



Research Article

Entrepreneurship Education: Challenges and Efforts in North East India

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Cite as: Kumar, J.S., Shobana, D. (2023). Entrepreneurship Education: Challenges And Efforts In North East India, Dera Natung Government College Research Journal, 8, 111-125.
<https://doi.org/10.56405/dngcrj.2023.08.01.08>

Received on: 01.06.2023,

Revised on: 22.08.2023,

Accepted on: 13.09.2023,

Available online: 26.12.2023

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Abstract: This study gives a succinct overview of the difficulties and initiatives in North East India's entrepreneurship education. The area, which is distinguished by its distinctive sociocultural and geographical characteristics, faces particular challenges in encouraging entrepreneurial mindset and skills among its population. This study highlights the difficulties that prevent entrepreneurship education, including low awareness and mindset, infrastructure limitations, and financial barriers. Additionally, it examines the initiatives like skill development programmes, industry-academia collaboration, and support for female entrepreneurs that the government and stakeholders have undertaken to address these issues. North East India hopes to create a thriving entrepreneurial ecosystem that supports economic growth and development by acknowledging these difficulties and making focused efforts. Hence, the paper will highlight the efforts, challenges, background, present scenario, and transformation of the system of the next generation of entrepreneurship education in North East India.

Keywords: Entrepreneurship Education, Women Entrepreneurs, Skill Development Programs, Economic Growth and Development and Efforts and Challenges

I. Introduction

Entrepreneurship education plays a crucial role in fostering a culture of innovation, creativity, and self-employment, thereby contributing to economic growth and development. In the context of North East India, a region known for its unique socio-cultural and geographical characteristics, entrepreneurship education faces specific challenges and requires tailored efforts to promote entrepreneurial skills and mindset among the population. Education in entrepreneurship is essential for promoting economic development, innovation, and job creation. In various parts of the world, including North East India, there has been a growing understanding



of the value of entrepreneurship education in recent years. The distinctive sociocultural and economic environment of the North East region offers opportunities and challenges for the growth of entrepreneurship. This area has a lot of potential for entrepreneurial activities because of its abundance of natural resources, diversity of cultures, and advantageous location. To successfully introduce entrepreneurship education and promote entrepreneurial mindset and skills among the youth in North East India, however, a number of issues need to be addressed.

II. Literature Review

Fayolle and Gailly (2008) did a study that explores the evolution of entrepreneurship education from an artisanal, experiential approach to a more structured, scientific methodology. The authors investigate different teaching models and learning processes employed in entrepreneurship education, shedding light on the transformation of this field over time. It is necessary to reevaluate entrepreneurship education in all of its varied forms from an ontological and pedagogical standpoint. Through the lenses of various teaching models and learning processes, which can be organized around a general framework, the range of theoretical options, objectives, publics, pedagogical methods, and institutional context should be approached. This study, emphasis the shift from informal, experiential teaching methods to more structured and systematic approaches. The article offers insights into the changing nature of entrepreneurship education, moving from a craft-based approach to a more scientific and systematic methodology. It delves into teaching models, learning processes, and the implications of this evolution for the field of entrepreneurship education.

Kuratko (2005) examines the development, patterns, and difficulties in the field of entrepreneurship education. The author explores the history of entrepreneurship education, identifies recent developments, and talks about the difficulties that institutions and instructors encounter when attempting to effectively deliver entrepreneurship education. The authors of this page give a thorough review of entrepreneurship education's historical evolution, present trends, and challenges. It emphasizes the field's dynamic nature and how vital it is in educating people about the entrepreneurial difficulties of the contemporary world. Social media, cell phones, and tablet computers have largely replaced conventional teaching techniques and earlier kinds of academic inquiry. Generation "Z" was born into this digital information society. As this generation of "virtual learners" joins the workforce and college classrooms, traditional teaching and learning methods are no longer successful. Expository teaching methods are becoming less and less popular in favor of contemporary ICT-enabled learner-centered instructional designs. To describe the challenges and competitive environment associated with ICT's mainstream integration into academic business education in general and the entrepreneurship discipline in particular.

Martin et al. (2013) as entrepreneurial education and training (EET) expand quickly around the world, governments are getting more concerned with the effective human capital generation it facilitates. Sadly, there isn't enough reliable data to support the claim that EET promotes the development of new or better entrepreneurs. The results of entrepreneurship education in terms of the development of human capital are analyzed and summarised using a meta-analysis methodology in this article. It concludes with a discussion on the importance of entrepreneurship education in developing human capital for entrepreneurship. Its goal is to provide a thorough assessment of the effect of entrepreneurship education programmes on the skills, knowledge, and attitudes important to entrepreneurial success.

Tötterman and Sten (2005) investigated the function of social capital in the context of business incubation and how it affects the development of new businesses. The study looks into the role business incubators play in the formation of social networks and the building up of social capital among start-ups. a description of the study's data collecting, analysis, and research methodology. An explanation of the sample of new businesses participating in business incubator programmes. Business incubators can help start-up enterprises grow by establishing their legitimacy and helping them build successful support and business networks. When aiding entrepreneurs who are attempting to develop a successful business, business incubators shouldn't place the greatest emphasis on financial capital. Entrepreneurship education has had an effect on student inclination and intentionality. a lack of consensus on what entrepreneurship or business education actually "is."

III. Statement of the Problem

Entrepreneurship education has gained significant attention as a vital component of modern education systems. It aims to equip individuals with the skills, knowledge, and mindset necessary to create and manage successful ventures. While proponents argue that entrepreneurship education fosters innovation and economic growth, critics point out various challenges associated with its implementation. Proponents of entrepreneurship education argue that it is essential due to its potential to drive economic development and job creation. A study by Carree and Thurik (2010) found a positive correlation between entrepreneurship education and economic growth in European countries. Additionally, Kuratko (2005) highlighted that entrepreneurship education can cultivate creative thinking, risk-taking, and adaptability qualities crucial for success in today's rapidly changing business landscape. Entrepreneurial education in North Eastern India presents unique opportunities and a promising scope for economic growth and regional development. With its distinct cultural diversity, untapped resources, and evolving business landscape, the region can benefit significantly from entrepreneurship education.

IV. Objectives of the Study

To advance the understanding of entrepreneurship education more broadly.

To identify the various challenges and efforts in view of entrepreneurship education in northeastern Indian states.

To elaborate on the impact and outcomes of entrepreneurship education initiatives, enabling evidence-based decision-making and resource allocation.

V. Methodology of the Study

Due to the nature of the research which is exploratory the majority of the information in the paper is secondary data that was gathered from a variety of journals, magazines, and articles. Using the requirements of the study's objectives as a guide, a descriptive study is conducted. The study used a great deal of secondary data.

VI. Challenges in Entrepreneurship Education

Lack of Standardization: One major challenge is the absence of standardized curriculum and assessment methods across institutions. This variability in content and delivery can lead to inconsistent learning outcomes (Fayolle, 2013).

Theoretical vs. Practical Balance: Balancing theoretical knowledge with practical experience is often difficult. Hands-on learning, internships, and exposure to real business scenarios are critical for entrepreneurship education's effectiveness (Hindle, 2007).

Dynamic Nature of Entrepreneurship: Entrepreneurship is constantly evolving due to technological advancements and market trends. Traditional educational institutions might struggle to keep pace with these rapid changes (Kraus et al., 2015).

Cultural and Contextual Relevance: Entrepreneurship's dynamics can be influenced by cultural and contextual factors. Implementing a one-size-fits-all approach may not address these nuances effectively (Achtenhagen et al., 2013).

Risk Aversion: Entrepreneurship involves risk-taking, which contradicts the risk-averse nature of many educational systems. Encouraging students to embrace failure and uncertainty is challenging (Foliard et al., 2018).

Limited Awareness and Mindset: The lack of knowledge and entrepreneurship-related mindset in North East India is one of the country's biggest problems. The area has historically been dependent on government employment and does not have a strong entrepreneurial culture. It is necessary to alter societal perceptions and support young people's aspirations for innovation, risk-taking, and entrepreneurship.

Infrastructural Constraints: Infrastructure issues in the area include poor connectivity, restricted access to technology, and a dearth of reputable institutions offering entrepreneurship education. These limitations make it difficult to spread the knowledge, get the training, and get the resources needed to support entrepreneurial ventures.

Financial Barriers: The difficulties faced by aspiring entrepreneurs are made worse by their limited access to capital and financial institutions. Because there are comparatively fewer formal financial institutions in North East India, it can be challenging for business owners to find startup money, investors, and credit. The ability to navigate the complex financial landscape is also hampered by a lack of financial literacy.

Entrepreneurship education holds promise as a catalyst for economic growth and innovation. However, its implementation faces challenges ranging from curriculum standardization and dynamic content to practical experiential learning and cultural relevance. Addressing these challenges is crucial for ensuring that entrepreneurship education truly prepares individuals for success in the entrepreneurial landscape.

VII. Efforts in Entrepreneurship Education

Government Initiatives: The government of North East India has recognized the value of entrepreneurship education and has launched a number of initiatives to support the growth of entrepreneurial skills and culture. These include the creation of funding programmes that are specifically designed for the area and entrepreneurship development institutes and incubation centers.

Skill Development Programs: To give aspiring entrepreneurs the knowledge and skills they need, skill development programmes are being run. These courses emphasize developing networking abilities, business planning, marketing techniques, and financial management.

Industry-Academia Collaboration: To close the gap between theoretical understanding and practical application, partnerships between academic institutions and businesses are encouraged. This entails integrating curriculum that is applicable to the industry, planning guest lectures, and organizing internship and mentorship programmes.

Support for Women Entrepreneurs: In North East India, particular efforts are being made to support and empower female entrepreneurs. Dedicated training programmes, financial aid, and networking platforms are just a few of the initiatives being used to increase the participation of women in entrepreneurship and advance gender equality in commercial endeavours.

VIII. Opportunities of Entrepreneurship Education in North East India

Cultural Diversity and Indigenous Knowledge: The North Eastern region is rich in diverse cultures and indigenous knowledge. Entrepreneurial education can leverage this cultural wealth to encourage unique business ideas and foster innovation (Bhattacharyya & Chakraborty, 2019).

Natural Resources and Agro-based Industries: The region's abundant natural resources offer opportunities for ventures in agriculture, horticulture, and eco-tourism. Entrepreneurial education can equip individuals with the skills to harness these resources sustainably (Gupta et al., 2019).

Handicrafts and Handloom Industries: North Eastern states are known for their exquisite handicrafts and handloom products. Entrepreneurial education can empower local artisans with marketing, management, and design skills to create sustainable businesses (Ghosh, 2020).

Tourism and Hospitality: The region's scenic beauty, cultural festivals, and diverse cuisine offer the potential for growth in tourism and hospitality. Entrepreneurship education can nurture hospitality professionals and tour operators (Deb & Barman, 2020).

Entrepreneurial education in North Eastern India can:

- Address unemployment by creating job creators instead of job seekers.
- Promote local economic development by encouraging small-scale enterprises.
- Preserve indigenous traditions and knowledge through innovative business models.
- Enhance self-reliance and reduce the region's dependency on external resources.

IX. Entrepreneurship Education is Able to Develop Entrepreneurial Skill in North East India

In North East India, entrepreneurial skills could be effectively developed through education. Entrepreneurship education can encourage a culture of innovation, creativity, and risk-taking among aspirant business owners in the area by providing people with the necessary knowledge, mindset, and practical skills.

Knowledge and Awareness: Individuals who receive entrepreneurship education gain a solid understanding of the fundamental ideas and guidelines for establishing and operating a business. It addresses issues like risk assessment, market analysis, financial management, and marketing strategies. People are given the skills they need to recognize and seize entrepreneurial opportunities by this knowledge.

Practical Skills: Education in entrepreneurship emphasizes the development of both theoretical knowledge and practical skills. Individuals gain practical experience in problem-solving, critical thinking, decision-making, and effective communication through interactive learning techniques, case studies, and real-world simulations. These abilities are essential for navigating the complexities and challenges of entrepreneurship successfully.

Mindset and Attitude: The mindset and attitude of people towards entrepreneurship are significantly shaped by entrepreneurship education. It fosters resilience, adaptability, self-assurance, and a willingness to take calculated risks. For entrepreneurs to overcome obstacles, embrace innovation, and persevere in the face of difficulties, they must possess these qualities.

Networking and Collaboration: Programmes for entrepreneurship education frequently offer chances for networking and teamwork with like-minded people, mentors, subject matter experts, and successful entrepreneurs. Building a strong network enables aspiring business owners to access resources, form partnerships, and gain useful insights, supporting a positive entrepreneurial ecosystem.

Experiential Learning: Many initiatives to promote entrepreneurship education place a strong emphasis on experiential learning, which encourages people to take part in practical entrepreneurial activities like internships, business competitions, and startup ventures. By enabling people to use their knowledge and skills in practical settings, these real-world experiences teach them important lessons and help them become more entrepreneurial.

Encouraging Innovation and Creativity: Innovation and creativity are fostered and encouraged in individuals through entrepreneurship education. It encourages the development of an entrepreneurial mindset that values fresh concepts, creative problem-solving, and the capacity to spot and seize business opportunities. This emphasis on innovation fosters an entrepreneurial culture that can propel economic development and growth in North East India.

X. Transforming The System Of Higher Education In Developing Next Generation Entrepreneurs In North East India

For North East India to foster the next wave of entrepreneurs, a strong higher education system is essential. Because of the distinctive sociocultural and geographic characteristics of this area, it is important to make specific efforts to give students the knowledge, abilities, and entrepreneurial mindset they need to succeed in the business world. In addition to outlining important strategies and initiatives, this section emphasizes the significance of reforming the higher education system.

Curriculum Reforms:

Curriculum reforms are one way to change the higher education system. Incorporating programmes, courses, and modules that are specifically geared towards entrepreneurship and cover a range of business startup and management topics is necessary to achieve this. The curriculum should place a strong emphasis on problem-solving, innovation, experiential learning, and practical skills. Collaboration with business owners and industry experts can aid in creating curricula that support entrepreneurial thinking and are in line with market demands.

Incubation and Startup Support:

The development of entrepreneurship within higher education institutions depends on the establishment of incubation centers and startup support programmes. For students with entrepreneurial aspirations, these centers offer the necessary infrastructure, mentoring, networking opportunities, and financial assistance. Collaborations with business, the government, and investors can improve how well these programmes help students gain practical experience and direction.

Industry-Academia Collaboration:

To develop the next generation of entrepreneurs, higher education institutions and industries must encourage collaboration. Partnerships between business and academia can help with internships, business visits, guest lectures, and collaborative research projects. These partnerships expose students to actual business settings, market trends, and practical difficulties, allowing them to gain useful knowledge and skills.

Entrepreneurship Development Cells:

A favorable environment for entrepreneurial activities can be created by establishing Entrepreneurship Development Cells (EDCs) within universities and colleges. Successful businesspeople and subject-matter experts can be invited to speak at workshops, seminars, and programmes for entrepreneurship development those EDCs can host. These cells also assist students interested in entrepreneurship by offering advice, mentorship, and support.

Financial Support and Access to Capital:

Capital access is essential for aspiring business owners. Financial assistance, grants, and loans ought to be made available with a focus on student entrepreneurs. Access to funding and investment opportunities for entrepreneurial ventures can be facilitated by partnerships with financial institutions, venture capitalists, and angel investors.

Policy Support and Government Initiatives:

The transformation of the higher education system to promote entrepreneurship requires strong government support. Students may be inspired to pursue entrepreneurial careers by policies and programmes that encourage it, offer tax advantages, and simplify regulatory processes. The expansion of the startup ecosystem in North East India can also be facilitated by government-sponsored funding and entrepreneurship development initiatives.

XI. Background of Entrepreneurship Education in Northeast India

In recent years, entrepreneurship education in Northeast India has drawn a lot of attention as a way to boost the local economy, create job opportunities, and address developmental issues in the area. Northeast India's distinct

socio-cultural and geographic features offer both advantages and disadvantages for the growth of entrepreneurship. The history of entrepreneurship education in Northeast India is briefly discussed in this section, emphasizing its emergence and development over time.

Cultural Diversity and Traditional Entrepreneurial Practices:

Northeast India is renowned for having a wide range of indigenous communities that engage in traditional entrepreneurial pursuits. The area has a long history of trade and commerce, and the local economy is firmly rooted in entrepreneurship. Entrepreneurial endeavours have their roots in traditional practices like handicrafts, handloom weaving, agriculture, and horticulture.

Economic Opportunities and Development Challenges:

Northeast India has a wealth of natural resources, including a diverse ecosystem, the potential for hydropower, and a prime location for trade with its neighbors. The region has struggled with connectivity, infrastructure, and market access, which has prevented it from reaching its full economic potential. The region's entrepreneurial spirit can be unlocked by addressing these issues through entrepreneurship education.

Government Initiatives and Policy Support:

The government has launched a number of initiatives to encourage entrepreneurship in Northeast India, realizing the value of entrepreneurship education. In cooperation with state governments and other stakeholders, the North Eastern Council (NEC) has put programmes and policies into place to support the growth of entrepreneurship. The NEC's main areas of focus are skill development, financial assistance, the establishment of incubation centers, and entrepreneurship awareness campaigns.

Educational Institutions and Skill Development Programs:

Northeast India's universities, colleges, and educational institutions have begun to provide courses, initiatives, and programmes that emphasise entrepreneurship. These educational institutions are including entrepreneurship in their curricula more frequently in an effort to give students the knowledge, abilities, and entrepreneurial mindset they need. In order to mentor and support aspiring entrepreneurs, academic institutions have established Entrepreneurship Development Cells (EDCs).

Industry-Academia Collaboration and Start-up Ecosystem:

To close the gap between theoretical understanding and practical application, partnerships between academic institutions and businesses have been encouraged. Industry collaborations, internships, and mentoring initiatives are designed to expose students to actual business settings and give them practical experience. Additionally, Northeast India's startup ecosystem has been steadily expanding, with incubation centers, co-working spaces, and organizations that support entrepreneurship facilitating the development of entrepreneurial ventures.

XII. Entrepreneurship Education-Present Scenario

Growing interest in entrepreneurship education and a move toward encouraging a culture of innovation and startups have been noticed in India. To equip students with the knowledge and abilities necessary to start and manage their own enterprises, numerous universities, institutes, and commercial organizations have started to offer courses and programs in entrepreneurship. These been incorporated into the curriculum of certain renowned institutions, including the IITs and the IIMs. In addition, a number of government programs, including Startup India, Make in India, and Skill India, promoted entrepreneurship and offered assistance to start-up businesses. Following are the different educational institutes which are giving entrepreneurship related courses in India:

Table 1: The Various Entrepreneurship Educational Institutes in India (Long Duration)

Institute	Course Title	Focus	Duration
Madurai Kamaraj University	PGD in Entrepreneurship	Across Life Cycle	1 year
EDII	PGDBEM	Across Life Cycle	1 year
SECOM	B.Com., BBA., BBAITM, Master of E-Commerce	Across Life Cycle	1 – 3 years
SPJIMR	EPBA	Across Life Cycle	18 months
	Family Managed Business Programme		2 years
Indian Institute of Entrepreneurship, Guwahati	PGDME	Across Life Cycle	1 year

Source: “Entrepreneurship Education in India- A Perspective”, ISB Hyderabad

Table 2: The Various Entrepreneurship Educational Institutes in India (Term Based)

Institute	Course Title	Focus	Duration
ISB, Hyderabad	PAEV	Pre Start Up	15 weeks
IIM- Ahmedabad	LEM	Pre Start Up	10 weeks
	ENVP	Pre Start Up	10 weeks
IIM- Bangalore	ENVC	Pre Start Up	10 weeks
	Corporate Venturing		10 weeks
	Social Entrepreneurship		10 weeks
	New Venture Financing		10 weeks
IIM- Calcutta	SEM	Across Life Cycle	10 weeks
	Managing New Ventures	Pre Start Up & Strat Up	10 weeks
IIM- Lucknow	Org Issuers in NV	Across Life Cycle	10 weeks
	NVP	Pre Start Up & Strat Up	10 weeks
XLRI	Entrepreneurship & NV	Pre Start Up & Strat Up	10 weeks
XIME	Entrepreneurship	Across Life Cycle	10 weeks
XIM, Bhubaneswar	NEM	Pre Start Up & Strat Up	10 weeks
	Rural Entrepreneurship	Pre Start Up & Strat Up	10 weeks
	Social Entrepreneurship	Pre Start Up & Strat Up	10 weeks
SPJIMR, Mumbai	Start Your Business Prog.	Across Life Cycle	12 weeks

Source: “Entrepreneurship Education in India- A Perspective”, ISB Hyderabad

The Post Graduate Programme in Enterprise Management (PGPEM) and Executive Education programmes are just two of the entrepreneurship courses offered by the Indian Institute of Management Bangalore (IIMB). Through its Shailesh J. Mehta School of Management, the Indian Institute of Technology Bombay (IIT Bombay) provides entrepreneurship courses. The Vinod Gupta School of Management at the Indian Institute of Technology (IIT) Kharagpur provides entrepreneurship training. The Post Graduate Programme in Management (PGP) and other executive education programmes are just two of the entrepreneurship programmes offered by the Indian School of Business (ISB). To provide entrepreneurship instruction and support, the National Entrepreneurship Network (NEN) works in partnership with a number of educational institutions. In its MBA programme, the Symbiosis Institute of Business Management (SIBM), Pune, includes entrepreneurship-related courses.

There had been efforts to promote entrepreneurship education and innovation in the North East states of India. The region had seen initiatives aimed at fostering entrepreneurial skills among the youth, creating business incubators, and providing support for startups. Various educational institutions and organizations in the North East had started offering entrepreneurship-related courses and workshops to encourage students and aspiring entrepreneurs to explore business opportunities. Government schemes and programs were also introduced to provide financial assistance, mentorship, and guidance to startups in the region.

Indian Institute of Technology Guwahati (IIT Guwahati) offers entrepreneurship courses through its Center for Educational Technology and Entrepreneurship Development (CETED). North Eastern Regional Institute of Science and Technology (NERIST) offers programs and courses related to entrepreneurship and technology management.

Tezpur University offers courses and workshops in entrepreneurship through its School of Management Sciences. Assam Don Bosco University offers entrepreneurship education through its Entrepreneurship Development Institute (EDI). North Eastern Council (NEC) provides support for entrepreneurship development and skill training in the North East region.

The present scenario of entrepreneurship education in North East India reflects a growing emphasis on promoting entrepreneurial skills, fostering innovation, and creating an enabling ecosystem for startups. Here is an overview of the present scenario of entrepreneurship education in North East India:

Government Support and Initiatives:

The government has launched a number of initiatives to advance entrepreneurship education in the area after realizing its significance. Numerous entrepreneurship development programmes, skill development initiatives, and financial assistance programmes have been introduced by the North Eastern Council (NEC) and state

governments specifically for North East India's budding entrepreneurs. These programmes are designed to offer the tools, support, and funding required promoting entrepreneurship in the area.

Integration into Educational Institutions:

In North East India, educational institutions now include entrepreneurship education in their curricula. To help students develop their entrepreneurial skills and mindset, universities, colleges, and technical institutions have begun to offer entrepreneurship courses, certificate programmes, and workshops. These institutions have also created Entrepreneurship Development Cells (EDCs) to aid students interested in entrepreneurship with advice, mentorship, and support.

Incubation Centers and Startup Ecosystem:

In the area, incubators and startup support groups have emerged to give aspiring business owners the infrastructure, mentoring, networking possibilities, and access to capital they need. These facilities serve as hubs for fostering new businesses by giving access to co-working spaces, industry experts, and markets as well as investors. They are essential in promoting the expansion and prosperity of entrepreneurial endeavours in North East India.

Skill Development and Training Programs:

In North East India, entrepreneurship-focused skill-development and training initiatives are flourishing. These courses are designed to improve the practical abilities, expertise, and competencies needed to launch and run a business. They cover a range of entrepreneurship topics, such as marketing plans, financial management, business planning, and innovation. Governmental organizations, academic institutions, and businesses that support entrepreneurship run these programmes.

Industry-Academia Collaboration:

To close the knowledge gap between academia and the real-world applications of entrepreneurship, partnerships between educational institutions and businesses have been encouraged. For the purpose of giving students practical advice and industry insights, successful entrepreneurs and mentors are invited to serve as guest lecturers, mentors, and advisors. These partnerships give students the chance to network, learn about industry trends, and get first-hand experience with entrepreneurial endeavours.

Support for Women Entrepreneurs:

In North East India, initiatives are being made to support and promote female entrepreneurs. To promote the involvement of women in entrepreneurship and give them the support and tools they need to succeed, specialized programmes, funding plans, and networking platforms are being established. These programmes seek to advance gender equality and give female entrepreneurs more power.

XIII. Conclusion

Northeast India has seen a rise in entrepreneurship education as a driver of economic growth and a solution to the problems faced by the area. Entrepreneurship education is being incorporated into Northeast India's educational ecosystem with the help of government programmes, academic institutions, and business partnerships. Entrepreneurship education is anticipated to make a significant contribution to the socioeconomic development and uplift of the area by encouraging entrepreneurial skills, fostering innovation, and creating an enabling environment. The current state of entrepreneurship education in North East India reflects a growing emphasis on encouraging an entrepreneurial culture, offering opportunities for skill development, and building a community that supports startups. In North East India, entrepreneurship education is positioned to play a significant role in promoting economic growth and empowerment thanks to government support, integration into educational institutions, the emergence of incubation centers, and industry-academia partnerships. By supplying people with information, practical skills, the proper mindset, networking opportunities, and a supportive environment for innovation, entrepreneurship education has the potential to promote the development of entrepreneurial skills in North East India. The area can support aspiring entrepreneurs and contribute to the region's overall socioeconomic development by funding entrepreneurship education initiatives.

Availability of Data and Materials: The majority of the information in the paper is secondary data that was gathered from a variety of journals, magazines, and articles.

Conflicts of Interest: The authors declare that they have no conflict of interests.

Funding: There was no funding support for this study.

Authors' Contributions: All authors contributed equally to this work. All the authors have read and approved the final version manuscript.

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