, autonomy, mobility, and social recognition. The framework therefore offers a holistic approach to examine how entrepreneurial learning can be used as a channel to the socio-economic empowerment of women in Arunachal Pradesh.

<b>Dimension of Entrepreneurship Education</b>	<b>Description of Educational Input</b>	<b>Immediate Learning Outcomes</b>	<b>Economic Empowerment Outcomes</b>	<b>Social Empowerment Outcomes</b>	<b>Policy Relevance</b>
<b>Skill Development</b>	Training in financial literacy, production techniques, marketing, bookkeeping, and digital skills	Improved technical competence and business knowledge	Increased income generation, enterprise sustainability, employment creation	Enhanced confidence and self-reliance	Need for curriculum aligned with local livelihoods
<b>Opportunity Recognition</b>	Exposure to local market analysis, value-chain understanding, and demand assessment	Ability to identify viable business opportunities	Diversification of income sources, reduced livelihood vulnerability	Greater decision-making capacity	Supports local economic development planning
<b>Innovation &amp; Creativity</b>	Training in product design, quality improvement, and value addition	Development of new or improved products and services	Higher market competitiveness and profitability	Social recognition and status enhancement	Encourages MSME and startup ecosystem
<b>Risk-Taking &amp; Problem-Solving</b>	Learning through simulations, case studies, and experiential training	Increased willingness to take calculated risks	Enterprise initiation and expansion	Psychological empowerment and autonomy	Reduces fear of business failure
<b>Self-Efficacy &amp; Confidence Building</b>	Mentoring, peer learning, role models, and success stories	Strong belief in personal entrepreneurial ability	Sustained participation in economic activities	Improved mobility and public participation	Highlights importance of mentoring support
<b>Formal Education</b>	Entrepreneurship courses in schools, colleges, and training institutes	Structured entrepreneurial knowledge	Better enterprise planning and compliance	Legitimisation of women's economic roles	Integration into formal education policy
<b>Non-Formal Education</b>	Skill development programmes, SHG training, government schemes	Practical, livelihood-oriented skills	Micro-enterprise creation	Collective empowerment through groups	Expands outreach in remote regions
<b>Informal Learning</b>	Family businesses, community practices,	Context-specific entrepreneurial skills	Supplementary household income	Cultural acceptance of women entrepreneurs	Recognises indigenous knowledge systems



	experiential learning				
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*Table 1: Entrepreneurship Education Pathways and Women's Socio-Economic Empowerment in Arunachal Pradesh*

*Source: Compiled by the author based on World Bank (2012), OECD (2018), Ministry of Skill Development and Entrepreneurship reports, and field-based qualitative insights.*

Table 1 gives a detailed presentation of the role of the entrepreneurship education as a route to the socio-economic empowerment of women in Arunachal Pradesh through the connection of the educational inputs to both economic and social outputs. As it can be observed in the table, the way that entrepreneurship education works is that it has a collection of dimensions, such as skill development, opportunity recognition, innovation, risk-taking, and self-efficacy that play a role in enabling women to start and continue businesses. Short term benefits in learning like better technical performance, market awareness, and confidence lead to economic gains in terms of earning of income, sustainability of an enterprise, and generation of jobs. Simultaneously, these learning processes yield some significant social implications, such as increased decision making capacity, mobility, independence, and social credibility. As indicated in the table, the combination of formal, non-formal, and informal learning complements each other in increasing access to entrepreneurship learning, especially in remote and culturally varied setting. The table highlights the significance of context sensitive, gender sensitive entrepreneurship education frameworks that can empower people not only to make livelihoods but also to empower the entire society by making a direct connection between educational pathways and the benefits of empowerment.

### 3. Review of Literature

The entrepreneurship education academic literature has grown past accounts of the programmes to serious analyses of the learning results, behaviours and economic effects. Initial syntheses noted a lot of diversity in the course design and results and it needed to provide a more explicit set of pedagogical models (Martin, 2006). According to newer reviews and meta-analyses, entrepreneurship education may strengthen entrepreneurial intentions and knowledge, yet it may or may not affect actual start-ups and income depending on the quality of the programme, length of programme and contextual facilitators (Nabi et al., 2017; Fayolle and Gailly, 2008). As Liñan and Fayolle (2015) focus on, the pedagogical approaches, including experiential learning, mentoring, and opportunity-based jobs, can be used to bring the classroom learning into the field of practical abilities. Research in developing settings indicates that training related to entrepreneurship that combines the skills with market linkages and post-training facilitation has a greater effect on the survival and income of the enterprise as compared to isolated classroom training (Klinger and Schundeln, 2011; McKenzie and Woodruff, 2014).

Parallel literature on women entrepreneurship looks at the gendered constraint and enablers. Studies have pointed out evidence of enduring obstacles including lack of access to finance, gender culture, family care issues, and poor business contacts that soften the entrepreneurship education returns of women (Brush, de Bruin, and Welter, 2009; Minniti, 2010). Comparative research also determines that women have an unequal advantage in training that covers soft skills (confidence building, negotiation), financial literacy and industry-specific technologies (Eddleston and Powell, 2012). Combination of women group interventions, peer learning interventions, and value chain attachments are better empowerment results (measured in terms of income, decision-making and mobility) when compared to bare skills training alone (de Mel, McKenzie, and Woodruff, 2014).

Another indication of the significance of context is witnessed in developing countries. The geography, thinness of the market, and cultural norms, in rural and remote settings, determine the type of entrepreneurial opportunities that are feasible; therefore, the entrepreneurship education should be locally oriented (Andersson and Klepper, 2013). The outcomes of South Asian and Sub-Saharan African evaluations have shown that training coupled with microfinance, incubation services, and access to market, enhance economic profits and social empowerment of women (Blattman and Ralston, 2015; Field et al., 2010).

Going to North-East India there is a relative dearth of literature, but which is indicative. The research on the area demonstrates specific socio-cultural trends: matrilineal clusters, well-developed institutions of the community, and a high level of craftsmanship that provide opportunities and limitations to the female business (Lahiri-Dutt, 2014; Bhattacharyya, 2016). The studies of skill development programmes in the North-East point to lack of institutional coverage, inadequate correspondence between training content and market needs, and ineffective post-training support (Das, 2017; NEC reports). These local studies indicate the necessity of tribal economy, agro-based-value chain, and service-sector-based niches associated with tourism and handicraft entrepreneurship education.

The institutional levers that are significant are pointed out by policy-oriented efforts on skills, MSMEs, and women-centered schemes. According to the International Labour Organization, combined strategies that involve training in cooperation with business development services and facilitation of regulations are necessary (ILO, 2016). Comparisons of country programmes e.g. Skill India in India and different MSME support interventions reveal that results increase with a combination of training and certification, access to credit and market connections (Cirera and Maloney, 2017; World Bank, 2013). The policy reviews that are gender-sensitive suggest specific subsidies, mentorship, and legal changes to facilitate the creation of enterprises by women (OECD, 2018).

Nonetheless, this literature has three gaps. To begin with, there is limited research on Arunachal Pradesh as a region: most of the assessments are North-East-based or concentrate on more convenient states, and the subregional dynamics remain insufficiently studied (Das, 2017). Second, the gender analysis of entrepreneurship education has not been done (specific pedagogies are connected to empowerment aspects such as social status, agency, intra-household decision-making). Third, numerous studies have reported and documented inputs (courses delivered) or outputs (participants trained) but minimally related education inputs to medium-term outcomes of empowerment (sustained income growth, mobility, and social recognition) (McKenzie and Woodruff, 2014; Nabi et al., 2017).

It is therefore possible to locate a niche in this review in the form of an empirically informed, gendered, and regionally sensitive study of how entrepreneurship education in all its formal, non-formal, and informal forms and forms translates into socio-economic empowerment of women in Arunachal Pradesh. It will be important both to scholarship and policy to tackle institutional linkages (finance, markets, certification) and culturally adapted pedagogies.

#### 4. Research Questions

The research is directed by the exploratory and qualitative orientation of the current study and is designed on the basis of open-ended question instead of hypothesis. This design suits as the research aims to cognize processes, experiences, and situational aspects within which the entrepreneurship education affects the socio-economic empowerment of women in Arunachal Pradesh. The open-ended form enables us to be

flexible and deep and it is through this that this study will be able to elicit the differences that women may experience in different social, cultural and institutional contexts.

The former study question is whether entrepreneurship education can affect socio-economic empowerment of women in Arunachal Pradesh. The question is dedicated to the correlation between entrepreneurial learning and such main outcomes of empowerment as income generation, financial independence, confidence, power of decision-making, and social recognition. It attempts to know whether or how educational inputs are converted into useful changes in the economic roles and social positions of women.

The second question examines the type of entrepreneurship education available to women in the forms of formal, non-formal, and informal learning. It explores the availability of women to institutions of higher learning, skills training programmes, government-sponsored training opportunities, self-help organizations and community based learning systems. The differences in accessibility with respect to location, education level, and socio-cultural background are also taken into account in this question.

The third research question is concerned with the economic and social transformation after women have undergone entrepreneurial training. It involves alterations in earnings, job prospects, sustainability of businesses, and the non-economic benefits, including mobility, self-confidence, involvement in household choices, and civic participation. The objective is to reduce the tangible and intangible aspects of empowerment.

Lastly, the research question is what is constraining the success of entrepreneurship training in women. This question looks into structural, institutional and socio cultural bottlenecks including difficulty in accessing finance, markets, infrastructure, family support and enduring gender norms. Combined, these research questions will give a holistic way of studying entrepreneurship education as an avenue towards the socio-economic empowerment of women in Arunachal Pradesh.

## 5. Methodology

The current research will be based on a qualitative, exploratory research design, though with the possibility of the inclusion of the little quantitative information where appropriate, thus providing the opportunity to provide a flexible and situation-specific analysis of the topic of entrepreneurship education and women empowerment in Arunachal Pradesh. The design fits well since the study is aimed at the comprehension of experiences, perceptions, and processes instead of quantifying the relationships between them and generalizing the results to populations. The research uses various sources of data to make it deep and triangulated. In-depth interviews with women entrepreneurial participants of entrepreneurship education or training programmes are used as the main category of data collection. These interviews are personal experiences of skills acquisition, business growth, sources of income, and social status transformations. Further, focus group discussions are carried out to find out common experiences, community level dynamics, and issues that are common to women. The study will use policy and programme documents analysis to supplement primary data, which will involve scrutiny of government schemes and training curricula as well as institutional reports on skill development, MSMEs and women entrepreneurship in Arunachal Pradesh.

## 6. Analysis and Discussion

Subsequently, the data analysis shows that access to entrepreneurship education and training is a decisive point of socio-economic empowerment of women in Arunachal Pradesh. Women have access to such education in diverse ways in both rural and urban settings and influenced by the distance to the training

centres, information access and institutional outreach. Informal training programmes which are run through government programs, self-help and local non-governmental organizations prove to be more available compared to institutional training. Their sustainability and quality is, however, limited with the nature of continuity and inequality of training quality.

One of the major results of entrepreneurship education is the acquisition of skills and confidence. The women who attended training programmes indicated that they were equipped with practical skills on financial management, product development, marketing and simple business planning. Other than technical skills, training also helped to boost self-confidence and the feeling of ability. Most women said that they would be more willing to make calculated risks, communicate with customers and negotiate with suppliers. This trust element of entrepreneurship education is very important in encouraging women to pursue or seek to increase economic activities, especially in an environment where women are expected to adopt the role of the traditional gender roles, which discourages them to make independent decisions.

Regarding economic performance, entrepreneurship education has enabled generation of income and creation of employment albeit to a differing degree. Others had modest but consistent growth in household income due to some micro-enterprises in agriculture, handicraft and services. Women could create local jobs in a number of instances by involving family members or fellow women. Enterprise sustainability is however not even with restricted access to credit, market volatility and poor institutional backing. Although education increases entrepreneurial preparedness, it is limited in its economic role due to structural constraints.

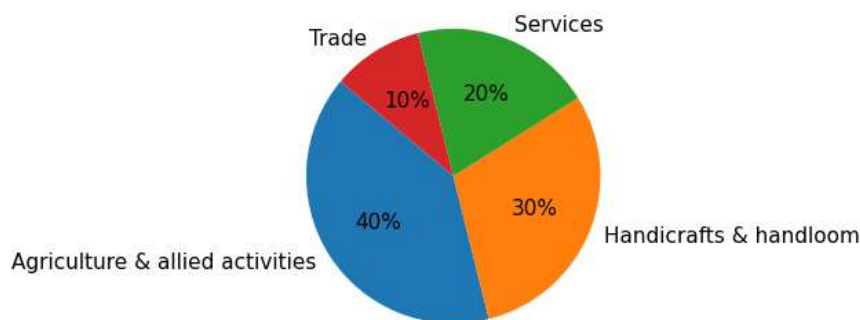


Figure 1: Sector-wise Distribution of Women-led Enterprises in Arunachal Pradesh

**Source:** Compiled from Ministry of MSME (Udyam Registration Dashboard and MSME Annual Reports) and State Industries Department, Arunachal Pradesh, supplemented by regional studies on women entrepreneurship in the North-East.

Figure 1 illustrates the sector-wise distribution of women-led enterprises in Arunachal Pradesh, highlighting a clear concentration of women entrepreneurs in a few traditional and locally rooted sectors. The pie chart shows that agriculture and allied activities account for the largest share (40%) of women-led enterprises, reflecting the agrarian nature of the state and women's longstanding involvement in farming, horticulture, and allied livelihoods. Handicrafts and handloom constitute the second-largest segment (30%), underscoring the importance of indigenous skills, cultural traditions, and home-based production as accessible entrepreneurial avenues for women. The services sector represents 20% of women-led enterprises, indicating gradual diversification into areas such as hospitality, small-scale services, and local trade-related activities. In contrast, trade accounts for only 10%, suggesting relatively limited participation of women in market-facing and commercial trading activities, possibly due to mobility constraints, limited market access, and financial barriers. Overall, the chart demonstrates that women's entrepreneurship in Arunachal Pradesh



remains concentrated in traditional sectors, highlighting the need for entrepreneurship education and policy support to facilitate diversification into higher-value and growth-oriented sectors.

Such significant social consequences of entrepreneurship education are also brought to light in the research. The women who were involved in entrepreneurship activities reported having more involvement in house hold decision making, freer mobility and enhanced social status in their communities. The financial input into the family increased women bargaining power and self esteem resulting in increased family recognition. Social empowerment is therefore seen as an equal effect of economic participation and not an independent process.

Culture, family and institutions play a key role in influencing the outcomes of empowerment. Positive family background can boost entrepreneurship education success and negative gender roles can tend to restrict the application of learned skills by women. There are also institutional determinants including access to mentoring, financial services, and market linkages.

Lastly, women have always had to struggle with several factors, as they have inaccessibility to finance, insufficient infrastructure, insufficient connectivity to the markets, and ingrained gender norms. These limitations explain why there is a need to develop integrated interventions where entrepreneurship education is coupled with financial, infrastructural and social support systems to make sustainable empowerment results.

## **7. Findings**

The results of the present research point to the strong impact of the entrepreneurship education on the socio-economic empowerment of women in the state of Arunachal Pradesh and disclose the valuable differences and limitations. On the whole, the entrepreneurship education proves to be an effective instrument of empowering women and helping them to develop their potential in terms of skills, confidence, and income. The women who attended entrepreneurship education programmes indicated that they had better technical skills including financial management, production methods, and basic marketing as well as, better self-confidence and increased self-efficacy. Such results allowed a large number of women to start or even expand small businesses, thus, helping to fill the household income and economic involvement.

Nonetheless, the paper concludes that the effect of empowerment is significantly diverse in accordance with the access of women to entrepreneurship education, the quality and adequacy of training, and the presence of institutional support. Women who received regular training opportunities, mentoring and follow-up opportunities had better chances of converting the skills to long lasting economic activities. Conversely, training programmes with sparse after training support, and having limited duration, tended to produce relatively short-lived or even insignificant results. The geographic location, education level and knowledge of existing programmes also contributed to the effectiveness of women to receive education on entrepreneurship, which showed disproportional access in rural and urban regions.

One of the key results is that social empowerment tends to go hand in hand with economic participation. The women who ventured in entrepreneurship enjoyed more representation in decision making in their homes, more mobility and even better social representation in their societies. The economic contribution empowered women in families and their self-confidence in dealing with people. These shifts in social life suggest that entrepreneurship education may be helpful in changing gender norms and roles, but the change in question is likely to be slow and dependent on a specific situation.

Meanwhile, the research also notes structural impediments in the way of increasing the scale of empowerment results. Constant difficulty regarding lack of access to finance, poor infrastructure, poor market contacts, and gender restrictive rules limit the growth and sustainability of women-owned businesses. These obstacles imply that no single entrepreneurship education can empower large numbers of people. Rather, it should be supplemented by favorable institutional structures, monetary inclusion, market access, and gendered policies. Together, the results highlight the fact that even though entrepreneurship education is an inevitable route to the empowerment of women, it can only make a difference under specific structural and policy circumstances.

## 8. Conclusion and Policy Implications.

This research paper is able to end by concluding that entrepreneurship education is a key to women socio-economic empowerment in Arunachal Pradesh through increasing skills, confidence and income generating opportunities. Not only in terms of economic results, education in entrepreneurship is also related to social empowerment by enhancing the ability of women to make decisions, mobility, and social visibility. The results suggest that women that gain entrepreneurial knowledge and skills can be more serious in their productive activities, break gender roles, and be more active in the household and community life. Nevertheless, entrepreneurship education has no direct and standard effect; it hinges on the availability, training quality, and favorable institutional conditions.

The research has significant policy implications of education, skills training and gender inclusion. First, there is a need to make entrepreneurship education more systematically incorporated in the systems of formal and non-formal education with context-specific and gender-sensitive curriculum. The training programmes would have to go beyond the short-term acquisition of skills, and can incorporate mentoring, financial literacy, and market-oriented elements. Second, policies need to enhance connections between the financial inclusion and entrepreneur education by promoting access to credit, subsidies and enterprise support services among women. Third, gender inclusion involves solving the social and cultural barriers by involving communities, creating awareness initiatives and implementing institutional strategies to facilitate the involvement of women in the economic activities.

Due to the peculiarities in socio-economic situation of the Arunachal Pradesh, interventions of the region are necessary. The training programmes must be adjusted to the local livelihood opportunity like agriculture, horticulture, handicraft, eco-tourism and small-scale services. Geographic barriers can be conquered by using mobile training units and community-based learning centres to make outreach more effective in the remote areas. Peer support and collective entrepreneurship by women can also be increased by strengthening local institutions, self-help groups, and cooperatives.

Lastly, the paper identifies some of the research directions in the future. The longitudinal research is desired in order to determine the overall effect of entrepreneurship education on the livelihood of women and their empowerment in the long term. The comparative study of the North-Eastern states could help to identify the issue and practice specific to the region. It should also be investigated in future studies how digital platforms and technology-based training can contribute to the growth of access to women in remote areas to the entrepreneurship education. Combined, these policy and research projects will help to achieve more inclusive and sustainable ways of empowering women in Arunachal Pradesh.

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