ACCESSIBILITY OF JOB ORIENTED VOCATIONAL TRAINING AMONG YOUNG WOMEN IN SAMPLE DISTRICTS, TELANGANA STATE, INDIA

By

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Accessibility of Job Oriented Vocational Training among Young Women in Sample Districts, Telangana State, India.

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Contents

Abbreviations

AICTE	:	All India Council for Technology Education
AP	:	Andhra Pradesh
APSSDC	:	Andhra Pradesh Skill Development Corporation
ATDC	:	Apparel training designing centre
ATS	:	Apprenticeship Training Scheme
BC	:	Backward Caste
CCs	:	Cluster Coordinators
CTS	:	Craftsmen Training Scheme
CSO	:	Civil Society Organisation
CSR	:	Corporate Social Responsibility
DDU-KGY	:	DeenDayalUpadyay Grameen Kaushal Yojana
DFID, UK	:	Department for International Development,
DGET	:	Director General of Employment and Training
DGT	:	Director General of Training
DRF	:	Dr Reddy Foundation
FGD	:	Focus Group Discussion
GAA	:	Girls Advocacy Alliance
GP	:	Gram Panchyat
IIT	:	Indian Institute of Technology
IT	:	Information Technology
ITC	:	Indian Tobacco Company
ITES	:	IT Enable Services
ITI	:	Industrial Training Institute
JOVT	:	Job Oriented Vocational Training
MEPMA	:	Mission for Elimination of Poverty in Municipal areas
MES	:	Modular Employment skills
MOLE	:	Ministry of Labour and Employment
MSME	:	Medium and Small Scale Enterprise
NAC	:	National Academy of Construction
NGO	:	Non-governmental Organisation
NSDC	:	National Skill Development Corporation
NSIC	:	National Small Industry corporation
NSTI	:	National Skill Training Institute
NVQEF	:	National Vocational Education Qualification Framework
NSQF	:	National Skills Qualification Framework
PLF	:	Poverty Learning Foundation
PMKVY	:	Prdhan Mantri Kaushal Vikas Yojana

Abbreviations

PRI	:	Panchayat Raj Institute
RSETI	:	Rural Self Employment Training Institutes
SBT	:	Swarna Bharathi Trust
SDGs	:	Sustainable Development Goals
SDI	:	Skill Development Initiative
SHG	:	Self Help Group
SC	:	Scheduled caste
SCVT	:	State Council for Vocational Training
SIVE	:	State Institute of Vocational Education
SRTRI	:	Swamy Ramanandatirtha Rural Institute
SSC	:	Sector Skill Council
ST	:	Scheduled Tribe
T&HM	:	Tourism and Hospitality Management
TSEC	:	Tata STRIVE Extension Centre
TVE	:	Technical and Vocational Education
UGC	:	University Grants Commission
UNDP	:	United Nations Development Programme
UNESCO	:	United Nations Education, Scientific and Cultural Organisation
USAID	:	United States Agency for International Development and the
VO	:	Village Organisation
VTI	:	Vocational Training Institute
WASH	:	Water, Sanitation and Hygiene
YTC	:	Youth Training Centre

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SECTION 1: INTRODUCTION

Many of the poor don't benefit from economic growth because they lack the skills required to obtain a job- but if they do manage to acquire skills, the impact on their personal income can be dramatic.[1] Ensuring a well-trained workforce is a particularly acute challenge in India because most business are small and operate outside the formal economy; they are therefore unlikely to provide the same training opportunities as larger, better established firms.

Youth underemployment, especially among the less educated, perpetuates poverty. Despite the prevalence of youth unemployment, there is little knowledge on how to create smooth school-to-work transition or how to improve the human capital of those who can no longer go back to school. The National Skill Development Corporation (NSDC) of India and international organisations such as the World Bank, the United States Agency for International Development (USAID), and the Department for International Development (DFID, UK), increasingly consider vocational training to be one of the promising avenues through which young adults, particularly women, can acquire marketable skills that can enable them to secure employment.[2] Despite the large-scale expansionary policies and programmes of these organisations for increasing access to vocational training programmes, women still face many barriers to access them.

The government's efforts to address this issue have led to initiatives such as the National Skill Development Corporation. Most of the progress to date has around developing models for workers in urban areas and those with a minimum education level (typically class 12 or graduates). To make economic growth more inclusive, however, vocational education providers need to engage the poorest workers, girls and women, those with lower levels of education (perhaps no schooling at all or only primary education), and those who live in rural areas.

[1] An illiterate worker who moves from agriculture into light manufacturing can, with appropriate training, realise a 40 percent increase in wages. Similarly, a literate worker who has completed only primary education can expect 70 percent higher wages by moving from the farm into heavy manufacturing after having acquired the relevant skill set.

[2] Betcherman, G., K. Olivas, and A. Dar (2004), "Impacts of Active Labour Market Programs: New Evidence from Evaluations with Particular Attention to Developing and Transition Countries", Social protection discussion paper no. 0402, World Bank.

Mahita-Plan India, under Girls Advocacy Alliance (GAA) programme, considers it important to promote vocational education towards realising the equal rights and opportunities for young girls and women. This booklet analyses Job Oriented Vocational Trainings (JOVTs) implemented in Telangana from the perspective of young women. Especially it examines the barriers faced by women in relation to availability, accessibility, affordability and usefulness of JOVTs. This is the outcome of a study commissioned by Mahita-Plan India for analysis of JOVTs from the perspective of young women.

1.1 The GAA Programme

The Girls Advocacy Alliance (GAA) programme, a global initiative, aims to promote equal rights and opportunities for young girls and women. It is an initiative of Plan International-Plan Netherlands, Terre des Hommes-Netherlands, and Defence for Children-ECPAT Netherlands. The GAA programme has been implemented in 10 countries in Africa (Ghana, Ethiopia, Kenya, Liberia, Sierra Leone and Uganda) and Asia (Bangladesh, India, Nepal and the Philippines).

In India, Plan India is implementing the programme with the help of Mahita in selected districts of Andhra Pradesh and Telangana States. The districts covered are:Krishna, Kurnool, and Visakhapatnamin in Andhra Pradesh; and Adilabad, Hyderabad, Jogulamba-Gadwal, Sanga Reddy, Vikarabad, Warangal (rural and urban) and Yadadri-Bhuvanagiri, in Telangana. The programme focuses in addressing the issues of child marriage and child trafficking, promoting secondary education for girls, and Job Oriented Vocational Training (JOVT) for young women. The programme works closely with Communities, Civil Society Organizations (CSOs), the Government, and the Private Sector.

As part of this initiative, Mahita-Plan commissioned a study to analyse different vocational courses available for young women and to examine barriers faced by them in availing the skill development or JOVT courses. They assigned the task of conducting the study to Poverty Learning Foundation (PLF). The study was conducted between July and October 2019.

1.2 Statement of the Problem

There is growing importance for skill development, especially in today's context. Acquiring skills has come to be widely recognised as central to labour market outcomes (Lauder et al., 2012). For this reason, improving skills is a central concern of national governments and international donor community alike (UNESCO, 2012; World Bank, 2012). The UN Sustainable Development Goals (SDGs) have a set of targets on vocational education and skill development (see section 2 on policy environment). UNESCO's policy emphasised on the promotion of equal access of girls and women to technical and

vocational education. In recent decades, national governments and development agencies have created a range of vocational and business training programmes to improve skill levels and labour market outcomes of populations. Skill India Mission has brought stronger and needed focus on skill development[3]; and it is visible through several government and nongovernment efforts.

Vocational training programmes often target low income, unemployed or under-employed individuals who may or may not be in the formal education system. These programmes typically focus on preparing participants for jobs related to specific occupation or trade, although many programmes are increasingly being tailored to the shifting demands of the labour market. Some of these programmes specially aim to develop women's occupational and entrepreneurial skills in order to increase their employment and earnings and reduce poverty (Blattman & Ralston, 2015).

Women suffer from low levels of economic and social empowerment. The past few decades have witnessed a massive increase in the number of different microfinance and employment intervention programmes that have typically targeted women in developing countries to help them become more economically and socially independent (e.g. Bandiera et al., 2016; Groh et al., 2016). These programmes primarily focused on physical capital support without considering human capital. Gender differences in levels of educational attainment and access to business networks could limit women's ability to benefit from physical support (Field et al., 2010).

There is, thus, a need to overcome the human capital constraint on women by increasing and enlarging their skill sets. The GAA programme, being involved in the promotion of equal rights and opportunities for young girls and women, considers vocational education as a highly pragmatic approach for economic empowerment of young women. At the same time, the programme recognizes that young women face different barriers in accessing JOVTs; and must be addressed with highest priority. The major future challenges in ensuring equal access to girls and women to technical vocational education are:

- Increasing participation of girls, especially rural girls in JOVT;
- Removing gender bias in Technical and Vocational Education (TVE) from educational planning, parents, society and employers;
- Ensuring positive facilitation of both wage- and self-employment for girls;
- Expanded programme of non-formal, low-tech vocational training for rural girls; and

[3]The central government has taken a slew of measures including the setting-up and funding of new ITIs, studying the sustainability of vocational models, establishing payee mechanisms, vocationalstandards, creation of sector skill councils, modular employability schemes, etc. Recently, the government has set up the National Skill Development Agency (NSDA) with a mandate to coordinate all skill development initiatives which have resulted in an increase in capacity in recent years.

- Gender neutral educational and vocational guidance and counselling services for girls and their parents

1.3 Research issues and conceptual framework

It is in the above context that the GAA has responded to this challenge by making greater investments in understanding 'barriers faced by young women in accessing and benefitting from JOVTs'. The GAA commissioned a study for: "the analysis of Job Oriented Vocational Training (JOVT) Programs in AP and TS from the Perspective of Young Women" to foster knowledge sharing and identify action areas towards furthering the skilling agenda for young women. The findings will be used for supporting the state governments and key stakeholder groups to translate evidence into policy responses for including measures for pro-women JOVT. The immediate objectives of the study are:

- To bring out skill gap analysis for government and privately run JOVT/skill development courses for young women in rural and urban AP and TS.
- To identify the barriers faced by young women in availing the skill development/JOVT courses in terms of accessibility, availability, affordability and usefulness in getting jobs in AP and TS.
- To recommend the areas of immediate action towards furthering the skilling agenda for young women in AP and TS.

1.4 Research questions:

- Whether vocational skills programme impacted economic situation of young women, i.e., has it helped you in earning an income?
- How far economic situation of young women improved after the training?
- Whether young women feel that the vocational skills programme helped them enhance their self-confidence?
- How far the vocational skills programme has successful in broadening business and entrepreneurship skills of young women; and making them more aware of the market and its needs?

1.5 Study Methodology

An inductive research approach was employed using structured interviews. This research study report is based on fieldwork carried out in GAA operational districts of Andhra Pradesh, namely Krishna, Kurnool and Visakhapatnam. The study relied on both primary and secondary data. Primary data were collected through a survey assessment conducted with select Vocational Training Institutes (VTIs), young women and other key stakeholders. For selection of VTIs, line listing of training institutions was done using secondary data sources. Secondary data collection consisted of existing literature pertaining to policies and programmes on JOVTs, *Skill Gap Analysis Report* (2012) and availability of VTIs and courses offered by them, i.e., mainly using data available in the public domain.

1.6 Sampling

The study was carried out in six GAA operational districts of Telangana, as listed in Table 1.1. A purposive sampling method was used to select VTIs, i.e., giving representation to different types of VTIs. Within each district, two VTIs– one each from rural and urban areas were covered.

Table 1.1: Sample for the study (number)

Particulars	Sample per District	Total sample*
No. of districts covered	**NA**	**6**
VTIs	**2**	**12**
Trainees	10	**60 (62)**
Trainees who got placement	10	**60 (59)**
Unemployed women from the locality of VTI	20	**120**
Key stakeholders	**6**	**36 (25)**

**** Figures in parenthesis indicate the actually covered against proposed sample***

Information was also collected from 20 young women, selected randomly, from each VTI operational area. The sample comprised of five women each who are undergoing JOVT and those who got placement after completing JOVT course, and 10 unemployed women from two habitations/sites surrounding the VTI. The study team also conducted structured interviews using a checklist for gathering perspective of key stakeholders which included NGOs, CSRs, government officials, industries and sector specialists.

1.7 Data Collection Instruments Used

The instruments used for the study include, Focus Group Discussions (FGDs) with the Principal and Faculty members /Trainers in 12 VTIs. A structured questionnaire was administered to three categories of young women. It is comprised of two parts: (i) Common to all the three categories of respondents; (ii) questions specific to each category of respondents (Appendix 1). In addition, a checklist was used for structured interviews with key stakeholders.

1.8 Limitations of the study

The indicators used to assess the availability, accessibility, affordability and usefulness of JOVTs to young women are specific to the context of the study. To gather perspectives of young women, we collected information only from young women; and hence our sample does not include young men. Finally, VTIs are purposively selected to understand best possible scenario for young women in accessing and benefiting from JOVT offered under various programmes.

1.9 Structure of the report

The report has five sections. Section1 provides the study's background, purpose and objectives and methodology. The second section deals with The Policy Environment and Institutional Framework of Vocational Education and Training. Section 3 examines barriers faced by women in terms availability, accessibility, affordability and utility of JOVTs in Andhra Pradesh. The final section offers conclusions and recommendations.

SECTION 2: THE POLICY ENVIRONMENT AND INSTITUTIONAL FRAMEWORK OF VOCATIONAL EDUCATION AND TRAINING

The main objective of vocational education and training (VET) is to furnish the technical and management skills. Vocational training is required for acquiring relevant skills for world of work. It is intended at developing appropriate attitudes for specific occupations and jobs. Vocational education should be high on the agenda of education system and accessible to all.

2.1 Literature Review

The world would be an increasingly competitive market place where superior skilled human resource and technology would provide an edge to the competing nations. These in effect would set the parameters for the quality of TVE for all, and increasing participation of women alongside men, on a level playing field. While working women's continuing education and skill upgradation has to be high on the agenda, the secondary education as a step in lifelong learning may be seen as holding the key to the future challenges. Youth who dropped out of school/college due poor academic performance or for other reasons must get access to vocational education/training.

According to global statistics India has 2% skilled workforce of total working population. Women form a significant proportion of this work force in India; however, they are largely concentrated in the informal sector, engaged in vocations characterized by low earning, low productivity, poor working conditions and lack of social protection. There are higher number of unskilled workers in rural than in urban areas, and a greater number of women do not have any skills, compared to men with no skills.

There is a huge mismatch between demand and supply when it comes to skilled workforce and employment opportunities, which could place a strain on the economy in the long run. The World Development Report (2013) on jobs indicated that, "200 million people, a disproportionate share of them youth, are unemployed and actively looking for work". And a lot of training is required. Many of India´s young leave school ill-prepared even for rudimentary jobs (The Economist, May 2013)." [3] We need to invest in employability of youth, focusing primarily on skills and knowledge required in the job markets. Technical and vocational training is an important enabler for lifelong learning which increases the chance of finding opportunities and decent employment; and it also paves way for building equitable society.

Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. General and academic education builds analytical skills, knowledge and

critical thinking, while Vocational Education and Training (VET)[4] develops craftsmanship, practical experience and practical problem-solving abilities.
'*Technical and Vocational Education'* is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life' (UNESCO, 2001, p. 2).

The terms Technical Education (TE) and Vocational Training (VT) are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education. In this report, we are dealing mostly with VT or Job Oriented Vocational Training (JOVT).

Skills and knowledge are the driving forces of economic growth and social development of any country (Nitika et.al, 2015). The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Women are the most vibrant and dynamic segment as well as potentially most valuable human resources. However, despite phenomenal capabilities, India is seriously handicapped with a very weak and narrow knowledge and skills base, with 12.3% gross enrolment ratio, as compared to 21% in China, 54.6% in developed countries and the world average of 23.2%.

Skills and knowledge are the driving forces of economic growth and social development of any country (Nitika et.al, 2015). The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. However, despite phenomenal capabilities, India is seriously handicapped with a very weak and narrow knowledge and skills base.

VET is frequently perceived as improving the opportunities of youths who lack the resources, skills or motivation to continue with higher education. Many have argued that VET provides useful skills to prepare these individuals for labour market entry and improve their chances of a successful professional career. Ryan (2001), based on the cross-country evidence, indicated that vocational programmes, and in particular apprenticeships, increase

[4]VET, also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally nonacademic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education and training designed to advance individuals' general proficiency, especially in relation to their present or future occupations. The term does not normally include training for the professions.

the chances of an early working life. Vocational training/education is essential both for dropouts as well as for those pursuing higher education. For school/college dropouts, provision of training and technical knowledge is important to get them assimilated into new economic opportunities. Students at secondary and tertiary levels also need to acquire new knowledge and skills for job markets and enterprises.

According to Manoj Kumar Gandhi (2015), skills development initiatives are critical for sustainable and inclusive growth and development of India's economy. He highlighted the importance of JOVT for under-privileged, marginalized groups and women, as it is a powerful weapon against poverty and hunger, and for women's empowerment.

A survey conducted by Anuradha Choudhary (2018) on the skill India indicated that more female respondents expressed their interest in participating in skill development programs; 19% of the females have already enrolled in such a program as compared with 26% of males. While over three-fourths of all female's respondents were not aware of any government-run skill development program, a half of females indicated time constraints that inhibited their program enrolment. According to the survey, nearly 51% of the youth in the country perceive the lack of professional guidance in identifying jobs that match their skills to be the main obstacle in searching for a desirable job. On the other side, nearly 34% of youth reported being neither employed nor in education.

Sushendra Kumar Misra (2015) suggested that skill development policy should be modified in accordance with the need of the industry and global market and should promote the private partnership to accomplish the skill targets. Deka, R.J., and Batra, B (2016) observed that for Make in India Mission to be successful, youth need to be skilled through formal education, vocational and technical training.[5] Pandey (2017) discusses the need for bringing the higher education system under the umbrella of NSDC, UGC and Make in India; and recommends a shift in the skill development sector in favour of innovations, improvements and high-quality training.

Vandana Saini (2015) charts the various measures/ initiatives of the government and its partner agencies have undertaken for the effective implementation of the skill development system in the economy.

2.2 Review of Policy Environment

[5] *Deka, R. J., & Batra, B. (2016) "The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India": A Study. International Journal of Engineering Technology, Management and Applied Sciences, 4(4), ISSN 2349-4476, 275-282. Retrieved February 12, 2018.*

Sustainable Development Goals (SDGs) have clearly set out targets on skills and employability. The goal 4 is to ensure inclusive and equitable and promote life-long learning opportunities for all; and the goal 8 is to promote inclusive and sustainable economic growth, employment and decent work for all. The targets relevant to Vocational training under each of the above mentioned goals are given below.

Target	Narration
Target 4.3	Ensure equal access for all women and men to affordable quality technical, vocational and territory education, including university.
Target 4.4	By 2030, increase in the percentage of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
Target 8.6	By 2020 substantially reduce the proportion of youth not in employment, education or training.

UNESCO's policy to promote the equal access of girls and women to technical and vocational education is based on the Organization's normative instruments: the Revised Recommendation concerning Technical and Vocational Education (1974) and the Convention on Technical and Vocational Education (1989). As these instruments indicate, the continued persistence of inequality in this field calls for specific action in respect of girls and women taking into account their particular needs and the obstacles to be overcome.

Vocational Training (in India) refers to certificate-level crafts training and is open to students who leave school after completing grades 8-12 from any school. Programmes run under the scheme by ITIs (government and private). Some efforts have been made to create special facilities for training women. For this purpose, DGET has dedicated a women training cell to design and structure women's vocational training programmes in the country. At the state level, vocational training for women at craftsmen level is provided through a network of women's industrial training institutes under the administrative control of the state governments.

Apprenticeship training scheme (ATS) provides training facilities to youth in different trades in enterprises under the Apprentice Act 1961.

National Policy on Education, 1986 provides for Vocational Stream in the Higher Secondary Stage. Only about 5% of total student strength in Higher Secondary stage is in Vocational stream (as against the National Policy's target of 25%). BetiBachaoBetiPadhao, which aims at empowering the girl child through education, emphasises in creating an enabling environment that provides equal access to education, health, employment/skill development etc.

Vocational Education and Training was one of the thrust areas in the 11th five year plan (2007-12). Hence, a national Skill Development Policy (MoLE 2007) was put in place. Further, the national skill development mission was initiated with 11th plan by the Government of India (GoI) in 2007.

XII plan focuses proposes various measures for the promotion of the vocational education. These are launching new scheme on Vocational Education; Vocational Education to be integral part of the school education system; introduction of pre-vocational subjects at class IX; reorganization of Vocational Courses; boosting of Vocational Education at Tertiary Education Level; and introduction of National Vocational Education Qualification Framework (NVQEF).

A National Policy on Skill Development has been formulated by the Ministry of Labour & Employment. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market. The policy aims to increase the productivity of workforce both in the organized and the unorganized sectors; seeking increased participation of youth, women, disabled and other disadvantaged sections; and to synergize efforts of various sectors and reform the present system.

The National skills qualification framework (NSQF) 2013 provides a qualification framework to facilitate mobility from vocational and general education and vice versa[6]. The National Vocational Education Qualification Framework (NVEQF), on the other hand, is a unified system of national qualifications covering schools, vocational education and training institutions as well as the higher education sector (MHRD 2011).

The NSDC has identified challenges faced in building skill development ecosystem which is conducive for the women workforce. The large number of women who need to be trained since currently only 2% of the female workforce is formally trained, (ii) inadequacies in the quality and relevance of TVET (technical and vocational employment training in India), (iii) inadequate Infrastructure, acute shortage of trained women workers, poor quality of training, (iv) lack of mechanisms to judge and certify quality, (v) inequity in access to TVET for women (vi) low level of education of potential women trainees that limits training of women in the formal sector, (vii) lack of recognition of prior learning of potential women trainees (viii) relatively high opportunity cost of learning involved for training women."

[6] Horizontal mobility from VE to General Education is difficult.NSQF integrates education and training systems encouraging lifelong and continuous learning.

Emphasizing on the need for greater skill development efforts in the country, GOI launched campaign "Skill India" in July 2015. The recommenced and vigorous focus on skill development, which is noticeable in various government and non-government initiatives

Sustainable Development Goals (UNDP, 2017) have clearly set out targets on skills and employability. The SDG 4 is to ensure inclusive and equitable and promote life-long learning opportunities for all; and the SDG8 is to promote inclusive and sustainable economic growth, employment and decent work for all. The targets relevant to Vocational training under SDG4 and SDG 8 are in Table 3.1:

Table 2.1 SDGs and Targets applicable to VET

SDG Target	Narration
Target 4.3	Ensure equal access for all women and men to affordable quality technical, vocational and territory education, including university.
Target 4.4	By 2030, increase in the percentage of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
Target 8.6	By 2020 substantially reduce the proportion of youth not in employment, education or training.

2.3 The Indian Vocational Education and Training system

Vocational education and training in India has been governed by several educational institutions/organizations functioning under roughly 21 different Ministries of the federal Government (Singh 2012). Vocational education in the country usually starts after the secondary school level and is offered at school level in 11th and 12th standards.

Vocational training[7], on the other hand, falls outside the formal schooling cycle and includes institution-based training programmes[8]. Vocational training is mainly provided through Industrial Training Institutes (ITIs) and Polytechnics. Polytechnics generally offer three-year diploma courses in engineering/technology trades after the 10th standard.

[7] Vocational training in India is provided as part-time orfull-time basis. Full-time training is typically provided by the ITIs; while part-time programs are offered to the students bythe boards of State Technical Education.

[8]Programmes are administered under two principal schemes, viz., Craftsmen Training Scheme (CTS) and Apprenticeship Training Scheme (ATS). The period of training for various trades varies from six months to three years and the academic entry qualification varies from 8th to 12th standard depending on the requirements of training in different trades.

At a higher level, the technical education and vocational training system in India produces a labour force through a three-tier system: a) Graduate and post-graduate level specialists (Indian Institutes of Technology (IITs) and Engineering Colleges) trained as engineers and technologists; b) Diploma-level graduates who are trained in polytechnics as technicians and supervisors; and c) Certificate-level craft people trained in ITIs as well as through formal apprenticeships as semi-skilled and skilled workers.

Historically, vocational training has been primarily coordinated by the Directorate General of Employment and Training (DGET) under the Ministry of Labour and Employment (MOLE), Government of India; while technical training falls under the Ministry of Human Resource Development[9].

The Minister of Finance in 2005-06 announced the skill development initiative (SDI) to cater to the needs of unorganized sector. Accordingly, MoLE undertook development of a new strategic framework for skill development for early school leavers and existing workers in the unorganized sectors, known as Modular Employment skills (MES). As part of SDI, the GOI created the National Skill Development Corporation (NSDC) which aims to regulate and coordinate all the workforce skills development programs. In addition to creation of the new private vocational training providers, NSDC also created Sector Skills Councils (SSC).

The Sector Skill Councils are supported to define the National Occupational Standards (NOS) for the respective skills sectors, and are responsible for engaging with the central- and state-level implementing agencies in developing the curriculum package, engagement and capacity building of vocational teachers, and assessment and certification of the skills imparted (UNESCO9).

Nineteen central government line ministries offer vocational training (other than the ministries of Labour and Human Resource Development already discussed above). A large number of departments, councils, and autonomous bodies undertake informal skill development programmes targeted at either the smaller formal sector enterprises or informal sector workers.

[9] The main agencies involved in TVET policy formulation and its implementation at the national level include: National Skills Development Council; Ministry of Human Resource Development; Department of School Education and Literacy (for TVET programmes in senior secondary schools); Department of Higher Education (for Technical Education); Ministry of Labour and Employment, Directorate General of Employment and Training (for Vocational Training); and 20 Central Ministries and Departments which have running some small TVET programmes

Table 2.2 Skill Development Programs by Central and State Institutions and Departments

Ministries	Policy initiatives/ scheme	Central Institutions/ Departments	State Institutions/ Departments	Delivery mechanism
Ministry of Skill development and Entrepreneurship	India skill Mission	National skill Development Agency (NSDA)	State skills development mission	
	National policy on skill development PMKVY	National skill development corporation (NSDC) Sector skill councils	TASK	NSDC training partners Assessing bodies
Ministry of Human Resource development	National Education qualification Framework	National Council of Research and Training Education	Department of School Education and Literacy	Secondary Schools
		All India council for Technical education (AICTE)	Directorate of Technical Education	Polytechnics
	National Education Policy		Department of Higher & technical Education	Technical colleges
Ministry of Rural Development	Deen Dayal Upadhayaya Grameen Kaushalay Yojana (DDU GKY)	Connects to SSC	EGMM	Connects to NSDC training providers
Ministry of Labour and Employment	Skill Development Initiative scheme	Director General of Employment and Training	Directorate of employment and training	State council for vocational training (SCVT)
	Craftsmen Training scheme	National council for vocational training (SCVT)		Industrial Training institutes
	National Vocational Education qualification Framework	Central institutes (e.g., ATIs)		Vocational Training Providers
Nineteen Ministries	Small TVET programs for skill development	Departments/councils/ autonomous bodies	Respective state departments	Training partners
Private sector				CSRs/NGOs

SECTION 3: ANALYSIS OF BARRIERS FACED BY WOMEN IN ACCESSING JOB ORIENTED VOCATIONAL TRAININGS

India's transition to one of the largest and faster growing global economies during the last decade has been a remarkable phenomenon. Lack of vocational training is the most frequently mentioned barriers experienced by women when looking for a job. This is more often a barrier for women to finding employment than for men. Ramakrishna & Sudhakar (2015), in their study, reported that the percentage of unemployment among educated and qualified women is increasing on one hand and on the other, the opportunities of self-employment for rural youth especially women have also increased significantly. Therefore, it is necessary to encourage this hitherto disregarded segment (educated un-employed women) through entrepreneurship which not only promotes self-employment among them but leads to their creating employment opportunities also to other rural people in their respective areas.

3.1 Profile of sample VTIs and trainees

As state above, 1 2VTIs are covered by the study (Table 3.1). All the VTIs are conducting at least one course for women. They are functioning different institutions or departments or programmes: Tribal Corporation, NAC, Paramedical College, Private College, DDU-GKY, ITI, CSR, Government Vocational College, PMKVY, SBI, Government Vocational College, NGO and PMKVY. This diversity should help in getting wide ranging perspectives.

Table 3.1: Sample VTIs covered in TS

S#	VTI	District	Location	Category
1	Youth Training Centre, KB complex, Utnoor	Adilabad	Rural	Tribal Corporation
2	NAC, Adilabad	Adilabad	Urban	NAC
3	Dr.B.R.Ambedkar Vocational Jr.College	Gadwal	Urban	Paramedical College, Private College
4	EGMM, Jemmichedu	Gadwal	Urban	DDU-GKY
5	Qulub Qthubshahee Girls ITI College, Santhosh Nagar, HYD	Hyderabad	Urban	ITI
6	Kalam Anji Reddy Vocational college Madhinaguda HYD	Hyderabad	Urban	CSR
7	Government Junior College, Sanga Reddy	Sangareddy	Urban	Government Vocational College
8	Synchro serve, Near ITI College, Sanga Reddy	Sangareddy	Urban	PMKVY
9	RSETI, Chilukur, Vikaradad, Rangareddy	Vikarabad	Rural	SBI
10	Government Junior College, Tandur, Vikarabad	Vikarabad	Urban	Government Vocational College
11	Sri Ramananda Theerda Rural Institution, Jalalpur, Bhongiri	Yadadri Bhongiri	Rural	NGO

12	Exaltsoft Solution PVT. LTD, Near Bus Stand area, Bhongiri	Yadadri Bhongiri	Urban	PMKVY

The profiles of sample respondents are analysed in terms of social category, possession of BPL card, age and level of education (Table 3.2). Social category of the respondents shows that about 27.8% of them are from SC and 46.5% from BC communities; OCs 4.6% and STs about 19.5%. Respondents from the minorities constitute less than 2% of the sample. Despite respondents being randomly selected, the sample mostly comprised of women from disadvantaged communities.

The analysis shows that over 96% of them were BPL card holders, eligible for a free course. The age composition of the respondents shows that about 60% of the women were aged between 19-24 years whereas 18.7% were aged between 25-30 years. Further, only 17% respondents were aged below 18 years (10.3%) and 4.6% above 30 years.

Table 3.2: Profile of the respondents

Sl#	Particulars	Undergoing Training	Received Placement	Aspired young Women	Overall	
		Number	Number	Number	Number	%
	N=	**62**	**59**	**120**	**241**	
1	Social category					
	SC	21	22	24	67	27.8
	ST	8	8	31	47	19.5
	BC	28	24	60	112	46.5
	OC	2	5	4	11	4.6
	Minority	3	0	1	4	1.7
2	BPL card holders	60	57	115	232	96.2
3	Age group					
	<18	25	3	13	41	17.0
	19-24	29	35	80	144	59.8
	25-30	5	16	24	45	18.7
	>30	3	5	3	11	4.6
4	Education level					
	<9th class	0	5	10	15	6.2
	SSC	26	17	32	75	31.1
	Intermediate	16	25	61	102	42.3
	Diploma	7	6	10	23	9.5
	Graduate /Post Graduate	13	6	7	26	10.8

The education status of respondents shows that 42.3% had completed intermediate and 31 % had completed SSC. Other respondents were either diploma holders or graduates/post graduates. And 6.2% of respondents had studied less than 9th grade. Thus, over 80% of the respondents were school dropouts or had finished secondary or higher secondary education.

3.2 Analysis of Barriers faced by women

Women in India, similar to those in some other developing contexts, are subject to gender-biased norms that constrain their work, mobility, information, and access to networks (Farré and Vella, 2013; Jayachandran, 2015; Croft et al., 2014; Beaman et al., 2018). Despite investing in various programmes under the aegis of Skill India, not much is known about how well these programmes address specific constraints to women's participation and success. It is, thus required, to understand the barriers faced by women in terms of availability, accessibility, affordability and usefulness of JOVTs. For this purpose, the study has mapped the key indicators (Table 3.3).

Table 3.3: Indicators for analysis barriers faced by women

Parameter	Indicators
Availability	1. Availability VTIs 2. Availability of women preferred courses 3. Geographical reach 4. Gender segregation in trades 5. Courses offered *vis-a-vis* Industry requirement 6. Safe space for women
Accessibility	1. Reaching trainees in need (e.g., enrolment/mobilisation) 2. Attitudes of stakeholders 3. Parents support 4. Access to information 5. Physical accessibility (Distance to be travelled, transport facility, etc) 6. Contextual, cultural factors and External barriers 7. Specific needs of women
Affordability	1. JOVT (direct and indirect costs) 2. Individual capacity to pay 3. Scholarship /stipend 4. Value for money 5. Out of pocket expenses 6. Opportunity cost
Usefulness	1. Aspirations for courses 2. Income expectation 3. Placement support 4. Match between Skill and job market 5. Career progression

3.3 Availability of JOVTs: Barriers faced by women

This section deals with barriers faced by young women in regard to the availability of JOVTs. The indicators considered for analysis of the availability of JOVTs to young women were: availability of VTIs and their geographical reach; availability of women

preferred courses; gender segregation in trades; courses offered by VTIs vis-a-vis industry requirement; and safe space for women.

Gender: Availability of VTIs

JOVT system in the country still does not appear to offer many opportunities for girls and young women. Despite dramatic increase girls enrolment in schooling at all levels, the opportunities for skill development are much more limited for them. As their participation in education increases, they will want to enter the non-agricultural labour force, unlike their mothers. However, if opportunities are not created for their joining the modern sector workforce, they will enter unskilled lower productivity, low wage service sector jobs.

Geographical distribution of VTIs

Geographical distribution of VTIs is one of the determinants of women participation in JOVTs. As can be seen from Table 3.4 about 85% of VTIs were either located in the district head quarters (66.4%) or other towns within a district (19.8%). Only about 13.8 % of VTIs are located in the Mandal head quarters. The above indicates that VTIs are more urban centric, which might affect the participation of women from rural pockets.

Table 3.4: Distribution of VTIs by urban and rural localitie

Sl#	District	District headquarter	Other towns	Mandal headquarter	Total
1	Adilabad	13	0	0	13
2	Gadwal	12	6	3	21
3	Hyderabad	135	0	0	135
4	Sangareddy	16	18	15	49
5	Vikarabad	5	15	6	26
6	Bhongiri	17	20	17	54
	Total	198	59	41	298
	%	**66.4**	**19.8**	**13.8**	100.0

Source: Online information from different departments/institutions

Gender segregated Trades

Trades and skills are highly gender segregated, which is also mirrored in the job markets. In our subconscious mind, we see men as engineers. Several social, cultural, institutional and structural barriers generate a gender gap in skills development, which in turn contributes to the reproduction of gender inequality in the labour market (ILO, 2014)

One of the most striking points is that women are not showing much interest in men predominant courses.. Gender norms compromise the ability of women to acquire skills that are relevant to the labour market (Vossenberg, 2013). Some women have challenged imaginative barriers to enter into male dominated trades. When asked, whether they are interested to break gender stereotypes in choosing courses, only 52.3% of the respondent

gave affirmative answer (table 3.5). Women also face challenge to compete in trades which are highly saturated.

Table 3.5: Trainees perspective on willingness to break gender stereotypes

Sl#	Category of youth	Number	Percentage
1	Trainers	42	67.7
2	Trainees' got Placement	**37**	62.7
3	Prospective trainees	47	39.2
	Overall	126	52.3

Source: Primary survey with trainees

Courses Not as Par with Industry Requirements

In many of the trades there is a mismatch between course curriculum and employment requirements. Majority of students felt that periodic review of the trade wise curriculum was necessary to ameliorate this perennial problem of courses becoming outdated. Women should be given preference in all the courses. A support system to link with job markets, in particular ensure women placement and safe work space. In this regard, CSR and government has larger role to play.

3.4 Accessibility of JOVTs: Barriers faced by women

Enrolments in vocational education in India are small when judged by international comparisons. While existing evidence suggests some programmes can directly benefit women (Attanasio et al., 2011; Bandiera et al., 2017), it is not clear who these programmes in fact benefit. The important barrier faced by women is poor investment in human capital and greater restrictions on access to labour markets. For examining women's accessibility to JOVTs, the following parameters are taken into consideration: Reaching trainees in need (e.g., enrolment/mobilisation); attitudes of stakeholders; parents support; access to information; physical access (Distance to be travelled, transport facility, etc); contextual, cultural factors; External barriers; and specific needs of women.

Reaching trainees in need: The exiting policy is not having pro-active measures to encourage women's participation. Student mobilisation process is an important determinant in reaching out to the trainees in need. VTIs have pressure to mobilise trainees for each batch. (VTI can start a new batch only after mobilising at least 10-15 trainees.). Therefore, VTIs emphasis would be more to get minimum number of students rather mobilising women. In other words, VTIs won't take into consideration requirements of women's mobilisation.

Parents support: A majority of respondents have reported that family members support them to pursue JOVT. However, parents were not aware of importance and benefits of JOVT. They are also reluctant to send young women for such located far away from their place of living.

Trainees' access to information: Nearly 61.4 % of respondents are aware of availability of VTIs. And slightly higher number of respondents (67.2) is aware of the courses offered to women. The main source of information is friends and relatives, old students and media. More than 80 % of the respondents wanted more information to be provided on JOVTs.

Table 3.7: Trainees' awareness and access to information (%)

S#	Particulars	Trainee type			Overall
		Undergoing Training	Received Placement	Young Women	
1	Trainees' receiving family support to pursue JOVT	61	58	116	235
2	Trainees with awareness on VTIs	46	40	62	148
3	Trainees with awareness on courses offered for women	51	42	69	162
4	How trainees come to know about VTIs/JOVTs?				
	Friends and relatives	40	40	85	165
	Old students	7	9	19	35
	VTI staff	8	3	1	12
	Dept officials	4	5	4	13
	Media	2	2	11	15
	Others	1	40	85	126
5	Trainees needing more information on VTIs/JOVTs	52	39	104	193

Physical accessibility

In relation to physical facilities, the study found out that Youth had inadequate physical facilities; and VTIs lacked enough trained and qualified teachers. Table 3.8 reveals that women also face various barriers in terms of physical accessibility- hostel facility, distance to be travelled, transport facility, etc

Of the 12 sample VTIs, only ------have hostel facility. Over 23.1 % of the respondents have stayed in hostel, while others were day scholars. They travelled on an average 6.6 kilometres every day. The distance travelled range from 0.5 to 40 kilometres. They used different modes of transport -bicycle, bus and auto -to travel from home to VTI. A few of them also reported walking to the VTIs.

Table 3.8: Access to hostel and mode of travel

Sl#	Particulars	Undergoing Training	Received Placement	Overall
1	No. of day scholars	41	40	81
2	Average distance travelled (Km)	9.2	8.4	8.8
	Range of distance travelled (Km)	0.5-40	1-20	0.5-40
3	Mode of transport			
	Auto	11	16	27
	Bus	20	22	44
	Bicycle	3	1	4
	By foot	7	5	12
4	No. of students staying in hostel	14	14	28

The study captured perspectives of young women on the facilities available in the VTIs, based on the survey in sample VTIs. We have measured facilities based on the responses of students on a scale of 1-3, where 1 indicates poor status and 3indicates the best scenario (Table 3.9).

The trainees were mostly satisfied with the availability of trainers/faculty, class room/lab facilities and women safety. However, 80% of the students were satisfied on availability of functional toilets for women. Areas that need improvement are: functional toilets and class room/lab facilities in VTIs.

Table 3.9: Rating of facilities available in VTIs by the respondents

Sl#	VTI Facility	Score		
		Trainee	*Trainee got Placement*	*Overall*
1	Faculty in VTI	2.7	2.7	2.7
2	Class room, Lab facilities and other infra in VTI	2.7	2.7	2.7
3	Availability separate (functional) washroom for girls	83.8	84.7	84
4	Safety for women	3.00	3.00	3.00

Attitudes of stakeholders

Currently the demand for VET is low, especially because vocational education is not seen as being aspirational. Particularly, it is low also because of the opportunity cost of youth who decide to undertake VET; they cannot, by definition, enter the labour market, and hence are losing out on wages while undertaking training. Further, poor students cannot often bear the financial cost of VET.

Unni, Jeemol & Uma Rani (2004) have expressed the need for not only bring change in status and image of women but also in the attitude of society towards them.

Specific needs of women

Women are future of country's development. The stakeholders felt that skill development programmes are important for women empowerment, helping women in enhancing

income, developing self-confidence and taking up business. This aspect was clearly emphasised by Vijaya & Lokhandha (2013) and Dhruba Hazarika (2011): "Empowering women will be the right approach for growth in this competitive world A special training course for women entrepreneurs."

Skill development for employability is to be used as an agent of change in promoting women's employment. There is a need to bring change in status and image of women but also in the attitude of society towards them.

There is also need to identify the areas where women are still facing problems in terms of accessing institutions, resources and knowledge. This suggestion also made by Prasanna Kumar (2014). A special training course for women entrepreneurs must be started to improve their skills (Kittur Praveen 2014). Mamta Mokta (2014) in her study observed that women need to find their own way in this male dominated society. Lack of awareness in interior villages is coming in the way of mobilisation.

External barriers (social, legal and technical)

Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or otherwise and advancing to higher level jobs.

To sum up, women reported that lack of hostel facility is an important barrier. Family members consider it unsafe to enrol in VTIs without hostel facility. They are more concerned on the likely problems by young women when commuting every day such as eve teasing, transport problems, reaching late, etc. To sum up, sample women studied report that lack of hostel facility is an important barrier. Family members consider it unsafe to enrol women in VTIs without hostel facility. They are very concerned on problems such as eve-teasing, transport problems, reaching home late, etc. likely to be faced by young women during daily commuting.

The study found that access to young women in VTIs is influenced by the trainees (from poor social-economic background0 desire to get jobs. Inadequate physical facilities inadequate and low quality training experience among teachers affects quality training and finally quality graduates.

3.5 Affordability of JOVTs: Barriers faced by women

Affordability of JOVTs for young women is assessed in terms of JOVT (direct and indirect) costs; individual capacity to pay; scholarship /stipend; value for money; out of pocket expenses; and opportunity cost. The analysis of costs incurred by trainees show that they incur various other costs – exam fee, travel, food, study material and raw material for practical classes (Table 3.10.) BPL card holders are exempted from course fee for JOVTs sponsored by government under various schemes. However, private ITIs and institutions offering paramedical courses have payment sheets.

Table 3.10: Average amount spent on various costs by trainees

Sl#	Variable		Paid fee (number)	Ave/trainee	Minimum	Maximum
1	Fee	Trainee	30	3345	100	18000
		Placed	29	2776	100	13000
2	Travel	Trainee	31	2478	500	12000
		Placed	34	1430	500	5400
3	Food	Trainee	1	3000	-	-
		Placed	0	0	0	0
4	Resource	Trainee	40	1011	50	4500
	Material	Placed	21	1702	50	5000
5	Raw Material	Trainee	44	1127	300	6000
		Placed	33	1503	200	5000
6	Income forgone	Trainee	3	19500	7500	30000
		Placed	2	5625	2250	9000
	Total	Trainee	49	6702	560	30900
		Placed	42	5377	502	18042

The expenditure on travel varies depending on the distance to be travelled and duration of a course. Day scholars have reported that they did not spend any amount on food, as day scholars bring food from home.

Students also reported of spending on raw materials for practical classes. For instance, MEPMA in Visakhapatnam has asked students to incur all the costs for three months course. Income forgone or opportunity cost is high for those working before joining course. Thus, opportunity cost of joining JOVT is high for a few trainees. Only 9% of the students have expressed difficulties in meeting these costs. And 53.7 % students have got scholarships, which can be spent on all these items.

Table 3.11: Students received scholarships

Sl#	Variable		Number	%
1	Did you face any	Trainee	9	
	difficulty	Placed	2	
2	Did you receive	Trainee	31	
	scholarship	Placed	34	

3.5 Utility of JOVT: Barriers faced by women

The utility of JOVTs is analyzed in taking into consideration students aspirations in terms acquiring skills required in job market, placement support, income earned and career progression. When asked about the motivation of students in choosing JOVT, only 3.3% of them indicated that they have chosen it for acquiring new skill and knowledge. A majority of them reported of joining JOVT in anticipation of self-employment opportunities or to get into job markets. Others have undertaken the course for improving income or better economic status (Table 3.12).

Table 3.12: Perspective of Trainees on what motivated them to join JOVTs

S#	Aspiration	Trainees	Trainees' got Placement	Prospective trainees	Overall	
					Number	%
1	Acquiring skill	1	4	3	8	3.3
2	Getting job	35	19	39	93	38.6
3	Self-employment	13	11	28	52	21.6
4	Improved income	4	11	17	32	13.3
5	Better status	9	14	33	56	23.2
	Total	**62**	**59**	**120**	241	100.0

It is also very common for students to take up JOVT either during vacation period or gap between completion of one grade and joining another grade in academics. The choice was majorly influenced by the desire to get employment even though poor infrastructure, inadequate and lack of qualified teachers compromised quality training offered to trainees. Moreover, it was found out that youths lacked information about career choice and advancement besides their long held believe that JOVT are for the failures in general education.

Courses Undertaken by Women Students

The study also analyzed various JOVT courses undertaken by women. Table 3.10 shows that 33% have joined courses on self-employment (i.e., tailoring), 24.2% in IT sector, 18.2% in retail sector and 10.6% in health sector. The reaming students have taken up courses in accounting (4.6%), electrical work (4.6%) and hotel management (1.5%). Women have, thus, shown interest to break gender stereotypes in choosing courses by going beyond traditional sectors. At the same time, 45% respondents did not pursue courses aspired by them; and thus opted course offered in VTIs. They have done so due to lack of information or influence of friends/peers.

After completion of course, almost equal proportion of students got into self-employment and entry level jobs. Only two trainees did not pursue any activity, thus not using skill acquired.

Placement services are important to get trainees assimilated in the job market or new economic opportunity. The percentage of trainees who received support for placement is just 20. Of those who got placement support, only 66.6% were satisfied. Further, not all those provided with placement support have got job.

Table 3.13: Trainees perspectives on placement services

Particulars	Adil abad	Gad wal	Hyde rabad	Sanga reddy	Vikar abad	Yad adri	Ove rall	%
N=								
No. of people received support from VTI for placement	7	0	0	1	0	5	12	20.3
No. of people who received placement support expressed satisfaction	0	6	0	1	0	1	8	66.6
No. of people got entry level jobs	8	6	1	0	2	5	22	37.2
No. of people into self employment	4	0	0	0	0	0	4	6.8
No. of people got apprentiship	0	5	9	9	4	0	27	45.8
No. of people discontinued from job/self-employment	2	0	1	0	2	1	6	27
No. of people received post placement support	0	0	0	0	0	0	0	0
No. of people reported problems in adjusting to entry level job	1	1	0	0	0	0	2	3.3
No. of people trained in soft skills	4	11	5	3	6	6	35	59.3
No. of people trained on gender aspects	2	11	3	3	0	3	22	37.3
No. of people who are aware of job prospects	6	5	0	0	6	6	23	39

It may be noted that nearly 39 % of trainees were aware prospects in self-employment or job progression. Yet, 27 percent of them discontinued activity/left job after some time.

Soft and life skills are critical for students. The percentage of student got training in soft skills is 59.3. And 37% also got training in gender aspects. Keeping in view the changing requirements of the industry, there is need for regular updating courses. This is necessary fo synchronization of training curriculum with the needs of industry.

Job locations are strong predictors of female outcomes. Table 3.13 shows that about 10.8 % of students are willing to take up jobs anywhere, including outside the district; and these are people from urban localities. Among others, 19.1% of interested in jobs located nearby their village; and over 46.9% within the district. Thus, women are less likely to accept jobs that require migration, but also that this gap widens for jobs farther from their homes.

Table 3.13: Trainees perspective on preferred location of employment

S#	Aspiration	Trainees	Trainees' got Placement	Prospective trainees	Overall	
					Number	%
1	Any Where	10	3	13	26	10.8
2	Outside the district	20	13	23	56	23.2
3	Within the District	28	28	57	113	46.9
4	Nearby Village	4	15	27	46	19.1
	Total	62	59	120	241	100.0

Table 3.14 shows students aspiration on income to be earned before joining the course. A majority of them aspire to earn more than Rs.5000; about 10% wants to earn more than Rs.20000.

Table 3.15: Average monthly income earned in entry level job /self-employment activity

S#	Aspiration	Trainees	Trainees' got Placement	Prospective trainees	Overall	
					Number	%
1	**Monthly income**					
	<5000	2	1	3	6	2.5
	5001-10000	21	28	59	108	44.8
	10001-15000	25	16	40	81	33.6
	15001-20000	5	7	10	22	9.1
	>20000	9	7	8	24	10.0
2	Average monthly income	15371	14373	12638	13766	

Vocational training has impact on the wages/income of an individual. The wages of workers with qualifications beyond primary school have grown far more rapidly than those of workers with primary school or less; the greatest increases being for workers with tertiary qualifications. This movement in wages shows that education and skill acquisition are important determinants of job prospects (World Bank 2017).

SECTION 4: CONCLUSIONS AND RECOMMENDATIONS

Skill development for employability is an important agent of change. Access to JOVT is necessary for acquiring new knowledge and skills required in job markets, women's empowerment, and inclusive development. The basic questions addressed by this study are:

- Are women being left behind by vocational training programmes?
- How can these programmes address the inherent barriers to women's participation in vocational training and labour markets?

The traditional objective of vocational education is to provide technical and management skills and develop appropriate attitudes for specific occupations and jobs. This needs to be widened to include approaches and interventions that promote capacity building and empowerment beyond training. Vocational training is required for acquiring relevant skills for the world of work.

Skill India mission has contributed largely for expansion of horizon of vocational training and education in India. The Government of India has provided some measures to promote and provide vocational training to women. The women's vocational training programme at the Ministry of Labour &Employment, Directorate General of Employment and Training, was designed and launched in 1977; and had set up exclusive Institutes. Yet, we are far from achieving the goal. We have to take into account the needs, interests and viewpoints of both men and women alike. Looking at the situation of women, gender inequalities and inequities that exist, special gender specific programmes are to be formulated and organized to mainstream women into economic activities.

JOVT should, therefore, be an integral part of general education with a special steam for academically poor performing students. Thus, JOVT gives another chance for advancing education for school/college dropout girls and young women, which would also delay marriage of girls.

The study found that chances of participating in vocational training are higher among urban youth. It may be indicative of the lack of proper vocational training facilities in rural areas. Further, being male increases the odds of receiving vocational training. This implies that certain special interventions are required to encourage young girls to enrol in vocational training programmes. There is also need to identify the areas where women are still facing problems in terms of accessing institutions, resources and knowledge. This suggestion also made by Prasanna Kumar (2014).

Women face a multitude of barriers in accessing skills and productive employment and advancing to higher level jobs. This necessitates emphasis on bringing change orientation[10] and aspiration of young women. A special training course for women entrepreneurs must be started to improve their skills (Kittur Praveen 2014).

The barriers faced by young women in accessing vocational training are spatial, sectoral and segmental. This has serious implication on the young women from poor social-economic background.

Young women have burden of making their choices with limited exposure and knowledge, whilst simultaneously dealing with aspects concerning societal outlook and lack of parental support. The study recommends concerted efforts in making them aware of importance of JOVT; building their aspirations; providing improved access to information; and creating enabling conditions for their participation in JOVT (e.g., transportation and accommodation). Mamta Mokta (2014) in her study observed that women need to find their own way in this male dominated society.

Youth advocates may be encouraged to anchor leadership role in creating demand for vocational courses among women. Adolescent girls are to be given career guidance at school level. Exposure visits to schools and college going students on JOVT is needed to give exposure and inculcate right perspectives on JOVT.

Skill development through vocational training will be very effective for women and especially rural women who work on traditional crafts or do manual labour. The focus should also be to develop and achieve sustainable improvements in the livelihoods of the poor.
Inadequate physical facilities, inadequate and poorly trained teachers, affect quality of training and good quality graduates. It is suggested to bring improvement in the quality of training, provide support to needy students, improve infrastructure and provide adequate number of qualified teachers. The study further recommends that a policy of non-discrimination be pursued vigorously to provide equal access for women to skill development and employment; and policy interventions for improved monitoring of VTIs including rating system may be initiated.

[10] Trainees, employee and young women surveyed assigned more value for mainstream education rather than vocational training and education.

GPs/PRIs/WCD/industries departments also have a role; and they should be effectively used improving access of JOVT to young women. They also need to be informed and oriented on the sectors that have higher potential for employment such as food processing (meat), glass technology, CIEPT, livestock and agriculture.

To conclude, the study findings may be shared with NSDC and ministry of skills and enterprises part of wider dissemination and influencing process. Women, in particular, need support after completing vocational courses. Most importantly, they need guidance for local placement and handholding support for taking up self-employment.

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