



ROLE OF ENTREPRENEURIAL SCHEMES IN THE DEVELOPMENT OF ENTREPRENEURSHIP IN NAGALAND

Dr.J.Suresh Kumar. M.A., M.Phil., Ph.D.¹,

Mrs.D.Shobana. M.Com., MBA., NET., PGDCA., Ph.D(Pursuing)²

¹Associate Professor, Department of Economics, St.Joseph University, Dimapur, Nagaland, India

²Assistant Professor, Department of Management Studies, St.Joseph University, Dimapur, Nagaland, India

Article DOI: <https://doi.org/10.36713/epra11365>

DOI No: 10.36713/epra11365

ABSTRACT

Entrepreneurship development has contributed to economic growth, rural development, job creation, and business expansion, as well as providing a source of income for impoverished villagers. India has demonstrated that entrepreneurial activities contribute to their countries' progress. Similarly, the growth of entrepreneurship in India has been on the rise. Many researchers have studied the progress of entrepreneurial growth across India's states. Since the implementation of government policies encouraging many local business people to venture into business, entrepreneurship development has been on the rise. The purpose of this paper is to investigate entrepreneurial schemes and the development of entrepreneurship in Nagaland.

KEYWORDS: *Entrepreneurs, Entrepreneurship and Entrepreneurship Development, Economic Growth, Rural Development*

INTRODUCTION

Entrepreneurs can make a significant contribution to a country's economic development and growth. There are more entrepreneurs in more developed areas. The unemployed have a problem in that they are looking for wage earner jobs and are unaware of the numerous opportunities for entrepreneurial careers. This is largely due to a lack of education in entrepreneurship development. Most educational curricula in most countries do not include entrepreneurship development. Entrepreneurship development is a collection of entrepreneurial programs that help entrepreneurs hone their skills and expand their knowledge in order to successfully run their business. When someone starts their own business, it creates job opportunities for others. Thus, the concept of entrepreneurship schemes entails providing a person with the necessary skills and knowledge to start and run a business.

An entrepreneur, in a nutshell, is "someone who starts a new project (Enterprise), venture, or tries a new opportunity with his/her innovative ideas while taking financial risk." Entrepreneurship encompasses both the entrepreneur and the business. Unlike traditional businesses, entrepreneurship incorporates social responsibility as the fourth factor of production. Because Nagaland has almost no corporate houses, entrepreneurs play an important role in creating jobs in our community. The Indian government has been actively promoting entrepreneurship throughout the country in order to create new job opportunities and combat poverty. The current state of entrepreneurship in Nagaland, as well as the opportunities for entrepreneurs.

Without a doubt, entrepreneurship is becoming a driving force in the State's economy, with the Government of India signing ceasefire agreements with various political parties and launching a variety of development projects. With a growing number of unemployed young people and a scarcity of government jobs, entrepreneurship has emerged as a viable option for job creation and income generation. Nagaland is rich in entrepreneurial resources. In Nagaland, there are numerous opportunities for entrepreneurs. The government provides incentives to first-time entrepreneurs. Globally, it is estimated that 60% of all businesses fail. As a result, young people must be properly trained and informed in this field before venturing into different avenues. Entrepreneurs are also said to be created rather than born. The majority of them are neither untrained youths nor professionals in this field. As previously stated, basic entrepreneurship training is strongly recommended. As a result, you will be able to steer your company in the right direction while also benefiting from various government programs and subsidies.

Furthermore, there are numerous free entrepreneurship and skill development training programs organized and sponsored by various government agencies such as State Government Departments, Indian



Institute of Entrepreneurship (IIE), MSME, KVIC, SIDBI, NSDC, and others to nurture and support you on your journey to entrepreneurship. Most young people are hesitant to start a business because they believe that the first thing they need is money. Nagaland Industrial Development Corporation Limited (NIDC), National Small Industries Corporation (NSIC), Small Industries Development Bank of India (India), National Schedule Tribes Finance and Development Corporation (NSTFDC), National Minorities Development and Finance Corporation (NMDFC), North East Industrial Development Finance Corporation (NEDFi), District Industry Centers (DIC) Our Hon'ble Prime Minister has recently launched several new schemes such as Startup India.

Similarly, entrepreneur-friendly programs such as the Prime Minister Employment Generation Programme (PMEGP) are available. The maximum cost of a project/unit admissible under the manufacturing sector is Rs.25 lakh, and the maximum cost of a project/unit admissible under the business/service sector is Rs.10 lakh, and can be implemented through State KVIC Directorates, State Khadi and Village Industries Boards (KVIBs), District Industries Centers (DICs), and banks. Beneficiaries of the PMEGP may be eligible for a 25-35% subsidy (of project cost). (Ozukum, Entrepreneurship – our opportunities, 2016)

REVIEW OF LITERATURE

According to Gupta.C.B. and Srinivasan.(1992) N.P.'s article "Entrepreneurial Development," most women's businesses face a lack of raw materials and necessary inputs. This is compounded by the high cost of raw materials on the one hand, and obtaining raw materials at the lowest possible discount on the other. The failure of many women's co-operatives engaged in basket-making in 1971 is an example of how the raw material society sounds the death-knell for female-run businesses. (N.P.Srinivasan, 1992)

According to Siddharth G. Das (1999), major changes are occurring all over the world, particularly in the business world. The challenges of turning an Entrepreneurship do not waste time on failure because they consider it to be a mere passing in the process of the entrepreneur creating new organizations or small businesses offering something new to customers, employers, or other stake holders. Entrepreneurship is also about change and innovation. As a result, having a business idea is not enough; they must also identify the market. As entrepreneurs compete in both domestic and international markets, the current challenge is identifying the global market. As a result, the challenge is change. (G.Das, 1999)

According to M.Soundarapandian (1999), developing entrepreneurship, particularly rural entrepreneurship, is critical, but it is not without challenges. Financial constraints, a lack of technical know-how, a lack of training and extension services, management issues, a lack of quality control, high production costs due to high input costs, a lack of communication and market information, poor raw material quality, a lack of storage and warehousing facilities, obsolete and primitive technology, and a lack of a promotional strategy are the most common bottlenecks in the development of village industries. (Soundarapandian.M, 1999)

According to N.K.A.Rao (2001), the future entrepreneur of the millennium will face significant challenges, including severe competition not only on a national but also on a global scale. This is especially true in areas where there has previously been some protection, such as consumer products. As a result, the future entrepreneur must be prepared through training and research before planning and launching an enterprise. (N.K.A.Rao, 2001)

S.Mathivanan and M.Selvakumar (2008) conducted a survey among 200 women entrepreneurs in small scale industrial units and analyzed various socio-economic factors and the status of women entrepreneurs in small scale industries in Virudhunagar district, arguing that women should be allowed to engage in business freely and that women entrepreneurship should be recognized to ensure the country's economic growth. (M.Selvakumar, 2008)

OBJECTIVES

To investigate the entrepreneurial schemes in Nagaland.

To investigate the major skill training and vocational education in Nagaland.

METHODOLOGY OF THE STUDY

This study is based on secondary data; it is a thorough review of several reports, research articles, policy papers, and comparative statistical data from government websites. The data in the related topic is gathered primarily from published and unpublished works on the subject. Furthermore, the data has been analyzed based on individual knowledge.

KEY GOVERNMENT SCHEMES AND PROGRAMMES TO DEVELOP ENTREPRENEURSHIP

The government implements a variety of programs to support and develop rural industries, including credit and financial assistance, skill development training, technological and quality enhancements,



infrastructure development, and marketing assistance. The following is a brief discussion of some of the major government schemes.

Table – 1 Various Schemes by the State Government of Nagaland for Entrepreneurship Development

Sl.No	Entrepreneurship Development Schemes
1	Start Up Nagaland
2	Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
3	Model Career Centre
4	Nagaland Rural Bank Micro Units Development and Refinance Agency (MUDRA) loan
5	Stand Up India
6	Centrally Sponsored Scheme “Enhancing Skill Development Infrastructure in North East States and Sikkim”
7	Mahatma Gandhi Academy for Human Development (MGAHD)
8	Industrial Training Institutes (ITI)
9	Van Dhan-Yojana of TRIFED general Tribal entrepreneurship in Nagaland
10	Rural Self-Training for promoting Self Employment through RSETI

Source: Secondary Data from Govt Website

MAJOR ENTREPRENEURIAL SCHEMES IN NAGALAND

1. Start Up Policy of Nagaland: The Start-up Policy is based on an action plan aimed at promoting bank financing for start-up ventures in order to boost entrepreneurship and also to encourage start-ups by creating job opportunities for all entrepreneurs. Its primary goal is to create and innovate products and services while increasing job opportunities for people. The main goal of Nagaland's start-up policy is to mobilize funds for investment in various new enterprises; it also facilitates the growth of at least 500 start-ups over the next five years with the goal of establishing innovative "Made in Nagaland" products. To instill a culture of creativity and entrepreneurship in the environment through their skills and innovation.

2. Pradhan Mantri Kaushal Vikas Yojana: PMKVY was established to encourage and promote skill development in the country by providing free short-term skill training and incentivizing this by offering monetary rewards to youths who complete skill certification. The goal of this PMKVY in Nagaland is to up skill local weavers and artisans in order to increase their productivity through RPL assessment and certification in traditional handicrafts. This scheme aims to up skill over 4000 craftsmen and artisans. They will be able to improve their skills and knowledge by using the National Skills Qualification Framework. Its goal is also to enable a large number of Nagas to participate in industry-relevant skill trainings, allowing them to provide a better living for themselves and their families. (Entrepreneurship M. o., 2022)

3. Model Career Centre (Employment, 2022): Model career centres connect career opportunities and jobs through counselling and training. It is said to be a platform for employers, job seekers, counsellors, local service providers, skill providers, and the government. As a first step, Kohima is being transformed into a model career through the Regional Employment Exchange. This MCC's responsibilities include ensuring that the Model Career Centres run smoothly. Its role also includes bringing together capacity building activities in various schools and colleges by holding job fairs that include interaction providers, counsellors, and others. Its role is to conduct research and market analysis in order to generate intelligence for MCC's improved performance.

4. Nagaland Rural Bank Micro Units Development and Refinance Agency (MUDRA) Loan: MUDRA is a scheme that provides funds to non-corporate; non-farm sector income generating activities of micro and small enterprises whose credit needs are less than 10 lakhs. (Ozukum, Eastern Mirror, 2016) Through this, they can encourage entrepreneurs and provide funding to non-cooperate small business sector. The MUDRA's mission is to achieve inclusive and sustainable development by assisting and promoting partner institutions and creating a growth ecosystem for micro enterprise sectors. Some of the activities that can be covered by the MUDRA scheme are as follows:

- A. Purchasing transportation vehicles for the transportation of goods and services, as well as passengers.
- B. Community, social, and personal service activities such as salons, beauty salons, boutiques, and so on. (features, 2020)
- C. Business loans for traders and shopkeepers, as well as non-farm income-generating activities, with a beneficiary loan of up to ten lakh per enterprise or borrower. (features, 2020)
- D. agricultural-related activities such as pisciculture, beekeeping, poultry, fishing, and so on.

5. Stand up Nagaland: This scheme aims to promote entrepreneurship among women, minorities, and people with disabilities. Stand up India facilitates a loan to at least one SC/ST or one female borrower per bank branch for the establishment of a greenfield enterprise. Its goal is to facilitate loans from public sector banks to both old



and new businesses ranging from Rs 10 lakh to Rs 1 crore without collaterals, with National Scheduled Tribes Finance Development Corporation (NSTFDC) providing an additional loan of 15% of the margin money to entrepreneurs from scheduled tribes and scheduled castes, as well as at least one female entrepreneur. Since the inception of the SUI scheme, banks have sanctioned Rs 421.13 lakhs to beneficiaries in the Kohima district, which includes 11 women entrepreneurs.

6. Centrally Sponsored Scheme “Enhancing Skill Development Infrastructure in North East States and Sikkim” (Entrepreneurship D. o., 2022): This scheme, "Enhancing Skill Development Infrastructure in North East States and Sikkim," has upgraded two ITIs. Three new trades and five ITIs have been introduced as a result of the upgrading of these two ITIs by supplying infrastructural deficiencies such as hotel management, equipment and furniture, and so on. The project is being carried out under the umbrella of the "Vocational Training Projects Implementation Society of Nagaland." An Industrial Training Institute is currently under construction under this scheme in Dimapur and Peren.

7. Mahatma Gandhi Academy for Human Development (MGAHD) (Sciences, 2021): This scheme was first implemented in Nagaland's Chuchuyimlang, Mokokchung district. This scheme was launched on October 2, 2015, at Chuchuyimlang village in Nagaland's Mokokchung district, by the Union Human Resource Development Minister and the Chief Minister of Nagaland. MGHDA is collaboration between the Institute of Nagaland Gandhi Ashram and the Hans Foundation in New Delhi (Sciences, 2021). This scheme's vision is to instil the spirit of innovation and the use of technology in order to impact positive change in society, with the goal of bringing up students, entrepreneurs, NGOs, government departments, and industry professionals.

8. Industrial Training Institutes (ITI) (Commission, 2020): The goal of these ITIs is to expose students to real-world work environments while also allowing them to gain knowledge through hands-on observation and job execution. It also focuses on college and high school dropouts. Craftsmen Training Schemes became law as a result of this scheme. The goal of this scheme is to ensure a steady flow of skilled workers in various trades and industries. It also improves the quality and quantity of industrial production through systematic worker training. Reducing youth unemployment by preparing them for suitable industrial employment (Commission, 2020). The state currently has eight ITIs.

9. Van Dhan-Yojana of TRIFED General Tribal Entrepreneurship in Nagaland: The Van Dhan Yojana is a component of the Minimum Support Price (MSP) mechanism for marketing Minor Forest Produce (MFP) (MSP). This scheme, introduced by TRIFED, Ministry of Tribal Affairs in collaboration with State Departments, has seen notable success in Nagaland in terms of tribal entrepreneurship. Nagaland Beekeeping and Honey Mission (NBHM), the state's nodal agency for honey production, has been the implementing agency for the aforementioned cluster (Tribal Co-Operative Marketing Development Federation of India Limited Ministry of Tribal Affairs, 2020). It is entirely funded by the central government, with TRIFED providing Rs 15 lakhs for each of the 300 Van Dhan Kendra Cluster members. (Network, 2021)

10. Rural Self-Training for Promoting Self Employment through RSETI: The goal of the Rural Self Employment Training Institute (RSETI) is to create as many jobs as possible by providing need-based training and funding to both BPL and APL people, so that the rural economy thrives and living standards rise. RSETI's core mission is to provide free, one-of-a-kind, intensive short-term residential training to rural residents. RSETIs give women entrepreneur's equal opportunities. Beekeeping, goat rearing, organic farming, and rubber trapping are some of the programmes available. Sericulture and sheep rearing are among the agriculture EDPs available. EDPs support bamboo and cane crafts, embroidery and fabric painting, hand embroidery, and handicrafts manufacturing. Aside from that, RSETIs also organise Skill Up gradation Programs and Growth Programs for new entrepreneurs.

SKILLS TRAINING CENTRES AVAILABLE IN NAGALAND

To improve the situation in rural areas, skill training and vocational education must be improved. It will help to expand the employee's scope and opportunities by developing his talents and enhancing his skills. Skill development will aid in the provision of appropriate training that will support and guide their employees in their chosen field. Such training will assist or encourage a large number of people to make the most of their training and job placement opportunities and to build a career for themselves.



Table - 2: Skills Training Centres available in Nagaland

NAME OF TRAINING CENTRE	SERVICES OFFERED	ADDRESS
Nagaland Woman Vocational Training	<ul style="list-style-type: none"> · Embroidery and Tailoring · Traditional and Modern Jewellery Designing · Cane and Bamboo works, etc. 	Super market, Bank Colony, Dimapur, Nagaland, 797112.
Pinnacle Skills	<ul style="list-style-type: none"> · Consultancy services · Design Courses · Entrepreneurship Development, Executive Training, etc. 	DC Court Junction, West City Building, Duncan Basti, Dimapur, Nagaland, 797112.
Gyanyoti Foundation (Ministry of Rural Development, 2017)	<ul style="list-style-type: none"> · Tourism · Hospitality, etc. 	Sovima Village, Niathu Khel, NH-29. Opp. Essar Petrol Pump, Dimapur, 797112.
IWSN Training Centre	<ul style="list-style-type: none"> · Fashion Designing · Cutting Tailoring · Computer Institute, etc. 	Purana Bazar, Dimapur, Nagaland, 797112.
Ascent Skills	<ul style="list-style-type: none"> · Industrial Training · Soft skill Training · Aviation, service training, etc. 	House no. 150 first floor, Duncan Tinali, Dimapur, Nagaland, 797112.
District Computer Centre	<ul style="list-style-type: none"> · Basic courses, and · Software Classes 	PWD Road, Midland, Dimapur, 797112.
Handloom Training Centre, Toluvi.	<ul style="list-style-type: none"> · Weaving by tribal traditional attires, motifs, designs and ornaments so as to prevent misuse and misinterpretation of traditional cultural expressions 	WQ7GT38F, Kuhuboto, Dimapur, Nagaland, 797116.
· Makar Skills Development and Services	<ul style="list-style-type: none"> · IT Consulting, and · Web Design 	Midland PWD Road, Dimapur, Nagaland, 797112.

Source: Secondary Data from Govt Website

The state has 8 (eight) Industrial Training Institutes that provide training in 20 trades (13 Engineering and 7 Non-engineering). A candidate must have a class-VIII pass and be at least 14 years old to be eligible for training in an ITI. The training period ranges between one and two years. (Nagaland, 2021)

MAJOR VOCATIONAL EDUCATION IN NAGALAND

The goal of implementing Vocational Education in schools is to prepare students for employment. Vocational courses are introduced alongside academic subjects from classes 9 to 12 as part of the vocationalisation of school education. The National Skill Qualification Framework (NSQF) is used to create a system of clear educational pathways from school to higher education while also providing vocational skill certification. Vocational education is now available in 26 government schools. (Samagra Shiksha Abhiyan, 2021)

Table – 3 Year wise approval and implementation of schools is as below

Phase	Approval Year (FY)	Implementation Year (AY)	No. of schools
Phase 1	2014-15	2015-16	5
Phase 2	2015-16	2016-17	5
Phase 3	2016-17	2017-18	1
Phase 4	2018-19	2019-20	7
Phase 5	2019-20	2020-21	8
Total no. of schools			26

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education



In each District Headquarters, phase 1-3 model schools with two trades are established. Samagra Shiksha Nagaland and NBSE are implementing the scheme with technical and monitoring support from a Hand India. As a result, Vocational Education must be prioritised in order to improve youth employability through demand-driven competency-based modular vocational courses. It will help to reduce secondary school dropout rates while also closing the gap between educated and employable.

Table – 4 District wise number of schools covered under Vocational Education Programme

SLNo.	District	Hr. Sec. Schools	Sec. Schools	Total
1	Dimapur	5	-	5
2	Kiphire	2	-	2
3	Kohima	4	-	4
4	Longleng	1	-	1
5	Mokokchung	2	-	2
6	Mon	3	-	3
7	Peren	1	1	2
8	Phek	3	-	3
9	Tuensang	1	-	1
10	Wokha	2	-	2
11	Zunheboto	1	-	1
Total		25	1	26

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education

According to the above table, the majority of the Higher Secondary Schools covered by the Vocational Education Programme are located in Dimapur District (5), Kohima District (4), and Mon and Phek Districts (2), respectively. Out of the 26 schools, Peren District also covers one more secondary school.

Table – 5 Trade and Job roles

Trades	Job roles Class 9-10	No. of Schools	Job roles Class 11-12	No. of Schools
IT/ITeS	Domestic Data entry operator	9	CRM Domestic Voice	9
Tourism and Hospitality	Food and Beverage service trainee	9	Meet and Greet Officer	5
Healthcare	Discontinued*	0	General Duty Assistant	4
Retail	Store operations Assistance	2	Sales Associate	2
Electronic and Hardware	Field Technician – other home appliances	3	Field Technician –Wireman Control Panel	1
Beauty and wellness	Asst. Beauty Therapist	1	Beauty Therapist	1
Multi Skilling	Multi Skill Foundation course	10		
Agriculture	Solanaceae crop cultivation	3		
Total		37		22

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education

The majority of students in Class 9-10 prefer Multi Skill Foundation Course (10) under Multi Skilling and also prefer Domestic Data Entry Operator Role (9) and Higher Secondary Level Students (9) from Class 11-12 prefer CRM Domestic Voice under IT/ ITeS, students in Class 9-10 (9) prefer Food and Beverage Service Trainee role and Higher Secondary Level Students (5) from Class 11-12 prefer Meet and Greet Officer role under Touri.

Table – 6 Status of Student Enrolment of Trades (AY- 2019-20)

Sector	Class 9th	Class 10th	Class 11th	Class 12 th	Total
IT/ITeS	317	213	339	19	888
Tourism and Hospitality	423	67	208	18	716
Healthcare	–	53	169	0	222
Retail	47	30	72	0	149
Electronics and Hardware	133	5	0	0	138
Multi Skilling	387	0	0	0	387
Beauty and Wellness	41	4	0	0	45
Agriculture	120	0	0	0	120
Total no. of students enrolled					2665

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education



In the Academic year 2019-20, the majority of students in Class 9 enrolled in Tourism and Hospitality (423), while the majority of students in Class 10 enrolled in IT/ITes (213, 339, and 19 respectively).

Assessment and Certification (Samagra Shiksha Abhiyan, 2021):

Broad Activities: Skills gained by students enrolled in various vocational streams/subjects are assessed by their trade specific Sector Skill Councils, according to the National Skills Qualification Framework (NSQF). During the 2019-20 academic year, students were enrolled in all six trades offered through Vocational Education, covering 11 GHSS in the state, and were assessed by the SSCs listed below under the supervision of the NSDC/respective SSCs. (Samagra Shiksha Abhiyan, 2021)

Table – 7 Students were enrolled Major Trades Vocational Education(During 2019-20 academic years)

Sl. No	Name of Trade	Sector Skill Council
1.	IT and ITeS	The National Association of Software and Services Companies (NASSCOM)
2.	Tourism and Hospitality	Tourism and Hospitality Skill Council (THSC)
3.	Health care	Healthcare Sector Skill Council (HSSC)
4.	Retail	Retailers Association Skill Council of India (RASCI)
5.	Beauty and Wellness	Beauty and Wellness Skill Council
6.	Electronics and Hardware	Electronics sector skill council

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education

Table – 8 Total No. of Students assessed under Vocational Education 2019-20

Sector	SSC	Class 10th	Class 12th	Total
IT and ITeS	The National Association of Software and Services Companies (NASSCOM)	271	25	296
Tourism and Hospitality	Tourism and Hospitality Skill Council (THSC)	83	18	101
Health care	Healthcare Sector Skill Council (HSSC)	61	–	61
Retail	Retailers Association Skill Council of India (RASCI)	41	–	41
Beauty and Wellness	Beauty and Wellness Skill Council	4	–	4
Electronics and Hardware	Electronics sector skill council	4	–	4
Total no. of students assessed by Sector skills				507

Source: Samagra Shiksha Nagaland Education Mission Society, Directorate of School Education

In the Academic Year 2019-20, the majority of students from Class 10th (271) and Class 12th (25) are assessed in IT and ITeS by The National Association of Software and Services Companies (NASSCOM), while students from Class 10th (83) and Class 12th (18) are assessed in Tourism and Hospitality by Tourism and Hospitality Skill Council (THSC).

CONCLUSION

Entrepreneurial schemes are required for the country's economic growth and development, particularly in a country like India. Entrepreneurial schemes contribute to the development of backward regions by creating job opportunities, attracting rural youth, increasing manufacturing output, developing infrastructure, and reducing poverty. Entrepreneurial activity has increased in rural areas over time, but it is still far out of proportion to urban areas. According to the most recent survey, rural entrepreneurs own 51% of Micro, Small, and Medium Enterprises, with the majority concentrated at the micro level. Since independence, the government has implemented various policies and schemes to support and develop rural entrepreneurship, but without success. In order to achieve the desired results in rural areas through entrepreneurship development, the state and federal governments must evaluate their rural entrepreneurship development schemes, training, and programmes.

REFERENCE

1. Commission, N. I. (2020). *Employment & Craftsmen Training*. Retrieved from <https://nlsic.nagaland.gov.in/index.php/2020/02/27/employment-craftsmen-training/>
2. Employment, M. o. (2022). *CII Model Career Centre*. Retrieved from <https://www.cii-mcc.in/>
3. Entrepreneurship, D. o. (2022). *ACTIVITIES OF THE DEPARTMENT*. Retrieved from <http://www.falcontms.com/activities/>



4. *Entrepreneurship*, M. o. (2022, 9 27). Retrieved from <https://msde.gov.in/en/schemes-initiatives/schemes-initiatives-through-nsdc/pradhan-mantri-kaushal-vikas-yojana-pmkvy>
5. *features*, N. R. (2020). *Dialabank*. Retrieved from <https://www.dialabank.com/mudra-loan/nagaland-rural-bank-mudra-loan/>
6. *G.Das, S. a. (1999). Entrepreneurship in the 21st Century. Indian Management Karnataka.*
7. *M.Selvakumar, S. a. (2008). A study on Socio-Economic Background and Status of Women Entrepreneurs in Small Scale Industries. Madars .*
8. *Ministry of Rural Development, G. o. (2017). List of Training Centre. Retrieved from http://ddugky.gov.in/list-training-centers?field_training_center_state_value=Nagaland&field_training_center_district_value=Dimapur&field_pia_value=&field_sector_name_tid=All&field_trade_tid=All&apply_btn=Apply*
9. *N.K.A.Rao. (2001). Entrepreneurship Development-2001 . New Delhi, India: National Socil Science Documentation Centre (ICSIR).*
10. *N.P.Srinivasan, C. a. (1992). Entrepreneurial Development, . Sultan Chand & Sons.*
11. *Nagaland, G. o. (2021). SKILL DEVELOPMENT & ENTREPRENEURSHIP. Retrieved from https://desd.nagaland.gov.in/*
12. *Network, K. &. (2021). Retrieved from Van Dhan Yojana of TRIFED generating Tribal entrepreneurship in Nagaland: https://knnindia.co.in/news/newsdetails/state/van-dhan-yojana-of-trifed-generating-tribal-entrepreneurship-in-nagaland*
13. *Ozukum, R. (2016, 5 10). Eastern Mirror. Retrieved from https://easternmirrornagaland.com/entrepreneursip-our-opportunities/*
14. *Ozukum, R. (2016). Entrepreneursip – our opportunities. Dimapur: https://easternmirrornagaland.com/.*
15. *Samagra Shiksha Abhiyan, G. o. (2021, 11 6). Vocational Education. Retrieved from https://webtest.nagaland.gov.in/samagra/vocational-education/*
16. *Sciences, T. I. (2021). Mahatma Gandhi Academy for Human Development (MGAHD). Retrieved from https://tiss.edu/view/11/projects/all-projects/mahatma-gandhi-academic-for-human-development-mgah/*
17. *Soundarapandian.M. (1999). Development of Rural Industrialization: issues and strategies,. kurukshetra.*
18. *Tribal Co-Operative Marketing Development Federation of India Limited Ministry of Tribal Affairs, G. o. (2020). VanDhan Yojana. Retrieved from https://trifed.tribal.gov.in/pmvdy*