

A Comprehensive Review of Cultural Entrepreneurship Initiatives Insights from TVET Programmes Empowering Girls

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Abstract

Cultural entrepreneurship is a growing field that combines entrepreneurial pursuits with cultural aspects to produce commercially feasible goods and services. This study explores the relationship between cultural entrepreneurship and technical and vocational education and Training (TVET) programmes, focusing on empowering girls in India. TVET programmes provide essential knowledge and skills and when combined with cultural entrepreneurship, they offer females new opportunities to use their cultural legacy for economic development. The study uses a multimodal approach to assess the integration of cultural entrepreneurial activities within TVET programmes, focusing on empowering girls in India. Theoretical foundations emphasise the intersection of cultural legacies and entrepreneurial pursuits, emphasising TVET's role in providing real-world experience and business aptitude. TVET programmes foster gender equality, inclusive policies, career diversity, and entrepreneurship, promoting economic growth and preserving cultural heritage. National educational policies like the National Education Policy (NEP) 2020 and National Policy on Skill Development and Entrepreneurship (NPSDE) 2015 align with the integration of cultural entrepreneurship into TVET,

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addressing difficulties in scaling skill development and satisfying market demands. Despite obstacles like gender stereotypes, curriculum relevance and access to high-quality education, TVET programmes provide opportunities for empowerment through entrepreneurship, skill development, gender-inclusive policies and teamwork. Investment and cooperative efforts are crucial for successful cultural entrepreneurship activities within TVET programmes and ensuring girls reach their full potential as cultural entrepreneurs, contributing to national prosperity and sustainable development.

Keywords: Cultural entrepreneurship, TVET programmes, girl empowerment, economic development, sustainable development.

INTRODUCTION

Cultural entrepreneurship is a dynamic field that bridges cultural elements with entrepreneurial endeavours. It encompasses a wide range of activities that promote the creation, dissemination and commercialisation of cultural products and services. While cultural entrepreneurship has been studied extensively, this paper delves into the unique intersection of cultural entrepreneurship and Technical and Vocational Education and Training (TVET) programmes targeted at empowering girls. TVET programmes have been recognised as a means to provide girls with essential skills and knowledge for economic independence and personal development. When integrated into these programmes, and cultural entrepreneurship can offer new avenues for girls to leverage their cultural heritage and creativity for economic empowerment.

India's skill requirement calls for millions of individuals to be formally trained and qualified for employment. (Radhakrishnan, U., Nagarajan, A., Sheshadri, S. and Rao, B., 2018)

Over the past decade, skill development has assumed critical importance in India's policy discourse. (Maitra, Srabani and Maitra, Saikat and Thakur, Manish., 2022) Targets 4.3 and 4.4 of the Sustainable Development Goal (SDG) 4 aim to ensure affordable technical and vocational education so that more and more people can be educated with relevant skills for financial success (Dey, S. and Srivastava, A., 2023). Technical and Vocational Education and Training becomes very crucial for the holistic development of learners as they promote the development of their cognitive, affective and psychomotor domains, (Dey, Suprabha and Srivastava, Asheesh, 2022). Cultural entrepreneurship has emerged as a dynamic and innovative field that seamlessly bridges cultural elements with entrepreneurial endeavours. It encompasses a wide range of activities that revolve around the creation, dissemination and commercialisation of cultural products and services. The essence of cultural entrepreneurship lies in its ability to transform

cultural assets into economically viable ventures, making it a powerful force in both economic development and cultural preservation. While cultural entrepreneurship as a field has been extensively studied, this paper explores a particularly unique and promising intersection — that between cultural entrepreneurship and Technical and Vocational Education and Training (TVET) programmes, with a specific focus on empowering girls. TVET programmes have long been recognised as a pivotal means to provide girls with essential skills and knowledge, equipping them for economic independence and personal development in an ever-evolving world. The participation of Indian women in business and work has been restricted by several factors with culture playing an immense part. The cultural norms and patriarchy in India has hindered the growth and livelihood of millions of women. Despite India having been a great hub for female foeticide, Indian women have continued to strive and thrive in their respected fields (Kaveeswarar, A. and Bharathi, S., 2017).

As we delve deeper into the unique and transformative potential of this synergy, we'll explore how cultural entrepreneurship within TVET programmes can help girls leverage their cultural backgrounds and traditions to create economically sustainable pathways. By doing so, we aim to shed light on how this integration can uplift and empower girls, fostering not only economic

independence but also a stronger sense of self and community.

Significance of the Study

The potential of cultural entrepreneurship to promote economic development and preserve cultural heritage has come to light more and more in recent years. The effective integration of cultural entrepreneurship efforts into Technical and Vocational Education and Training (TVET) programmes is still not well understood, especially when it comes to the empowerment of girls. TVET programmes can be used to foster cultural entrepreneurship among girls, allowing them to use their cultural heritage for economic empowerment. This is because these programmes are essential in providing individuals with the practical skills, they need to become economically independent. Notwithstanding the possible advantages, there remain obstacles to overcome, like scarce resources and the requirement for customised curriculum creation to successfully incorporate cultural entrepreneurship into TVET programmes. To ensure these projects' success and sustainability, they must also be in line with India's National Education Policy (NEP) 2020 and National Policy on Skill Development and Entrepreneurship (NPSDE) 2015. This research intends to support youth empowerment, especially for girls, and the decrease of unemployment through entrepreneurship in the MSME sector by tackling these

issues and promoting the inclusion of cultural entrepreneurship in TVET programmes. In the end, including cultural entrepreneurship in TVET programmes can support economic development, uphold India's rich cultural legacy and empower girls. To overcome current obstacles and guarantee the success of such projects, attaining these goals will necessitate a large investment and cooperation among stakeholders.

Objective of the Study

This study's main objective is to perform a thorough analysis of cultural entrepreneurship programmes that are included in Technical and Vocational Education and Training (TVET) curricula, with an emphasis on empowering girls. The study is to:

1. Identify the current landscape of cultural entrepreneurship initiatives within TVET programmes, particularly those targeting girls, to understand the scope and size of existing efforts. This will be accomplished by looking at existing literature, policies and practices.
2. Examine how cultural entrepreneurship activities in TVET programmes match with the National Education Policy (NEP) 2020 and the National Policy on Skill Development and Entrepreneurship (NPSDE) 2015 of India, and pinpoint areas that could be improved upon or brought into line.

3. Provide Educational Implications and actionable insights for stakeholders, including policymakers, educators, and practitioners to strengthen and scale up cultural entrepreneurship initiatives within TVET programmes.

Research Questions

1. What cultural entrepreneurship initiatives are integrated into TVET programmes for girls' empowerment and how widespread are they across different regions and institutions?
2. What measurable outcomes result from integrating cultural entrepreneurship into TVET curricula for girls and how do these initiatives contribute to their skill development and economic empowerment?
3. How do cultural entrepreneurship initiatives within TVET programmes align with India's National Education Policy (NEP) 2020 and National Policy on Skill Development and Entrepreneurship (NPSDE) 2015?
4. What Educational Implication can be proposed to policymakers to enhance the integration of cultural entrepreneurship into TVET curricula and promote girls' participation?

METHODOLOGY

With an emphasis on empowering females in India, this study used a multimodal approach to thoroughly

examine the integration of cultural entrepreneurship activities inside Technical and Vocational Education and Training (TVET) programmes. The technique was composed of multiple essential elements:

1. Literature Review: To acquire knowledge on cultural entrepreneurship, TVET programmes, girls' empowerment, and pertinent policies in India, a comprehensive analysis of the body of available literature was carried out.
2. Data Collection: A mixed-method approach was used to collect data, which included document analysis, interviews, and surveys. The analysis of policy documents and programme reports was done to see how well cultural entrepreneurship projects complied with federal laws.
3. Sampling Technique: To ensure representation across various locations, institutional kinds, and stakeholder roles, a purposeful selection technique was employed to choose a wide range of participants, including TVET institutions, cultural groups and stakeholders.
4. Data Analysis: To find recurrent themes, patterns, and connections in the qualitative data gathered via document analysis, qualitative data analysis approaches including thematic analysis were utilised. Data triangulation from several sources improved

the findings' validity and dependability.

5. Ethical Considerations: Throughout the research procedure, ethical issues were carefully taken care of. These included getting participants' informed consent, maintaining participant anonymity and abiding by the rules of ethics for studies involving human subjects.

With implications for policy creation and programme implementation in this area, the study aims to offer insightful information about how cultural entrepreneurship might be integrated into TVET programmes for empowering girls in India using a rigorous methodology.

Theoretical Foundations of Cultural Entrepreneurship

Cultural entrepreneurship draws from various theoretical frameworks, including cultural economics, entrepreneurship theory and cultural studies. It suggests that cultural assets such as, traditional crafts, performing arts and cultural heritage can be transformed into economically viable products and services. This transformation involves entrepreneurial activities such as, product development, marketing and distribution. Cultural entrepreneurship not only contributes to economic development but also aids in the preservation and revitalisation of cultural heritage. It encourages creativity and innovation

within cultural communities and fosters a sense of cultural identity.

Despite the importance of networks in entrepreneurship, past studies have often neglected their affective dimension, especially in the context of cultural entrepreneurship and creative economy (Oliveira, Davel and Thompson, 2023). Cultural entrepreneurship is an important type of entrepreneurship due to it focusing on cultural forms of business innovation (Ratten, 2022). Cultural entrepreneurship encompasses the journey from culture to the market, building upon the cultural aspects and developing those cultural strengths into offerings that are representative of the culturally driven tastes of the audience they are being catered. The entrepreneurial process is laid with challenges to build a unique and distinct identity and conform to the institutional establishments at the same time. One big challenge to cultural entrepreneurship remains to gain legitimacy and hence, acquisition of resources for the nascent enterprise (Kumar, 2017).

Technical and Vocational Education and Training (TVET): Definition, Meaning and History

Technical and Vocational Education and Training (TVET) is an educational approach aimed at equipping individuals with practical skills, knowledge and competencies necessary for specific trades, careers or vocations. Unlike traditional academic education, TVET emphasises

hands-on learning, focusing on the direct application of skills in real-world contexts. The ultimate goal of TVET is to prepare learners for gainful employment, entrepreneurship and participation in the workforce by providing them with the expertise required in a wide array of technical, vocational and practical fields.

At its core, TVET embodies a diverse range of educational and training programmes, catering to various sectors such as, manufacturing, construction, healthcare, information technology and services. The essence of TVET lies in its practicality, where learners engage in experiential learning, closely aligned with industry needs. It is about imparting not just theoretical knowledge but also the tangible skills that individuals need to excel in their chosen professions. TVET is synonymous with adaptability, equipping learners with the tools required to navigate the ever-evolving job market.

The historical roots of vocational education and training trace back to ancient civilisations, where apprenticeships and specialised training were common. However, the modern concept of TVET has evolved significantly. The Industrial Revolution of the 18th and 19th centuries marked a turning point, as the demand for skilled labour led to the establishment of vocational schools and apprenticeship programmes (Attwell, 1997). Competence in the French sense is multi-dimensional and relies on the integration of

practical and theoretical knowledge as well as personal and social qualities within a broadly defined occupational field. By contrast, in England, competence refers to the performance of fragmented and narrowly defined tasks, with minimal underpinning knowledge. Thus, whereas 'competence' in the English VET system usually denotes functional employability for what may be relatively low-skilled employment. In France, it encapsulates the multi-dimensional development of the individual as a citizen as well as an employee (Brockmann et al., 2008). Today, TVET institutions and programmes play pivotal roles in education systems worldwide, offering pathways to careers across diverse industries and sectors.

The increasing use of digital technologies (especially after the COVID-19 pandemic) is also driving change in the tools and modalities of learning, assessment and certification along with career guidance, job matching, and labour-market services. (International Labour Organisation, 2021a) In this context, TVET and skills systems across the globe must respond to the external demand for new skills from our increasingly digital society and enterprises. As they do so and much like any other sector they must engage in digital transformation and respond to the challenges it presents to their institutions, staff and learners. (International Labour Organisation, 2021b)

Concept of TVET

TVET embodies a concept that is both versatile and adaptive, acknowledging the changing dynamics of the workforce and society. Several key elements underpin the concept of TVET. It prioritises practical learning experiences, emphasises alignment with labour market needs, and encompasses a vast spectrum of programmes, from short-term courses to formal degrees. TVET is inclusive, welcoming learners from diverse backgrounds and promotes lifelong learning, recognising the importance of continuous skill development throughout one's career. Moreover, it takes a global perspective, preparing individuals to meet international standards and competencies, thereby enabling them to participate in a globalised workforce.

In essence, TVET serves as a bridge between education and the workforce, enhancing employability, nurturing entrepreneurship and contributing significantly to economic growth, and development in societies across the world. As the world of work continues to evolve, TVET remains an essential instrument for preparing individuals to meet the dynamic demands of the modern job market, providing them with the skills and knowledge needed for success in their chosen fields. Technical and vocational education and training (TVET) assists youth and adults in developing the skills, knowledge, attitudes and values necessary to find respectable employment and make a

positive impact on the creation of a world that is peaceful, healthy, just and sustainable (Skills for work and life, 2023).

A thinking style is the way an individual acquires, processes and organises information as well as forming ideas and views, solving problems, making decisions and articulating self-expression. Each individual of TVET has the style of thinking in learning, solving problems or even designing products. (Hamdan et al., 2021) Technical and Vocational Education and Training (TVET) has been globally recognised as one of the most vital subjects in any educational system. To satisfy the updated requirements of economic trends, current educational systems must prioritise TVET as the most effective tool for satisfying globalisation expectations (Azeem et al., 2022).

Digitalisation has led to extensive changes in the skills required for work and life. For technical and vocational education and training (TVET) institutions to remain relevant and attractive, they need to identify and introduce digital skills and competencies for the changing world of work and to better utilise the opportunities provided by digitalisation, particularly distance learning. Their success in harnessing the benefits and tackling the challenges of digitalisation largely depends on the digital capabilities of TVET teachers and trainers (UNESCO Physical Document, n.d.).

TVET Programmes Empowering Girls

Technical and Vocational Education and Training (TVET) programmes have become instrumental in addressing gender disparities and promoting gender equality, particularly in developing countries. These programmes offer girls access to education and skills training, equipping them with the knowledge and abilities necessary for employment or entrepreneurial ventures. TVET programmes, when integrated with cultural entrepreneurship initiatives, can empower girls by leveraging their cultural backgrounds, traditions and creative talents. This integration enables girls to explore culturally relevant economic opportunities and break-free from traditional gender roles.

Cultural Entrepreneurship Initiatives Insights from TVET Programme derived from Existing Literature

The important role that cultural entrepreneurship efforts play in empowering girls within Technical and Vocational Education and Training (TVET) programmes is highlighted by a thorough analysis of the pertinent research:

1. Economic Empowerment: initiatives promoting cultural entrepreneurship are essential in helping girls become more economically independent because they provide them with the tools needed to produce, market and sell cultural goods. By taking part

in these programmes, girls not only make money for themselves but also help their communities' economies grow and poverty decrease. Thus, incorporating cultural entrepreneurship within TVET programmes gives them a route to financial independence.

2. **Cultural Preservation:** Initiatives focused on cultural entrepreneurship function as a means of maintaining and reviving customs, crafts and artistic expression. Girls actively contribute to the preservation of their cultural legacy through the marketing of cultural products, guaranteeing its continuation and passing on to future generations. Girls help to preserve the traditions and cultural identity of their communities by taking on roles as cultural ambassadors and entrepreneurs.

3. **Gender Empowerment:** Initiatives for cultural entrepreneurship in TVET programmes dispel gender norms and encourage girls to enter fields that have historically been dominated by men. Through the development of entrepreneurial abilities and participation in business endeavours, girls enhance their resilience, self-assurance and independence. This empowerment promotes a more inclusive and equitable society by assisting in the removal of obstacles to gender equality and improving their economic possibilities.

4. **Sustainable Development:** The Sustainable Development Goals (SDGs) and the ideals of sustainable development are in line with the inclusion of cultural entrepreneurship in TVET curricula. These programmes provide doors to respectable employment and economic empowerment by encouraging equitable and sustainable economic growth, especially for underrepresented populations like girls. Cultural entrepreneurship also helps to preserve cultural identities and fosters intercultural communication and understanding by showcasing cultural diversity and legacy.

These Initiatives insights highlight how cultural entrepreneurship initiatives inside TVET programmes can empower girls, advance sustainable development goals, foster economic development, and preserve cultural heritage. Stakeholders may leverage the potential of cultural entrepreneurship to generate positive social change and enable girls to reach their full potential by providing targeted interventions and support.

Alignment with National Education Policy-2020 (NEP-2020)

- (i) **Holistic and Multidisciplinary Approach:** NEP-2020 emphasises a holistic and multidisciplinary approach to education. The topic aligns with this policy by advocating for the integration

of cultural entrepreneurship initiatives within Technical and Vocational Education and Training (TVET) programmes. This integration promotes a multidisciplinary approach to skill development as it encompasses both cultural and entrepreneurial aspects.

- (ii) **Skill Development and Entrepreneurship:** The National Education Policy (NEP) 2020 recognises skill development and entrepreneurship education as essential components of the education system. The paper's exploration of cultural entrepreneurship within TVET programmes directly relates to this emphasis, as it highlights the role of these programmes in equipping learners with practical skills and entrepreneurial acumen.
- (iii) **Vocationalisation of Education:** NEP-2020 promotes the vocationalisation of education to make students job-ready. The paper aligns with this objective by discussing how cultural entrepreneurship initiatives in TVET programmes can enhance the employability of participants, particularly girls, by providing them with relevant skills and knowledge.

Connection to National Policy on Skill Development and Entrepreneurship 2015

- (i) **Scaling Skill Development:** The National Policy on

Skill Development and Entrepreneurship 2015 aims to effectively address the challenge of rapidly scaling skill development while maintaining high standards and long-term sustainability. This objective can be addressed by advocating for the integration of cultural entrepreneurship initiatives into TVET programmes, potentially benefiting a substantial number of learners and enhancing the overall quality of their acquired skills.

- (ii) **Alignment with Demand Centres:** This policy seeks to align skill development with demand centres and the exploration of how cultural entrepreneurship can boost employability and foster economic empowerment directly aligns with this goal. Cultural entrepreneurship can cater to local demands for culturally significant products and services.
- (iii) **Shared Responsibility:** The policy on skill development emphasises the need for a collaborative effort involving the government, industry and community-based organisations. This approach recognises that skill development is a shared responsibility among multiple stakeholders. The adoption of this shared responsibility approach involves advocating for the integration of cultural entrepreneurship initiatives within TVET programmes. These

initiatives require cooperation between educational institutions, cultural organisations, and various stakeholders to empower learners, particularly girls with valuable skills and knowledge. The collaborative effort enhances the quality and sustainability of cultural entrepreneurship initiatives, contributing to the overarching goal of skill development and entrepreneurship.

Relevance to the ‘Youth in India 2022’ Report

- (i) Empowering Youth: The Youth in India 2022 report offers a comprehensive examination of India’s youth demographic with a particular emphasis on the issues they face and the opportunities available to them. Empowering girls through TVET programmes and cultural entrepreneurship makes a significant contribution to the broader goal of youth empowerment.
- (ii) Creating Opportunities: Acknowledging the significance of fostering opportunities for the youth, this research emphasises the integration of cultural entrepreneurship into TVET programmes. This strategic alignment aims to provide young girls with platforms to nurture their skills, actively participate in entrepreneurial ventures and ultimately catalyse economic growth.
- (iii) Addressing Youth Unemployment: Entrepreneurship and skill development initiatives, including notable programmes such as, PMEGP and ESDP, mentioned within this research, assume a pivotal role in mitigating the pressing issue of youth unemployment as emphasised in the report. This research indirectly contributes to the endeavour of reducing youth unemployment by advocating for skill development and entrepreneurship opportunities, particularly for girls.

By integrating cultural entrepreneurship into TVET programmes, not only can young girls acquire valuable skills and knowledge but they can also be encouraged to establish their micro-enterprises within the MSME sector. This not only addresses youth unemployment, as highlighted in the “Youth in India 2022” report but also bolsters the MSME sector, which plays a pivotal role in India’s economic development. Furthermore, these initiatives resonate with the shared responsibility approach mentioned in the National Policy, as they involve collaboration between educational institutions, cultural organisations and other stakeholders to nurture budding entrepreneurs. Thus, the comprehensive approach outlined in the paper aligns with the overarching goal of equipping India’s youth, particularly girls with the skills, opportunities and resources

they need to become successful entrepreneurs and contributors to the MSME sector's growth.

Relationship between Cultural Entrepreneurship and TVET

Technical and Vocational Education and Training (TVET) and cultural entrepreneurship are two different but closely related fields with a lot of opportunities for collaboration. A mutually reinforcing link underpins both fields, increasing their respective effect and reach. TVET programmes are essential for providing people, especially girls and young women with practical skills and information in a variety of technical and vocational fields. These learned abilities not only give people the tools they need to engage in a variety of occupations but they also create the foundation for future cultural entrepreneurship projects. TVET-trained persons for example, can provide a bridge between skill acquisition and cultural entrepreneurship by using their technical ability to create culturally important products or services. TVET education fosters an entrepreneurial attitude in addition to technical competencies, teaching students to identify and seize opportunities within their cultural surroundings.

The maintenance and advancement of traditional skills and practices can be greatly aided by the inclusion of cultural components in TVET programmes. When cultural heritage is incorporated into TVET, it becomes an effective instrument

for preserving and reviving these enduring facets of a society's identity. These extremely conventional abilities and methods serve as major sources of inspiration and value generation for cultural business. As a result, incorporating cultural components into TVET promotes the emergence of cultural entrepreneurship as a path for both economic success and cultural continuity, in addition to serving as a means of cultural preservation.

The most significant result of the interaction between cultural entrepreneurship and Technical and Vocational Education and Training (TVET) is the empowerment of individuals, especially young women and girls who gain skills that can lead to financial independence. TVET programmes that emphasise female empowerment play a crucial role in providing participants with the technical skills needed for a variety of career paths. Initiatives promoting cultural entrepreneurship enable people, especially those from excluded groups, to use their creativity and distinctive cultural origins to achieve economic independence. Girls are encouraged to question gender norms, achieve financial independence, and actively participate in their communities' economic development through the mix of TVET and cultural entrepreneurship.

Fostering creativity and innovation is a common focus of both TVET and cultural entrepreneurship. TVET programmes foster critical thinking,

problem-solving and adaptability skills essential for spotting distinctive cultural business prospects. Innovative product and service creation that appeals to a wide range of consumers and aligns with cultural traditions is essential for the growth of cultural entrepreneurship. The collaboration between Technical and Vocational Education and Training (TVET) and cultural entrepreneurship fosters an atmosphere that values creativity and innovation while also improving skill development.

The combination of cultural entrepreneurship with TVET has an impact on community impact and sustainable development. TVET may significantly support sustainable development goals, especially those related to economic growth, decent labour and the preservation of cultural diversity when paired with cultural entrepreneurship. Initiatives promoting cultural entrepreneurship frequently have a strong community focus, inspiring people to start companies and undertake projects that not only advance economic success but also protect and celebrate the distinctive cultural features of their local communities.

Although there are many benefits to the interaction between TVET and cultural entrepreneurship, there are drawbacks as well. Among the main obstacles are addressing the need for curriculum development that is effective in fusing cultural aspects with technical abilities, guaranteeing market access for

products driven by culture and overcoming resource limitations. To foster favourable conditions for cultural entrepreneurship inside TVET programmes, educational institutions, cultural groups and legislators can collaborate to address these difficulties. Stakeholders may optimise the potential of this dynamic relationship to drive empowerment, cultural preservation, economic development and sustainable advancement for individuals and communities alike by fostering cooperation and facilitating customised solutions.

CHALLENGES AND OPPORTUNITIES

While cultural entrepreneurship initiatives within TVET programmes offer substantial benefits, they also face challenges such as, limited resources, access to market, and the need for tailored curriculum development. Challenges and opportunities associated with implementing TVET and its role in empowering girls is shown below:

Challenges

1. **Gender Stereotypes and Bias:**
One of the foremost challenges in implementing TVET programmes for girls is the persistence of gender stereotypes and bias. Societal norms often discourage girls from pursuing traditionally male-dominated trades and careers, making it difficult to attract and retain female learners in TVET programmes.

2. **Access to Quality Education:** In many regions, there is a significant disparity in access to quality TVET programmes for girls, particularly in rural and marginalised communities. Limited infrastructure, inadequate funding, and a lack of female-specific facilities can hinder girls' participation in TVET.
 3. **Curriculum Relevance:** TVET programmes may not always align with the changing needs of the job market, limiting the employment opportunities available to female graduates. It's crucial to ensure that TVET curricula are relevant, up-to-date and inclusive of emerging sectors and technologies.
 4. **Social Stigma:** Social stigma associated with girls pursuing technical and vocational fields can deter them from enrolling in TVET programmes. Overcoming cultural biases and societal pressure is a significant challenge in empowering girls through TVET.
 5. **Teacher Training and Gender Sensitisation:** TVET instructors may require specialised training in gender-sensitive teaching methods and strategies to create an inclusive and supportive learning environment for girls.
- Opportunities**
1. **Empowerment through Skills:** TVET offers a powerful opportunity to empower girls by equipping them with practical skills and knowledge. These skills enhance their employability and economic independence, breaking the cycle of poverty.
 2. **Gender-Inclusive Policies:** Many countries are increasingly recognising the importance of gender-inclusive policies in TVET. These policies aim to create a more supportive and inclusive environment for female learners, encouraging their participation.
 3. **Career Diversification:** TVET programmes can help girls diversify their career choices, encouraging them to explore non-traditional fields where opportunities may be more abundant. This can lead to greater economic empowerment and gender equality.
 4. **Entrepreneurship and Innovation:** TVET programmes often foster entrepreneurship and innovation. Girls who complete TVET training can start their businesses or contribute to innovative solutions in various sectors, further enhancing their economic prospects.
 5. **Role Models and Mentorship:** Successful female role models and mentorship programmes within TVET can inspire girls to pursue technical and vocational careers. These programmes provide guidance and support, helping girls navigate potential challenges.
 6. **Collaboration and Partnerships:** Collaboration between governments, educational institutions, NGOs, and the private sector presents

opportunities to expand and enhance TVET programmes for girls. Partnerships can provide funding, resources and expertise to support these initiatives.

RESULT AND DISCUSSION

One promising way to empower females, support economic growth, and preserve cultural heritage is through the integration of cultural entrepreneurship activities within Technical and Vocational Education and Training (TVET) programmes. Using the theoretical underpinnings of both entrepreneurship and cultural economics, this integration highlights the transformative ability of using cultural assets to achieve economic emancipation. TVET programmes are vital platforms for imparting skills and encouraging entrepreneurship among girls because of their focus on practical skills and compatibility with industry needs. This strategy addresses gender imbalances and advances sustainable development goals in line with national policies like India's National Education Policy (NEP) 2020 and National Policy on Skill Development and Entrepreneurship (NPSDE) 2015. While issues like gender stereotypes and access to high-quality education continue to be obstacles, there are many chances for empowerment through the development of one's talents, the implementation of gender-inclusive policies and cooperation between stakeholders. In the end, there is a great deal of promise for

positive social change and economic progress to be achieved through the synergy between cultural entrepreneurship and TVET, all while protecting cultural assets.

MAJOR FINDINGS

1. **Interdisciplinary Nature:** Cultural studies, entrepreneurship theory and cultural economics are some of the academic frameworks that are incorporated within cultural entrepreneurship. It emphasises the conversion of cultural legacy into commercially viable goods and services and denotes the meeting point of entrepreneurial endeavours and cultural assets.
2. **Neglected Affective Dimension:** The emotive component of networks in entrepreneurship is frequently overlooked in previous studies, especially in the creative economy and cultural entrepreneurship. Enterprises engaging in cultural entrepreneurship can be greatly impacted by comprehending and utilising the emotional ties that exist within networks.
3. **Legitimacy and Resource Acquisition:** Obtaining capital for emerging businesses and establishing legitimacy are obstacles that cultural entrepreneurship must overcome. For cultural entrepreneurial endeavours to thrive and expand, these obstacles must be overcome, underscoring the necessity of institutional support and ecosystems that foster support.

4. **Journey from Culture to Market:** Using cultural assets to satisfy consumer preferences, cultural entrepreneurship entails a path from culture to the market. Navigating obstacles while preserving a unique cultural identity and adhering to institutional standards are all part of this process.
 5. **Role in Economic Development and Cultural Preservation:** In addition to promoting economic growth, cultural entrepreneurship supports the preservation and regeneration of cultural assets. It also promotes a sense of continuity and cultural identity by encouraging innovation and creativity among cultural communities.
 6. **Empowerment through Entrepreneurship:** Initiatives centred around cultural entrepreneurship, particularly those found in Technical and Vocational Education and Training (TVET) programmes, empower people—especially women and girls—by empowering them with skills, encouraging economic independence, dispelling gender stereotypes and supporting sustainable development objectives.
 7. **Alignment with National Policies and Reports:** By promoting holistic and multidisciplinary methods, vocationalisation of education, and youth empowerment, the integration of cultural entrepreneurship into TVET programmes is in line with national policies on education, skill development, and entrepreneurship. Furthermore, it tackles issues mentioned in publications like 'Youth in India 2022' by offering chances for economic growth, entrepreneurship, and skill development, especially for underrepresented groups like girls.
 8. **Challenges and Opportunities:** Although there are many advantages to cultural entrepreneurship in TVET programmes, there are drawbacks as well, including gender stereotypes, a lack of access to high-quality education, curricular relevance, social stigma and the requirement for teacher preparation. The efficacy and inclusion of TVET programmes can be improved, nonetheless, by providing chances for empowerment through skills, gender-inclusive policies, career diversity, entrepreneurship, role models, mentorship and collaboration.
- With an emphasis on its capacity to promote empowerment, economic growth and cultural preservation, these significant findings offer insights into the theoretical underpinnings, real-world applications and policy importance of cultural entrepreneurship within the framework of TVET programmes.

EDUCATIONAL IMPLICATIONS

1. **Curriculum Integration:** Academic institutions that provide economics, cultural studies and entrepreneurship curricula ought

to think about incorporating courses or modules on cultural entrepreneurship. Students will gain a thorough understanding of how cultural assets can be used to promote economic sustainability through this interdisciplinary approach.

2. **Emotional Intelligence Training:** Emotional intelligence instruction should be a part of entrepreneurship education, with a focus on the value of establishing and preserving affective bonds within networks. Activities like role-playing, case studies and group discussions centred on comprehending emotions in corporate environments might help achieve this.
3. **Resource Accessibility:** To help educational institutions access resources for cultural entrepreneurship activities, collaborations should be formed with cultural groups, governmental bodies and businesses in the private sector. Grants, mentoring programmes, facility access and networking opportunities catered to the needs of aspiring cultural entrepreneurs are a few examples of this.
4. **Practical Application:** The focus of entrepreneurship education should be on providing students with opportunities for experiential learning that let them travel the path from culture to market. This can be working on real-world initiatives, doing internships or collaborating with different cultural communities to create and promote goods and services that are culturally appropriate.
5. **Cultural Sensitivity Training:** Training in cultural sensitivity and understanding should be included in TVET programmes that incorporate cultural entrepreneurship. When creating their entrepreneurial endeavours, this will assist students in navigating various cultural environments, honouring cultural customs and effectively interacting with communities.
6. **Gender-Inclusive Initiatives:** Gender-inclusive policies and practices should be aggressively promoted by TVET programmes to stimulate girls' involvement in cultural entrepreneurship. This can involve focusing recruitment efforts, offering mentorship and establishing a nurturing atmosphere that encourages girls' confidence and entrepreneurial goals.
7. **Policy Advocacy:** Institutions of higher learning have a part to play in promoting laws that encourage the inclusion of cultural entrepreneurship in TVET courses. This could entail highlighting the advantages of cultural entrepreneurship for social inclusion and economic development through interactions with legislators, business stakeholders and local authorities.
8. **Teacher Professional Development:** Training in cultural competency, curriculum design, and gender-sensitive teaching strategies should

be provided to TVET instructors. This will make it possible for them to design inclusive learning environments that meet the many needs of students who want to pursue cultural entrepreneurship, especially girls.

9. Collaborative Partnerships: To improve the efficacy and inclusivity of cultural entrepreneurship projects inside TVET programmes, educational institutions ought to cultivate relationships with cultural groups, industrial associations and governmental bodies. Working together can make it easier to gain access to the networks, resources and knowledge that cultural entrepreneurship projects require to succeed.

Institutions can successfully educate students, particularly girls about the opportunities and challenges of cultural entrepreneurship within TVET programmes by putting these educational implications into practice. This will advance gender equality and sustainable development goals in addition to promoting economic development and cultural heritage protection and promotion.

CONCLUSION

A developing topic with significant implications for both economic development and cultural preservation is cultural entrepreneurship, which lies at the nexus of entrepreneurial endeavours and cultural features.

This study has examined the mutually beneficial link that exists between technical and vocational education and training (TVET) programmes and cultural entrepreneurship, with a particular emphasis on the empowerment of girls in India. Through the inclusion of cultural entrepreneurial activities in the Technical and Vocational Education and Training (TVET) curriculum, this study sheds light on how girls can use their cultural legacy to boost their social and economic status.

Theoretical underpinnings emphasise the value of connecting entrepreneurial pursuits with cultural legacies and emphasise the critical role that Technical and Vocational Education and Training (TVET) plays in providing people, especially women with real-world experience and commercial acumen. This study has clarified the many advantages of incorporating cultural entrepreneurship into TVET programmes using a multimodal approach, including the advancement of gender equality, inclusive policies, career diversity and entrepreneurship. TVET programmes protect and preserve cultural heritage while simultaneously promoting economic growth by creating an atmosphere that is conducive to cultural entrepreneurship.

The integration of cultural entrepreneurship into TVET is in line with national educational policies, such as the National Education

Policy (NEP) 2020 and the National Policy on Skill Development and Entrepreneurship (NPSDE) 2015, which highlight the importance of taking a strategic approach to addressing the difficulties associated with scaling skill development and satisfying market demands. Through entrepreneurship, skill development, gender-inclusive policies and cooperative collaborations, TVET programmes offer pathways for empowerment despite barriers such as, gender stereotypes, curriculum relevance and access to high-quality education.

In summary, funding and teamwork are essential for the effective execution of cultural entrepreneurship activities in TVET programmes, guaranteeing that girls realise their full potential as cultural entrepreneurs and make a positive impact on the economy and sustainability of the country. TVET programmes can be catalysts for social transformation, economic empowerment and cultural regeneration by embracing the transformative potential of cultural entrepreneurship. This can enhance the lives of individuals and communities alike.

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