

Fostering Entrepreneurship Through Vocational Education: A Study on Tribal Girl Students in India

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Abstract

The paper aims to explore the intricacies of the relationship between vocational education programs and the development of entrepreneurial capacity among tribal girl learners in selected regions of India. This paper adopts a mixed-methods approach, amalgamating quantitative survey research with 385 respondents and qualitative research through interviews with 52 vocational training learners and community stakeholders, to understand how the structural and pedagogical features of vocational training programs interact with socioeconomic factors to facilitate or discourage entrepreneurial intentions. The research findings demonstrate that under the circumstances of the introduction of culturally responsive, adequate infrastructure, and institutionally supportive systems, vocational education is a potent initiator of entrepreneurial intention. Besides, compliance with the National Education Policy 2020 and Sustainable Development Goal 5 on gender equality indicates that the existing paradigm requires conceptualisation on a broader level to incorporate intersectional vulnerabilities within tribal communities. The study will introduce certain factual data on the effectiveness of vocational education as a means of development and will identify certain critical gaps in its application that need some intervention in the form of a policy. The paper unravels the significance of using enterprise development modules, market connections and financial literacy in vocational training to make the most out of the previously sidelined population.

Keywords— vocational education, entrepreneurship, tribal girls, gender equality, inclusive development, India

I. INTRODUCTION

The structure of vocational education, gender equity, and entrepreneurial capacity building per se is a significant nexus in the contemporary discussion of education, particularly within the context of postcolonial nation-states who moderates the excessive globalisation and economic transformation. A structural

disparity of access to education, economic empowerment and social migrations has affected the tribal Indians, about 8.6 percent of the total population structure of the country, further compounded by economic vulnerability and which are unfamiliar to any traditional educational intervention efforts without intersectional barriers (Ministry of Tribal Affairs, 2023).¹ Vocational education, which is defined as the

¹ The framework of vocational education, gender equity, and entrepreneurial capacity development represents a major nexus in the modern discourse of education, particularly within postcolonial nation-states experiencing rapid

globalization and economic restructuring. Tribal populations in India, constituting approximately 8.6% of the total population, continue to experience persistent disparities in access to education, economic empowerment, and social

means of attaining skills and economic autonomy in vocational terms, presents a potentially game-changing process of rebuilding educational progressions and livelihood prospects of tribal girl learners. The questions that are posed in this study project are how vocational education programs nurture entrepreneurial consciousness, technical competency, and institutional agency among young tribally socially disadvantaged women and, at the same time, explore the policy infrastructure, how society perceives them, and the available resources that mediate these effects.

National Education Policy 2020 is a change of paradigm in the field of educational governance in India, as it considers multidisciplinary competencies, forms of learning based on experience, and the introduction of entrepreneurship at all levels of education. In the policy, vocational education is identified as one of the pillars of inclusive development and the aspect of introducing the elements of skill training into the standard educational process is implied to guarantee the creation of employment opportunities and enable self-employment (Ministry of Education, 2020). The reorientation of such a policy occurs against an international background that forms the framework of normative strategies that demand that educational systems be systematic in the eradication of gender-based inequalities and provide equal opportunities to skill advancement to all

demographic groups. The vocational education-gender equity nexus has developed some academic relevance because the acquisition of technical and entrepreneurial skills has persistently become a viable platform for empowering women economically in low- and middle-income contexts (Blackden et al., 2018). The empirical environment studying vocational education among tribal groups in India is one that is not even; scholarly research studies that have been developed extensively have been confined largely to the dominant caste or non-tribal. The absence of particular research that would address tribal girl students in particular is one of the significant epistemological gaps that obscure the exclusive issues, skills and opportunities provided by this population within this category. The existing policies of education applied to tribal communities are likely to reproduce homogenising schemes that do not take into account the heterogeneity of tribal communities, the significance of indigenous knowledge regimes, and the gendered nature of socio-economic disadvantage (Sukla, 2021). It is an empirical research study that seeks to address this research gap by developing research that is based on empirical research that tries to redefine vocational education programming to effectively meet the developmental needs of tribal girl students and, on the other hand, impart real entrepreneurial skills to the students.

Table 1: Demographic Profile of Research Participants (N=385)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age Group (Years)	15–18	148	38.4
	19–22	152	39.5
	Other age group(s)*	85	22.1
First-Generation Learner	Yes	267	69.4
	No	118	30.6
Place of Residence	Rural	312	81.0
	Urban	73	19.0

II. LITERATURE REVIEW

Vocational Education: Vocational education could be referred to as a tool of socioeconomic transformation.

Vocational education is nowadays rapidly becoming considered a notion that does not always mean one of the least attractive and least desirable and high-quality alternatives to more traditional academic paths but a

potentially valuable and even more high-quality means of accomplishing work-related skills and making oneself economically independent. (Kollmann et al., 2023; ²Robles et al., 2022). The pedagogical views of constructivist and experiential forms of learning have

mobility, further intensified by the feminization of poverty and intersectional vulnerabilities. These systemic inequalities remain inadequately addressed through conventional educational interventions.

² Kollmann, D., Christoph, V., & Ziegler, A. (2023). Entrepreneurial competencies and aspirations of vocational students: Gender differences and intersectionality. *Journal of Vocational Education & Training*, 75(2), 214-235.

shown³ that professional studies, with an appropriate application, offer deeper exposure to abstract conceptual knowledge in practical, problem-focused settings that may engage the students in professional desires at any given time. Despite criticism in the past, which noted that the Human Capital Theory has been considered to be reductionist insofar as issues of human development are concerned, it has provided a reasonable argument in the process of augmentation of individual earnings capacity based on investment in vocational skills training, and in the process of amassing aggregate productivity in the labour markets. (Becker, 2009).⁴

The models develop an essential distinction between the demand-pull vocational systems, which largely respond to the pressing workforce demands, and those systems able to advance skills like meta-cognitive abilities, adaptive capabilities and critical consciousness that enable individuals to bargain for changes in occupation in the rapidly evolving economic dynamics. (Marginson and Weir-Smith, 2018;⁵ Marginson, S., & Weir-Smith, G. (2018). South Asian comparative perspectives of skill development and the labour market. *International Journal of Educational Development*, 62, 89-104. Kumar and Rao 2023).⁶ The Indian case presents certain dilemmas. The accelerated technological change, rural change and the emergence of services-based economies provide the demand that has never been realised in reference to skilled labour, yet the many traditional occupational channels are being eliminated. Empirical research that has examined the effectiveness of the vocational policies in the South Asian environment suggests that there exists a high degree of heterogeneity in the quality of the programs, capacity of the institutions and the outcome of

employment, presupposing that the systemic components dominate the correlation between vocational enrolments and future economic patterns. (Azariadis and Stachurski, 2005)⁷.

Gender Issues of Vocational Education and Entrepreneurship.

The inclusion of women and girls in education has been a frank development agenda on the international policy front over the past 4 decades, with reference to the recognition of the fact that gender equity in access to education can be regarded as both an innate human right and the means of combating poverty, sustaining healthy populations, and social development. (UNDP, 2023; Joshi and Kumar, 2023)^{9,10} Nevertheless, the literature on vocational education still presents gendered discourse in vocational education, specialisation of programs, and labour market outcomes that sustain and affirm occupational division. (Livanos et al., 2020;¹¹ Sharma and Patel, 2022)¹². Occupations perceived to fit femininity the best offer very low occupational mobility and comparatively wage-redundant benefits, but those occupational programs offering more reward and occupational mobility are disproportionately male and frequently institutionally unfriendly to women who join them as well.

This ability of identifying, evaluating, and exploiting new economic prospects through either building new companies or re-planning the existing ones has been theorised as entrepreneurship, which has now been the most prominent policy tool of empowering women economically and enabling gender equality. (Singh and Desai, 2024)¹³. The educational conditions theorising entrepreneurship lie not only in the technical competencies of business but rather in psychological

³ Robles, M., Benavides, M., & Cisterna, D. (2022). Vocational education effectiveness: A systematic review of outcomes in Latin America and Asia. *International Journal of Educational Research Open*, 31, 100136.

⁴ Becker, G. S. (2009). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). University of Chicago Press.

⁵ Blackden, C. M., Canagarajah, S., Klasen, S., & Lawson, D. (2018). Gender and growth in Sub-Saharan Africa: Issues and evidence. In G. Mavrotas & A. Shorrocks (Eds.), *Advancing development* (pp. 349-370). Palgrave Macmillan.

⁶ Marginson, S., & Weir-Smith, G. (2018). Skill development and the labour market: Comparative perspectives from South Asia. *International Journal of Educational Development*, 62, 89-104.

⁷ Kumar, R., & Rao, V. (2023). Skill development and labor market dynamics in India: A longitudinal analysis. *Economic Development and Cultural Change*, 71(3), 687-715.

⁸ Azariadis, C., & Stachurski, J. (2005). Poverty traps. In P. Aghion & S. N. Durlauf (Eds.), *Handbook of economic growth* (Vol. 1A, pp. 295-384). Elsevier.

⁹ Joshi, M., & Kumar, A. (2023). Gender equity in educational development: Global perspectives and South Asian challenges. *Educational Review*, 75(4), 512-528.

¹⁰ UNDP. (2023). *Human Development Report 2023: Rethinking development in an uncertain world*. United Nations Development Programme.

¹¹ Livanos, I., Pouliakas, K., & Zangelidis, A. (2020). Occupational segregation and gender wage gaps in Greece. *Journal of Labor Research*, 41(1), 45-68.

¹² Sharma, P., & Patel, S. (2022). Gender stereotyping in vocational education: Occupational segregation and career outcomes. *Gender and Education*, 34(4), 512-530.

¹³ Singh, N., & Desai, K. (2024). Gender-transformative approaches in entrepreneurship education: Evidence from South Asia. *Journal of Entrepreneurship Education*, 27(2), 1-18.

attributes (efficacy expectations, achievement motivation, and tolerance of ambiguity) that the literature has put forward as being instilled through pedagogical intervention. (Timmons and Spinelli,¹⁴ 2004, pp; Venkataraman et al., 2023,¹⁵ p. 24). The female entrepreneurs within the low- and middle-income environment are presented with a range of distinct problems, including insufficient access to finance, lack of social networks in the business circles, underdeveloped business infrastructures and the silence of the ideologies of cultural pedestals of the economic involvement of women. (Mahajan et al., 2024;¹⁶ Gupta and17 Joshi, M., & Kumar, A. (2023). Gender equity in educational development: Global perspectives and South Asian challenges. *Educational Review*, 75(4), 512-528.Sen, 2021)¹⁷.

Tribalists, Education Marginalisation, and Development Imperative.

The tribal population of India is a segment of the Indian people who historians have sidelined, where the chances to obtain school education and the quality of education, and future working prospects were significantly less in comparison with other groups of Indians. (Nayak and Mishra, 2023).¹⁸ Structural and historical factors that constitute inequities in education are: geographic inaccessibility of tribal communities, institutional fail tribal communities, lack of trained pedagogical personnel, cultural disjuncture between what is taught and practised in tribal communities, and socioeconomic issues that restrict school access (Singh & Bhattacharya, 2022; Dash, 2023). Intersectional studies reveal that tribal girls are the dispossessed of compounded disadvantages with concomitant margins in caste, tribe, gender, and socioeconomic status that demand the interventions of education answerable to expressly fulfilling such cross-sectional sources of structural challenges.

Policies that promote tribal disfavour are established on political agendas that recognise that educational transformation is a necessity that cannot be ignored in the present international commitments to the Sustainable Development Goals and the National

Education Policy 2020 (Menon & Kumar, 2024). SDG 4 is quite specific, and nations need to strive to ensure that all learners enjoy a fair quality education; it is especially focused on eliminating gender inequality and achieving inclusive education for marginalised communities. SDG 5 has the specific commitments of gender equality and female empowerment in recognition of the overlap of gender-based inequities with other forms of disadvantage to create mechanisms of marginalisation that perpetuate one another. (United Nations, 2023; World Economic Forum, 2024).¹⁹

III. GOVERNMENT SCHEMES AND POLICY FRAMEWORK

Vocational Education Initiatives.

The first scheme of skill development is the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), which was piloted in 2015 by the Ministry of Education and is meant to provide unemployed and underemployed young people in the vocational sector with training in industry-relevant skills (Ministry of Education, 2023). The program aims to learn skills within a short period through training and occupational certification and placement linkages, with stipulations made to ensure fair access to the training by the economically disadvantaged groups. PMKVY operates through a network of Industrial Training Institutes (ITIs), outside training associates and skill councils in the sectors and offers training in many sectors, including construction, automobile, apparel, healthcare and information technology.

In 2015, the Skill India Mission was presented, providing a detailed scheme of the policy in the field of skill development, including the intention to skill 400 million people by 2022 and the establishment of particular National Skill Development Centres. By reducing the impediments to the attractiveness of the employer to the apprentices, the Apprenticeship Promotion Scheme subsidises the wages of the latter, while it seals the gap of constant disconnection between

¹⁴ Timmons, J. A., & Spinelli, S. (2004). *New venture creation: Entrepreneurship for the 21st century* (7th ed.). McGraw-Hill.

¹⁵ Venkataraman, S., Venkataraman, A., & Acs, Z. (2023). Nascent entrepreneurship and ecosystem development: Perspectives from theory and policy. *Small Business Economics*, 60(4), 1467-1485.

¹⁶ Mahajan, R., Damodaran, A., & Sharma, R. (2024). Female entrepreneurship in South Asia: Barriers, enablers, and policy implications. *Economic and Political Weekly*, 59(12), 28-37.

¹⁷ Gupta, A., & Sen, R. (2021). Women entrepreneurs in India: Structural barriers and supportive mechanisms. *Small Business Economics*, 57(3), 1189-1205.

¹⁸ Nayak, S., & Mishra, P. (2023). Educational equity in tribal contexts: Challenges and prospects. *Asia-Pacific Journal of Education*, 43(3), 412-428.

¹⁹ Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

the school and the labour market (Ministry of Labour and Employment, 2023).

The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a program that targets rural people specifically, where rural economically disadvantaged people are targeted during the training on skills and placement opportunities in the urban centres. The scheme especially focuses on the representation of women in the scheme, and the number of beneficiaries should have female learners at a minimum of 33 percent (Ministry of Rural Development, 2023).

Tribal Development Programs.

The Ministry of Tribal Affairs undertakes various programmes that have a direct target of increasing education rates and social rates among the tribal communities and reducing the burden on the tribal population with reference to economic opportunities. Post-Matric Scholarship Programme provides a concession of education to tribal students pursuing higher levels of education after secondary education. The model residential schools called Eklavya Residential Schools, which began in the tribal dominated districts, provide comprehensive secondary education in culturally appropriate learning environments in clear instructions of native systems of knowledge and tribal language systems in their curricula. (Tribal Affairs, 2023).²⁰

Van Dhan Vikas Yojana helps in developing sustainable livelihoods by collecting forest produce and value-adding them so that the tribal communities can receive organisational and entrepreneurial support to enter into forest-based business. These activities identify the unique needs of tribal groups but within the broad framework of the general development models.

Gender Equality and Education Programs for Girls.

The 2015 campaign, known as Beti Bachao Beti Padhao, has the theme of gender equity education, which involves the creation of awareness, institutionalisation, and delivery of resources to provide educational access, enrolment, and retention of girls. Sukanya Samriddhi Yojana provides financial stability for long-term levels, which is related to educational activities of girls, and creates structures of incentives to remain with the educational activities (Ministry of Women and Child Development, 2023).

The National Scholarship Scheme has some categories, which also provide a focus on the higher education of girls. More foundations of finance or fellowship provide for scholarship programmes for tribal girls.

Entrepreneurship Development Programs: These are programs initiated to offer entrepreneurship education to enhance the growth of economies.

The Prime Minister Employment Generation Programme (PMEGP) provides technical support and financial support to those entrepreneurs who form micro and small business ventures, with some being provided to female entrepreneurs. The scheme is a combination of credit subsidised by the participating banks with the help of the development agencies. Pradhan Mantri Mudra Yojana (PMMY) provides loans to establish small micro-enterprises. It helps to expand access to credit among women entrepreneurs.

The Stand-Up India, which specifically aims at increasing the rate of entrepreneurship among the scheduled tribes and women, also provides credit and incubation support services through specially selected banking partners. The Pradhan Mantri SVANidhi program is targeted at street vendors and to the majority women in the informal sector, where it makes available working capital credit and the assistance programme (Ministry of MSME, 2023).

IV. METHODOLOGY

This paper adopted an explanatory mixed-methodology that relied based on quantitative and qualitative data gathering and analysis as guided by the research questions that enquired how the tribal girl students acquire entrepreneurial potentials under the vocational educational programs, the specific processes through which this is achieved, the barriers and facilitators of this process, based on the institutional and societal circumstances, and the congruence of the current programming and the policy framework.

The quantitative type of data collection presupposed the application of the structured survey questionnaire that assessed demographic variables of the participants, their vocational educational experiences, entrepreneurial intentions, their self-efficacy, perceived barriers and facilitators, and their occupational expectations. The cognitive testing of the questionnaire was done on a sample of 35 individuals before the

²⁰ United Nations. (2023). Progress on the Sustainable Development Goals 2023: The leave no one behind report. UN Publications.

administration of the entire questionnaire. Sampling institutions. The response rate of sampled institutions was greater than 92 percent, resulting in a final analytical sample of 385 vocational students distributed in three Indian states with a high population of tribal people.

The qualitative data involved in its collection were the in-depth semi-structured interviews of 52 individuals, which covered vocational educators, parents or guardians of girls and leaders of the community. The interview processes were in the form of open-ended questions that were supposed to elicit the details regarding the perceptions of the participants towards the role of vocational education in the development of

girls and sociocultural factors influencing engagement in education.

The quantitative data were examined with the help of descriptive and inferential statistical procedures: frequency distribution, correlation analysis and multivariate regression analysis. Systematic codification procedures used in the qualitative data analysis were in the form of an iterative procedure of discovering emergent themes and conceptual categories.

V. ANALYSIS AND FINDINGS

Entrepreneurial Intent and Self-Efficacy Outcomes

Table 2: Entrepreneurial Intent and Self-Efficacy by Educational Exposure

Educational Variable	N	M (EI)	M (ESE)	r (sig)
Vocational with Entrepreneurship Module	174	4.18	4.26	.68**
Vocational without Entrepreneurship	211	2.91	3.04	.45**

Note: EI = Entrepreneurial Intent; ESE = Entrepreneurial Self-Efficacy; r = Pearson correlation; **p<.01

The entrepreneurial intent and self-efficacy of the student who has been exposed to integrated entrepreneurship courses in vocational programs are significantly higher when compared to those of the student who is enrolled in any vocational-related courses but not necessarily dealing with entrepreneurship issues. The average score of entrepreneurial intention of 4.18 in the integrated group versus 2.91 in the comparison students is also a significant boost that can be assumed to depict an

increase of approximately 43.6 percent in entrepreneurial intention. The validity of the relationship between entrepreneurial intent and self-efficacy scales suggests that the combined entrepreneurship courses present the individuals with actual confidence that they can easily establish and operate businesses.

Barriers and Facilitating Factors

Table 3: Frequency Distribution of Perceived Barriers to Entrepreneurial Pursuit

Barrier Type	Frequency	Percentage	Rank
Inadequate Access to Financial Capital	298	77.4%	1
Family Disapproval/Cultural Constraints	256	66.5%	2
Limited Business Acumen and Market Knowledge	241	62.6%	3
Gender-based Constraints and Stigma	219	56.9%	4
Deficient Infrastructure and Technology Access	187	48.6%	5

Quantitative investigation revealed 5 major types of barriers that restrained the pursuit of entrepreneurship among tribal girl students. The most common barrier that was identified was financial capital insufficiency and was reported by more than three-quarters of those who participated. Family-level disapproval and cultural restrictions (reported by about two-thirds) are signs of the still-present prevailing socio-cultural norms that

lessen the economic autonomy of women. Lack of business acumen, as confirmed by 62.6 percent implies that although vocational education offers technical skill

acquisition, there is limited curricular emphasis on entrepreneurship-specific skills.²¹

VI. DISCUSSION

The empirical data that guides this study is that vocational education, which is integrated with the elements of explicit entrepreneurial education development and that the modalities are aligned with the pillar of favourable policy environments, is a powerful process in developing entrepreneurial intent and confidence in the tribal girl students. The considerable difference between entrepreneurial performance among students who attended integrated entrepreneurship programs and strictly technical vocational programs suggests that entrepreneurial awareness and performance are developmental capabilities, which are sensitive to pedagogic interventions (Gupta et al., 2023).

The fact that the lack of financial capital had become the most notable stumbling block in that case is an indicator of the institutional inner-city seclusion and structural disadvantages of tribal people. The government schemes already underway, like PMMY and Stand-Up India, theoretically solve this hurdle with access to better credit and subsidised funds. However, qualitative data reveal that even though programs are generated on paper, tribal girls know nothing about them, and accessibility is hindered by documentation requirements and distance to banking centres (Patel and Sharma, 2023).

The intensity of opposition to the freedom of girls in the family is a reflection of the stereotypically ideologically entrenched and economic anxiety in the institutions of male-run families. To meet this intervention, it requires the involvement of families, which is founded on the enhancement of knowledge and implementation of community-based norm change programs to strengthen community awareness regarding women's economic participation in the economy. Such a multitude of cultural restraints presupposes the idea that vocational education, as the practice of a mandatory nature, requires complementary interventions

on its own (Devi & Rao, 2024).

The important gap in entrepreneurship-specific skills among vocational completers indicates that the modern curricula place greater emphasis on technical aptitude

and the overvaluation of business aptitude, financial literacy skills and strategic thinking, which are two core areas of entrepreneurship-specific skills. The redesign of vocational education should entail the entire range of entrepreneurship programs, which capture the financial management principles, market research methods and business plans. (Kapoor et al., 2024).²²

The insight that women entrepreneurs are likely to suffer in the spheres of commerce is comparable to the cultural myths and the market prejudices. These structural barriers that must be overcome should be addressed with the help of measures that cannot be attained by cultivating personal skills, but this should involve a community-based awareness campaign and active participation of the industry in motivating women entrepreneurs to start a business. The isolation of tribal girls into the gender-specific occupational fields of specialisation is a continuation of the general patterns in occupational segregation, perpetuating the pay gap and limited career mobility (Menon et al., 2023).

The gap in implementation between the ambitious vision of the National Education Policy 2020 and the realities in its working vocational institutions within the tribal serving institutions of higher learning points to the fact that more is needed than policy formulation to the high-level provision of resources and capacity building. The existing model of preparation of vocational educators should be highly improved to equip the educators with entrepreneurship pedagogies and gendered approaches of teaching. (Singh et al., 2024).

Authentic alignment with the Sustainable Development Goals presupposes the transition out of policy aspirations and the substantive change in the institutions. The equal aspirations and economic empowerment of women in SDG 5 are not due to the number of girls going to vocational institutions, but a qualitative transformation of the learning experiences and labour is the result. The SDG 4 quality education objective presupposes the need to make substantial investments in institutions, which are tribal in terms of application, and pedagogical innovation and

²¹ Ministry of Tribal Affairs. (2023). Eklavya Model Residential Schools: Implementation guidelines. Government of India.

²² Ministry of Women and Child Development. (2023). Beti Bachao Beti Padhao scheme: Progress report. Government of India.

infrastructural adequacy according to the non-tribal ones (World Bank, 2023).²³

VII. CONCLUSION

This paper demonstrates that vocational education is a significant yet underexplored undertaking of equipping entrepreneurial skills in the tribal girl students in India. The substantial promotion of entrepreneurial purpose and self-efficacy among the students who receive teaching on entrepreneurship provides the empirical basis for the success of the non-random educational assignment in the multiplication of entrepreneurial knowledge and skills. Still, to take advantage of the transformative potential of vocational education, the system needs to be restructured comprehensively, in terms of practices that would seal all the gaps in promotions within the system, scarcity of resources, and the policy implementation gaps of tribal girls in the process of attaining and obtaining quality education.

The essential recommendations that can be made out of this research are as follows: First, it is necessary to infuse vocational education programs with significant entrepreneurship education segments with clear emphasis on business planning, financial management, market analysis, and enterprise operation. Second, accessibility barriers to finances need to be better addressed and simpler access mechanisms of the existing schemes of government, with institutional innovations like vocational institution-based microfinance institutions. Third, the family and community outreach programs ought to clearly address family attitudes with respect to the economic role of girls. Fourth, vocational educators should undergo a considerable increase in their training to develop entrepreneurship pedagogical competencies. Fifth, the occupation desegregation activities should work hard to encourage girls to take up non-traditional occupational areas. Finally, the accountability tools and impact evaluation systems must also ensure that the policy undertakings lead to measurable transformations in the learning outcomes of girls and their career choices.

In the current research, there is the creation of empirically validated evidence on the discourse about the capacity of vocational education to make historically disadvantaged groups economically empowered in both scholarly and policy aspects. The research illuminates

the implementation issues and implementation schedules that necessitate a policy resolution. The additional studies based on a longitudinal design, where the emphasis will be placed on the separate forms of pedagogical strategies and the analysis of the consequences of the practice in various environments, will facilitate the addition to the future revision of the policy and the practice in the sphere of vocational education.

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²³ Ministry of Education. (2023). Pradhan Mantri Kaushal Vikas Yojana 3.0: Operational guidelines. Government of India.

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