

Achieving Socially Inclusive Economic Growth: A Study of Skill Development Training of Women in Rural Maharashtra, India

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Background

Skills development is a key in stimulating a sustainable development process and can make a contribution to facilitating the transition from the informal to the formal economy. Skills development is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization. The principles and values of decent work provide guidance for the design and delivery of skills development and are an effective way of efficiently managing socially just transitions. Skill development for marginalized section makes progress of the society. It is at the heart of inclusive growth. The inclusive growth aims to ensure that high rates of economic growth translate improved standards of living for all citizens especially those who belong to marginalized sections and those who faces discrimination on basis of their gender. To achieve inclusive development one has to understand the individual skills and encourage it. Through skill development one can achieve empowerment. It can provide employment opportunities which in turn provide economic independence. The employment opportunities can be either in public sector or private sector. Sometimes self-employment opportunities also available depending upon their socio-economic backgrounds. Skills and knowledge are key drivers of macro-economic growth and socio-economic stability.

India is a country with multiple culture and social groups. The regional variation in all aspects and its impact on living conditions of people can be an important issue for future plans to development. Social groups of different areas practice different lifestyle according to their economic conditions. These practices can fetch limited benefit to the members of the community. They need better understanding of their work or talent which enhances their involvement. The participation of men and women in work differs and the outcome also varies according to the requirements.

The Government of India has launched National Skill Development Agency (NSDA). The NSDA was notified through a gazette notification dated 6th June, 2013. NSDA is an autonomous body of Ministry of Skill Development and Entrepreneurship, which will coordinate and harmonize the skill development efforts of the Government and the private sector to achieve the skilling targets of the 12th Plan and beyond and endeavor to bridge the social, regional, gender and economic divide by ensuring that the skilling needs of the disadvantaged and marginalized groups like SCs, STs, OBCs, minorities, women and differently-abled persons are taken care off through the various skill development programs and also by taking affirmative action as part of advocacy by the NSDA.

Development scenario and Demographic characteristics of India have increasingly necessitating to bring a large volume of youth population in the workforce. Youth (15-29 years) comprises 27.5 per cent of the total population in India (Census of India, 2011) and their proportion is expected to increase significantly by 2020. The demographic dividend is perceived to be the strength of India, it has to be considered with caution. Unless provided skills and proper employment opportunities, the demographic might end up being a liability rather than an asset.

To provide skill development programme, the National Skill Development Corporation (NSDC), is set up by the Planning Commission. It is estimated that there is a skill gap in India of more than 250 million workers across various sectors by 2022. Against a target of skilling 8.5 million people in 2012-13, only about 1.4 million by 2013. Only 4% of India's workforce is skilled compared to 47%

in China and , 95% in South Korea. (Gupta,2016) . Given this scenario , skill development in India's gaining its importance and emerged as a priority that requires the attention of policy makers , programme managers and practitioners involved in skilling of youth , especially women.

Skill Development among Youth in India: A Review

Skill development will help prospective employees to get easier access to the formal job market, work under safer labour conditions and be provided better facilities(Agarwal,2014),. Governments of India's efforts are reflected through Swarnjayanti Gram Swarozgar Yojana (SGSY). The SGSY is designed to ensure training and capacity building programme to Rural BPL families and to improve their living conditions by providing regular employment (Rao & Rao, 2012) . Certain corporates have realized the need for trained manpower and accordingly they have established institutions for it. Certain corporate have realized the need for trained manpower and accordingly they have established institutions for it.

Certain companies such as Larsen and Toubro (L&T) have set up training institutes to train construction workers. NIS Sparta Education and Learning Technologies Pvt. Ltd. Started in 1991 for salesman's training, has become Asia's leading training, education and learning provider. NIS Sparta today offers training solutions to organizations and employability linked, skill based programs to individuals. The concept of 'finishing schools' has also come recently to enhance the employability of individuals at various levels. Tata Motors' partnership with 135 government-run industrial training institutes across the country-31 under the public-private partnership model-involved in training nearly 10,000 youth every year in areas of vehicle repair and maintenance. The company sees a major link between the community's employability needs and its own business requirements. In such cases, better management, involvement of domain experts, and technological transfer enables projects to be scalable. Similar projects include those in the IT-BPM sector in providing language and computer literacy skills, large scale skill development projects involving collaboration between various stakeholders.

Prakasam et al (2010) developed remote sensing GIS for the development of tribal people in Visakhapatnam district. Rao and Rao (2012) showed the need of anti-poverty and employment generation programmes intended for the eradication of poverty in the villages in the interior areas of Visakhapatnam district. Health and educational status of scheduled tribes in Visakhapatnam district was studied by Patrudu et al (2013). Mehrotra et al (2014) were of the opinion that the poor should be given subsidies to pursue vocational training, through the training funds that would be set-up for financing skill development in India. According to Khawas (2012), India's surplus labor will coincide with labor shortages in many parts of the world, giving it a chance to provide the 'workforce of the world.' But the country can do this only if its trained personnel meet the quality standards demanded internationally. Thus, acquisition of skills is the future of the Indian job market and its global economic clout. Pra et al (2014) showed the importance of bridging the skill gaps in India's labor market.

According to Punjani (2015) in order to make "Make in India" project successful, various corrective measures should be taken to bridge the gap between existing and required skills and also to improve the implementation of skill development initiatives. According to Vivek and Kapoor (2015), for any skill development effort to succeed, markets and industry need to play a larger role in determining courses, curriculum and relevance. For this, employers need to be put in the driving seat, with the government acting as a regulator and not the implementer. The government has its task cut out. What is needed is a willingness to act, and to take the difficult decisions that can help realize the 'Skill India' dream. Though some of the corporates are focusing on skill development programmes, it is increasingly noticed that there is a strong need to understand the skill development related aspects especially documenting innovative projects with a critical analysis for its scaling and replication by other corporates in other parts of the country.

There is a lot of excitement in India, with the new companies Act 2013, particularly section 135 which makes corporate social responsibility (CSR) mandatory for companies meeting certain criteria of net worth, turnover or net profit. CSR however is not a new concept in India. Dadrwala

(2014) view that Indian CSR has an organic evolution from within its own history and culture. Given the mandate that the corporates need to spend 2% of their profit on CSR activities, it is very important that these agencies utilize their resources rationally and effectively and contribute significantly for the overall development of the communities in their areas of operations. In this context, it is necessary that the corporates should be aware of priority needs of the communities and adopt innovative and sustainable programmes, which they can showcase for its replication by other agencies elsewhere. Given that India is a young country, focusing on youth, especially in enhancing their skills is important thrust area of CSR initiatives.

The paper, which is based on a study focuses on the interventions of a Corporate in the area of skill development of youth in Maharashtra state of India, in enhancing the skills among India's youth, especially through CSR interventions. The corporate considered for the study is an important corporate, which has attempted to build the market oriented skills among the youth to enhance their employability.

Methodology

A mixed method approach- quantitative and qualitative approaches- were used in the study. A sample survey was carried out, as part of the quantitative study, among the beneficiaries of the training programme on skill development. The centre has trained , 1548 students. These students come from a radius of 50 kms around the plant area of the Company. At first instance, an effort was made to list out all the beneficiaries of the programme in the selected vocational training centre. Based on this list, 120 trainees were reported in the centre. A complete enumeration of all the trainees was considered for the study. An interview schedule for the target youth was developed, by focusing on the objectives laid down for the study. The interview schedule mainly covered their socio-economic and demographic issues, the process through which they were considered for the training, their feedback on various aspects of the training and their attempts to gain better employment opportunities after undergoing the training, their suggestions for improving such training programmes in future. Altogether 107 trainees (male: 80; female: 27) were covered for the study. The remaining few trainees could not be contacted, as they were not attending the training during the data collection period (October- December 2015).The collected data was analyzed by using Statistical Package for Social Sciences (SPSS). Besides two way tabulations, by controlling gender, suitable statistical techniques, like chi square was considered to test the association between various aspects related to the training and the socio-economic profile of the respondents.

Findings : Profile of the Trainees

Demographic Status

Gender wise data showed that the training is targeted towards young members of the community (average males: 19.2 years and females: 19.8 years). The males are over represented (52.5%) in the very young age (below 20 years) and their proportion is relatively higher (77.5 years) when compared to those among females (57.2 years)(Table 1).

The trainees are mostly unmarried (93.5%) and only a few (6.5%) are currently married. While among males, except one trainee, all are unmarried. However, in case of females, those who are married constitute nearly a quarter (23.1%) and the rest are unmarried (77.8%). Given that the trainees are mainly from rural areas, the age at marriage is very low, especially among females and , thereby, such marital status groups are reflected in the study area(Table 1).

A majority among the total respondents (55.1%) belong to nuclear families, followed by nearly one third (29.9%) to extended families. The nuclearization of families, which is increasingly coming up as an issue in Indian society, is also reflected in this study area. Gender-wise data reveal that the trainees belonging to nuclear families are relatively higher (74.1%) among females, as compared to nearly half among the males (48.8%)(Table 2).

Education Status

The data reveals that most of the males join the vocational training programme, immediately after completing their HSC or SSC and consider the training programme as a channel to obtain employment. However, in case of females, the nature of courses which they attend such as tailoring and beautician courses are not viewed by them as primarily important from an employment point of view, but consider it as a source to raise additional income to supplement their family income (Table 3).

Given that the training programme is a full time course, except a few (6.5%), all of them among both the gender groups, have stated that they are mainly students. Gender-wise data reveal that one tenth of the females (11.1%) are housewives. In case of males, a few of them (5%) belong to occupational categories like, farmers, employees in the private sector and daily wage earners (Table 3).

Economic Status

Salary, as a major source of income, is reported by over a half of the total respondents, irrespective of their gender. Those whose income sources are, agricultural produce and daily wages are relatively higher (28.8% and 15.0% respectively) among males as compared to that among females (18.5% and 7.4% respectively). The data on annual family income reveal that male trainees are better informed about their family income as compared to females. Among those who have stated a specific income level of their families, the majority of the males have stated that their family income is in the range of Rs.80,000- 1, 00,000. Those who stated their family income as above Rs.1, 00,000 are mostly among males. Female trainees are in large proportion (25.9%) as compared to only 16.2 percent among males, who have stated low level of family income (Rs 40,000 and below) (Table 4).

On the basis of the socio-economic profile of the trainees, it may be inferred that there is active participation of people from socially backward groups and may be an indicator of the concept of 'dignified labour' and social stability as a trend that is emerging in rural India. Vocational training is one of the ideal ways to equalize class disparities that arise in individuals due to varied levels of education.

Payment of fees

An overwhelming proportion of trainees have stated that the payment of fees is done by their parents. While almost all male trainees (95%) have mentioned the parents as their main source for the payment of fees, their proportion among the female trainees is only 77.8 percent. Further, it is noticed that females are in a greater proportion (14.8%), as against only 3.8 percent among the males, in admitting that they themselves have paid the fees. The association between payment and sex of the respondents is found to be statistically significant at 1% level of confidence (Table 5).

Awareness about the Training

The data on awareness of vocational training/courses being conducted in the area show that an over whelming proportion (80.0%) among males are aware of it and their proportion is 63.0 percent among females. The findings thus, clearly indicate that there is a need to create more awareness among females in the rural areas (Table 6).

Type of Course Attending

It is significant to note that males are undergoing training in the fields of electrician (56.2%), fitter (23.8%), welding and fabrication (16.2%), two-three wheeler mechanic (2.5%) and information technology (1.2%). In contrast, females are in the areas of fashion designing/tailoring (92.6%) and professional beautician (7.4%). The data thus, indicate that the types of programme chosen by the trainees are mainly influenced by their gender (Table 7).

Expectations about the Training before Joining

The respondents were asked to state their expectations in joining the training programme. In response, it is observed that the expectation of employment after the training is mainly reported by the males (45.0%), while they constitute a negligible proportion (7.0%) among the females. In contrast, those who stated that the training programme will help them for self-employment are higher (37.0%) among the females, as compared to only 7.5 percent among males. Expectation of having a skill building training programme is reported by over one-third (40.7%) females and nearly a quarter (21.3%) of males (Table 8).

Nature of Employment

The data on the nature of the employment shows that majority (44.4%) of female respondents wants to be self-employed and they constitute only a few (16.2%) among males. In case of those trainees, whose expectation is to be salaried, are very high (75%) among males and their corresponding proportion among females is only 29.6 percent. The data, thus, clearly reveals that the training is considered to fetch job is widely prevailing among males, whereas females, given their family responsibilities, view it as a secondary one, mainly to supplement the family income. The association between nature of employment and sex of the respondents is found to be statistically significant at 1% level of confidence (Table 9).

Field Visits

Field Visits to nearby firms/ industrial agencies is another dimension of the training programme, through which the trainees are exposed to practical skills, required in the delivery of a product. The field visits are also important, as it enables the trainees to cross verify the theoretical knowledge they gain in a classroom at the field level.

Field visits are part of the training programme for a large proportion of trainees, especially among males (40.0%) as their courses are designed to have such field visits. However, in case of female oriented courses like, tailoring and beautician, no such field visits are needed and there by, not organized (Table 10).

Placements

With regard to placement facility after completion of the training, over a half of the respondents (56.1%), irrespective of their gender, have stated that, such facility exists in their centre. It is significant to note that one third of males (37.5%), as against 18.5 percent females, have mentioned that they don't have any placement arrangement after the completion of their training. Those who stated that they have placement facility after completion of the training, mainly mentioned the implementing agency (the company concerned), as their placement agency. Since most of the female trainees view the course as mainly to learn the respective field of the training, their knowledge about placement and the agency which facilitates their placement, is very limited (Table 11).

Adequacy of the Training for Getting Employment

An over-whelming proportion (89.7%) of respondents have expressed in positive way about the adequacy of the training that they are currently undergoing and such views are almost equally

expressed by both men and women (97.5 % and 66.7% respectively). Those few females (14.8%) who expressed that the training is inadequate are of the view that there is a need to revise the courses like, tailoring and beautician courses, by updating it with the latest trends in the modern day world (Table 12).

Feedback on Various Aspects of Training

The data clearly reveal that the course (1-10) provided for each aspect of the training are relatively rated highly by the male trainees as compared to females. This is so mainly in the areas of objectives of the training, eligibility criteria, location of the centre, and facilities at the community centre. However, for aspects, such as, placement, fees, scholarships it is clear that male trainees are relatively not in favour, when compared to females. As most of these aspects are associated with their financial status, and employment opportunities, after the completion of the training, it is clear that the men are very eager to have these facilities at the centre; whereas women, being trainees for tailoring and beautician courses, their expectations from placement and scholarships are not to the significant level as compared to men (Table 13).

Recommendations

Based on the findings of the study, a set of recommendations has been made and the same has been presented below:

1. Given the demographic dividend, there is a need to focus on skill development programmes for youth. In this regard, studies on training programmes in the area of skill development and its impact on socio-economic conditions of the youth, have to be carried out regularly, in different regions.
2. There is a need to evolve new innovative methodologies for the study of skill development programmes in the country. Besides explorative studies, more explanatory studies and evaluative studies are needed for the promotion of skill development programmes and scientific data generation in this field.
3. An increasing number of skill development related courses need to be designed, keeping in view changes in the local economy and industry demands.
4. Since the majority of the youth live in remote areas, where transport connectivity becomes a major issue, there is a strong need to create awareness in these areas and in this regard, various media sources like, TV, radio and other mass media sources should be considered.
5. Given that there exist gender wise wide variations in the type of training programmes offered at the vocational training centers, more programmes which are not only accessible and interesting to the trainees but also employability-oriented and industry-demand driven should be offered at the centres. Such programmes are further important, not only for males but also for females, whose status and economic independency is very low.
6. Skill development of the youth no doubt is very vital for the development of the country. Also, it is equally important that the trainees, after their successful completion of the course, need to be guided and connected with the local job market. Efforts should be made to involve the employers and the local financial institutions to interact and guide the trainees about the various aspects related to the job prospects in the area and the financial assistance programmes available
7. Efforts are needed to encourage the banking sector at the local level to offer more financial assistance and loan facilities for the trainees, as such assistance will greatly help those trainees, who have entrepreneurial skills to have their own self-employment programme available for their benefit.

8. Since a majority of the trainees have moved out from the formal education system, several years back, there is a need to motivate and offer counselling to them, since majority will have inhibitions to undergo training that involves attending the classroom manner of learning at the centre.
9. The faculty and the resource persons, who are associated with the training programme, need to be provided orientation and refresher programmes regularly, with the latest happenings in the areas of their training. Such exposure will enhance their confidence and offer more encouragement to impart quality training at the centre.
10. Given the heterogeneity among the trainees, in terms of their background, level of understanding and performance during the training programmes, suitable fellowships, scholarships, incentives and awards to recognize their performance may be offered for the trainees.
11. Besides trainees and teachers, there are various other stakeholders like, employers, sponsors, parents and local leaders, who are also actively, associated in the skill development programmes. For addressing, the programme development comprehensively, all the other stakeholders also need to be involved and engaged regularly, through conducting suitable interactive sessions with them.
12. Suitable policies, programmes and schemes for the promotion of skill development of youth of the country needs to be addressed at regular points of time and various components such as, teaching, training, research, networking and disseminating activities have to be effectively promoted in this regard.

Case Studies: Impact of Skill Development Training on Status of Women

It is important to know the trainees employment status, after they successfully moved out after their training at the centre. As the major objective of the skill development programme is to enhance the skills of the youth and their employability, the study made an effort to understand the current status of the trainees, after the successful completion of the training. Aspects such as the nature of their employment, the period it took for them to join the job market, the level of satisfaction with the training and the current employment, their perception about the content of the training- theory and practical, to what extent it has enhanced their skills and its suitability for their employment and their suggestions for the type of courses and its content which needs to be delivered at the centre for effective connectivity for the trainees with the job opportunities in their employment sector are covered in these case studies.

Case Study 1

Mrs. Lakshmi Devram (name changed) aged 32 years lives in Shahpur. She has studied upto HSC. She is married woman having two sons. Her husband works as a teacher in a Government school. Her elder son is in 10th standard and younger son is in 7th standard. She was a housewife, without having any income generating activities. She came to the vocational training centre, where women are getting training programmes related to tailoring and designing. When expressed her desire to join the course, her husband accepted her intention and her in laws also supported her decision. They helped her, not only in household chores, but also taking care of the children. She paid required fees to get admission in the centre. She enrolled in the tailoring course. She completed the course and received her certificate. Now, she started her own tailoring shop and she teaches young women in dress making. Her husband provided financial support in the initial stage to start the business. She became independent earner in the family and also support husband in the family matters. She feels happy for attending the vocational course which changed her profile.

This clearly shows that the skill development or vocational training programme can change ordinary woman, who was earlier house wife without any financial earnings into confident entrepreneur and helping other women in that area to stand as independent. This is an example of women empowerment, development of marginalized sections and achievement of success.

Case Study 2

Ms. Asha (Name changed) 21 years old girl, lives in a village of Shahpur Taluka of Thane district. She has studied BA. Her home is not a general house with family members. Her home is a catholic charitable orphanage home. Before joining this home, Asha had normal family life with her parents. The family life was her childhood memories, because she stayed at home until the age 9 years old. When she was 5 years, her father passed away. She still remembers that her father was a BMC employee. After four years, mother also followed her father by leaving her all alone. Then, her paternal uncle became her guardian; but her aunt was not in favor for her stay at their house. Finally, she reached the catholic home. The new life started with sisters and other children of her category. Asha is very confident person and that attitude only made her to receive her B.A degree from Mumbai University. The orphanage encouraged her to move progressively in her life. With their help, she got admission in vocational education programme, which comes under skill development training. She joined the centre for dress making and designing courses. This course can provide employment opportunity, though not in a big way. Asha wants to pursue higher studies, if she gets an opportunity. Simultaneously, she started her enquiry to get any employment in BMC under her father's vacated post. The skill development course helped her to gain confident that she can lead life with pride. She is interested to find jobs in big organizations.

This case can show the impact of vocational education and skill development programme not only for the general public but also for people like Asha for achieving the progress.

Focus Group Discussion with the Female Trainees

Key points of discussion:

Only a small section of the girls in the nearby villages have completed higher education and are working in some agency or are willing to be employed. Majority of the girls get married at the age of 18-19 years as discussed by the VTC Trainees.

The location of VTC surrounds with the industrial area and very few employment opportunities are available for girls. Hence educated girls are not satisfied with the available employment facilities. The students feel that it is very important to have formal training of any profession. They are happy that they chose to develop their professional skills at VTC. They mentioned that after completing the course they could apply and get the job opportunities.

The source of awareness of the trainees about the available courses at VTC is by the pamphlets circulated in the village by VTC staff.

The trainees said their prime motive behind joining the course was to be financial independent and their liking in the subject. The trainees expressed their views that the courses like fashion designing is majorly limited to the urban areas. They appreciate that through VTC they get to learn the course. They also mentioned that there are very few tailors and beauticians available in the villages. Hence knowing parlor and tailoring work has created good scope and income generation opportunities for the students.

The trainees said that the framing of syllabus is very good and both theory and practical is taught in the class. Timings of the courses are suitable and the fees are very much affordable for their families. Material for the practical and reading notes are provided at the VTC. The teachers are very cooperative and they ensure that all the students are getting to learn things.

Monthly and yearly exams are conducted in the center to see the trainees' performance. Suggestions are given to the trainees to improve their skills.

The course has brought many benefits to the trainees. They have mentioned that gaining knowledge about the subject has developed their confidence. They can use the skills for their

families and be self-reliable. Learning professional skills have entitled them employment opportunities. Earning knowledge and income has made the trainees feel empowered.

There are several job opportunities available in the after completing the course as stated by the trainees. The trainees can join the institutes working in their respective course sector. They could also set up their own venture or teach the course to other trainees.

The trainees feel that the course is very helpful and it should continue for other students to be benefitted. There were no suggestions made in this regard.

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Tables

Table 1: Distribution of respondents according to gender, age and marital status

Profile	Male	Female	Total
Age(in years)			
≤17	25.0 (20)	22.2 (6)	24.3 (26)
18-20	52.5 (42)	37.0 (10)	48.6 (52)
21-23	18.8 (15)	29.6 (8)	21.5 (23)
24 and above	3.8 (3)	11.1 (3)	2.8 (6)
Mean Age	19.2	19.8	19.4
Marital Status			
Married	1.2 (1)	23.1 (6)	6.5 (7)
Unmarried	98.8 (79)	77.8 (21)	93.5 (100)

Table 2: Distribution of respondents according to gender and type of family

Type of Family	Male	Female	Total
Nuclear	48.8 (39)	74.1 (20)	55.1 (59)
Joint	7.5 (6)	14.8 (4)	9.3 (10)
Extended	40.0 (32)	0.0 (0)	29.9 (32)
NA	3.8 (3)	11.1 (3)	5.6 (6)

Table 3: Distribution of respondents according to gender, educational qualification and occupation

Educational Qualification	Male	Female	Total
Secondary	6.2 (5)	27.4 (2)	6.5 (7)
SSC	31.2 (25)	18.5 (5)	28.0 (30)
HSC/Inter	52.5 (42)	48.1 (13)	51.4 (55)
Graduates(Arts/Science/Commerce)	10.0	25.9	14.0

	(8)	(7)	(15)
Occupation			
Farmer	2.5 (2)	0.0 (0)	1.9 (2)
Employed: Pvt Sector	1.2 (1)	0.0 (0)	0.9 (1)
Daily Wage Earner	1.2 (1)	0.0 (0)	0.9 (1)
Housewife	0.0 (0)	11.1 (3)	2.8 (3)
Students	95.0 (76)	88.9 (24)	93.5 (100)

Table 4: Distribution of respondents according to gender and income

Income	Male	Female	Total
Sources of Income			
Salary	50.0 (40)	55.6 (15)	51.4 (55)
Agricultural produce	28.8 (23)	18.5 (5)	26.2 (28)
Daily wages	15.0 (12)	7.4 (2)	13.1 (140)
Others	18.7 (15)	7.4 (2)	15.9 (17)
Annual Income(Rs)			
≤40000	16.2 (13)	25.9 (7)	18.6 (10)
40001-80000	22.5 (18)	0.0 (0)	16.8 (18)
80001 and above	34.0 (27)	3.7 (1)	26.2 (28)
More than 100000	21.5 (17)	3.7 (1)	16.8 (18)
NA	28.4 (22)	69.2 (19)	38.3 (41)
Mean Annual Income	100224.1	27375	91393.94

Table 5: Distribution of respondents according to gender and payment of fees

Payment of fees	Male	Female	Total
Self	3.8 (3)	14.8 (4)	6.5 (7)
Parents	95.0 (76)	77.8 (21)	90.7 (97)
Others	1.3	7.4	2.8

	(1)	(2)	(3)
Total	100.0 (80)	100.0 (27)	100.0 (107)

Table 6: Distribution of respondents according to gender and awareness about the training

Awareness about the training	Male	Female	Total
Yes	80.0 (64)	63.0 (17)	75.7 (81)
No/No Response	20.0 (16)	37.0 (10)	24.3 (26)
Total	100.0 (80)	100.0 (27)	100.0 (107)

Table 7 : Distribution of Respondents According to Gender and type of course attending

Type of course attending	Male	Female	Total
Information Technology	1.2 (1)	0.0 (0)	0.9 (1)
Professional beautician	0.0 (0)	7.4 (2)	1.9 (2)
Electrician	56.2 (45)	0.0 (0)	42.1 (45)
Fashion Designing/Tailoring	0.0 (0)	92.6 (25)	23.4 (25)
Two-Three Wheeler Mechanic	2.5 (2)	0.0 (0)	1.9 (2)
Fitter	23.8 (19)	0.0 (0)	17.8 (19)
Welding and Fabrication	16.2 (13)	0.0 (0)	12.1 (13)
Total	100.0 (80)	100.0 (27)	100.0 (107)
Chi-Square: 107.0; d.f.6; P=.000			

Table 8 : Distribution of respondents according to gender and expectations about the training before joining.

Expectations from the training before joining	Male	Female	Total
Employment Opportunity	45.0 (36)	7.4 (2)	35.5 (38)
Opportunity to work in company	41.3 (33)	29.6 (8)	38.3 (41)
Skill Building	21.3 (17)	40.7 (11)	26.2 (28)
Opportunity to move to nearest town/city	5.0 (4)	0.0 (0)	3.7 (4)
Encouragement for self-	7.5	37.0	15.0

employment	(6)	(10)	(16)
Other	1.3 (1)	3.7 (1)	1.9 (2)
Increase in Income	1.3 (1)	7.4 (2)	2.8 (3)

Table 9: Distribution of respondents according to gender and nature of employment

Nature of employment	Male	Female	Total
Self employed	16.2 (13)	44.4 (12)	23.4 (25)
Salaried	75.0 (60)	29.6 (8)	63.6 (68)
Daily wages	1.2 (1)	11.1 (3)	3.7 (4)
Others	5.0 (4)	3.7 (1)	4.7 (5)
Don't Know	2.5 (2)	11.1 (3)	4.7 (5)
Total	100.0 (80)	100.0 (27)	100.0 (107)

Table 10: Distribution of respondents according to gender and field visits

Field Visits	Male	Female	Total
Yes	40.0 (32)	7.4 (2)	31.8 (34)
No/ No Response	60.0 (48)	92.6 (25)	68.2 (73)

Table 11: Distribution of respondents according to gender and placements.

Placements	Male	Female	Total
Yes	56.3 (45)	55.6 (15)	56.1 (60)
No	37.5 (30)	18.5 (5)	32.7 (35)
No Response	6.3 (5)	25.9 (7)	11.2 (12)

Table 12: Distribution of respondents according to gender and adequacy of the training for getting employment

Adequacy of the training for getting employment	Male	Female	Total
Yes	97.5 (78)	66.7 (18)	89.7 (96)

No	1.2 (1)	14.8 (4)	4.7 (5)
Not Sure	1.2 (1)	18.5 (5)	5.6 (6)

Table 13: Distribution of Respondents according to the gender and Feedback on Training Programme

Feedback on Training Programme	Male	Female	Total
<i>Type of course attending</i>			
Information Technology	1.2 (1)	0.0 (0)	0.9 (1)
Professional beautician	0.0 (0)	7.4 (2)	1.9 (2)
Electrician	56.2 (45)	0.0 (0)	42.1 (45)
Fashion Designing/Tailoring	0.0 (0)	92.6 (25)	23.4 (25)
Two-Three Wheeler Mechanic	2.5 (2)	0.0 (0)	1.9 (2)
Fitter	23.8 (19)	0.0 (0)	17.8 (19)
Welding and Fabrication	16.2 (13)	0.0 (0)	12.1 (13)
<i>Perceived gain from the training</i>			
Gain Confidence in everyday life	53.1 (43)	80.8 (21)	59.8 (64)
Groomed you for better job prospects	51.9 (42)	46.2 (12)	50.5 (54)
Provided you with opportunities to seek higher paying jobs	24.7 (20)	46.2 (12)	29.9 (32)
Provided you with skills needed for job in the relevant sector /choice of profession	21.0 (17)	50.0 (13)	28.0 (30)
Provided you with necessary soft skills to develop inter-personal communication	11.1 (9)	38.5 (10)	17.8 (19)

No significant improvement	0.0 (0)	3.8 (1)	0.9 (1)
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