

AN EMPIRICAL STUDY ON THE EVALUATION OF GOVT. POLICIES OF TECHNICAL TRAINING IN UDHAMPUR DISTRICT OF J&K

Abstract

Technical training and knowledge both are the engine of economic growth and social development of any nation. Nations with a better level of technical training adjust more effectively to the challenges and opportunities of the country's work. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should concentrate on the development of technical education and skills development and the same skills have to be appropriate with respect to the existing economic scenario. For providing skills since the time of independence, ITIs were set up in all the districts of the J&K in 1958 and the thrust of ITIs was on imparting a more fundamental type of technical training. The present study is based on primary study and confines itself to Industrial Training Institutes. Among all districts of J&K UT, Udhampur is one of the hilly districts where ITI was opened during the period of sixties for imparting knowledge and technical education about specific trades among the beneficiaries of the district. In this backdrop, an attempt has been made in the current study to make an empirical study on the evaluation of Govt. policies of technical training in Udhampur district of J&K. Technical training through skill development has made a significant difference in the stability of working days among beneficiaries in the study area (beneficiaries are defined those who acquired formal training). Hence technical training and skill development has made a significant difference in the social security such as stability of working days among the beneficiaries under study.

Keywords: Technical Training, Nations, Knowledge, Beneficiaries, Evaluation and Stability.

Author

Dr. Som Raj
Assistant Professor in Economics
Arni University
Kathgarh, Kangra, Himachal Pradesh,
India.
youyube1986@gmail.com

I. INTRODUCTION

Human capital is one of the essential determinants of economic growth. This broad term covers various factors like education, health, migration, vocational training, IT development. Technical Training and Skill Development is one of the main components and is of course the main issue as far as the domain of the present study is concerned. Technical education is a type of education that prepares people to work in various forms of jobs-trade, a craft or may be a technician, etc. and so forth. This term is sometimes used as synonym to career education or technical education. Technical/Vocational education may take place at the secondary, post-secondary, or higher education level and can well interact with the apprenticeship system.

The concept of Technical Education, Training and Skill Development may be understood as follows: (a) a means of preparing for different occupational fields and for enabling effective participation in the world of work; (b) an aspect of lifelong learning and to prepare workforce for being responsible citizens; (c) an instrument for promoting environmentally sound sustainable development.

Thus it cannot be denied that educated and skilled manpower is a necessary condition for sustained economic development.

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. Throughout the post-independence period there have been many attempts to reform the Indian technical/vocational education system and make it more applicable. Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career for future and in grabbing better employment opportunities. It is a way which gives some work related experiences to students that many employers look for as India moves progressively towards becoming a knowledge economy (NSSO, Economic survey 2009-10).

In the present era, Technical Education, Training & Skill Development has become an integral part of our general education system. There is also a necessity for establishing new relationships between education, the world of work and the community as a whole. In this context, Vocational Education, Training & Skill Development have been initiated with a broad base, which facilitates horizontal and vertical articulation within the education system and between schools and the competitive world. The integration of Vocational Education and Skill Development (VE&SD) into the academic sector is essential for the VE&SD model to succeed. Vocational education is generally offered at school or to drop-outs at post-schooling level and sometime on the job and is directly related with specific knowledge (Vijay, P. & Goel, 2002).

Keeping in view of the contribution of skill development programs, governments has laid more thrust upon the multi-pronged drive to enhance economic competitiveness, productivity and stimulate to raise people out of poverty. Improved knowledge and skill of

workers is expected to expand economy's output and make positive contribution towards the economic development.

Keeping this in view the technical/vocational training institutes in 1958 were extended to all districts of J&K state through setting up of Industrial Training Institutes with the thrust on providing a more fundamental type of vocational training. After 1958, ITIs have been imparting training to different sections of youth in different trades thereby helping them in getting employment opportunities and overall well-being. The Directorate of Technical Education was established in the year 1981 by the creation of a unified body for the administration and control of the institutions imparting vocational trainings in the State of J&K. There were a total of 21 Industrial Training Institutes (ITI's) and 2 Polytechnics in the year 1981 in the State and in the year 2014 the number of ITIs has increased to 88 ITI's, comprising of 54 Government & 34 Private. Among all districts of J&K state, Udhampur is one of the hilly district where ITI center was opened in the year of 1975 and this institute is providing vocational education and knowledge about specific trades to the youth of the district. It has been offering training in different trades to the youth of the state such as Electrician, Welder, Stenography, Cutting & Sewing (For Females only), IT, Computer operator and programming assistant (COPA), software application, fashion designing, motor mechanism, plumber and tourist guide. Keeping in view the important role of technical training in Udhampur district an attempt has been made in the present study to make an empirical study on the evaluation of Govt. policies of technical training in Udhampur district of J&K. How far technical training which is imparted to the youth is evaluating of Govt. policies has to be ascertained in the present study.

II. REVIEW OF LITERATURE

Review of literature helps the researchers to form an organized framework of the study, refine the study and analyze the research gap to establish the noteworthy recommendations with respect to improvement in skill development training, their socio-economic conditions, economic growth and overall well-being. A lot of studies have been conducted in this record.

Arriagada and Ziderman et. al, (1992) in their study emphasized that the vocational education refers to those practical subjects which generate some basic knowledge among the students.

Caillods, (1994) his study has stated that the vocational education and training (VET) focuses on specific trades and imparts the practical skills which allow individuals to engage at a specific occupational activity. George, A. (1995) has ascertained that technical and vocational education and training is one of the key component which positively effects the human resource development strategy. Chinnappan Gasper, (1995) has discussed that vocational education plays a significance role particularly in expanding the employment opportunities and economic returns. Inspired by Erik Lyby, (2000) that the vocational training and skills can help and prepare the youth for a productive life. Descy and Tessaring, (2001) in their study have highlighted the role of VET as acquisition of knowledge, skills and competences for job opportunities. International labour Organization, (2002) report has examined that education and training are essential requirements of a strategy to promote employment. Sharma, B (2002) in his study has analyzed that technical and vocational

education plays a crucial role in the development of human resource in the country by generating skilled power and improving the quality of life. Mehrotra and Sacheti, (2005) in their book has been classified that the purpose of vocational education is to enhance individuals employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those who are pursuing higher education without particular interest or purpose. Goel, (2009) has concluded that the skills and development are the engines of economic growth and social development of any country. Fazalur Rahman, et.al, (2011) in his study has been revealed that the development of human resources improves economic growth and productivity. Z. Khan, (2011) in his study has found that now our country is developing due to the advancement of science and technology and it has been possible only because of the availability of scientific material and human resources. Dimitri G., (2011) emphasized that skill can be defined as an ability or proficiency at a task that is normally acquired or developed through education, training, and experience. It is, of course, related to the concepts of competence expertise and knowledge. Nina Billorou, et. al. (2011) in their book has been emphasized that vocational training is one of the main step implemented to achieve the objectives of the decent work and skills development improves the performance of the people and enterprises leading to increases in employment and development of society. Sabahat Akram (2012) in his study has told that the development training programs capacity has been evaluated mostly in terms of programs initiated, numbers trained, courses offered, or of knowledge service put in place. Edwin, B. Flippo (1984) has been described that vocational education and Training is the act of strengthening the knowledge and skills of an employee for doing a particular job. Aswathappa, K, (2000) in his views has highlighted that Training and skills development help in updating the old talents and developing new ones.

Inspired by Booth and Snower, (1996) that skill development and professional training more productive for human resources and in raising their income which boosts their economic expansion. A. Y. Adamu, et.al (2007) in their study has described that education is the common property of everyone. The aim of vocational education is to prepare persons for employment in the recognized occupations by providing necessary skills, knowledge, and attitudes for effective employment. In a review of literature different studies have described that technical education and training in specific trades, equips the trainees with skills, knowledge, and capabilities which help them to improve their social conditions. It is through technical education that all the weaker and vulnerable sections of the society are able to equip them with competencies and participate in the process of inclusive growth and development. Besides technical/vocational training improves the space for livelihood opportunities. It enhances the level of earning and employment opportunities. Hence technical/vocational training plays an important role in the process of economic growth and development.

The review of the literature has highlighted that technical education through ITIs one is able to gain, skills, knowledge, and competencies through which the beneficiaries can enjoy a better quality of life, improved earnings and employment opportunities.

Research Gaps: State of Jammu and Kashmir is hard hit by the problems of militancy and terrorism and unemployment & Udhampur district is one of the districts of the state with such problems. Majority of the population of the state is engaged in unorganized sector because the employment opportunities in the public sector are shrinking because globalization has led to a number of challenges and opportunities with regard to employment generation, where

improvement in skills through vocational training becomes a ray of hope for generation of self-employment opportunities because one has to look for alternate employment opportunities in the unorganized sector. The youth of Udhampur District have to reach for employment on the same lines as cited above. Since no empirical study on the evaluation of govt. policies of technical training in Udhampur district of J&k has been found in the review of the literature, therefore an apparent need was felt to address this information by conducting the present study.

III. OBJECTIVES & RESEARCH METHODOLOGY

In this backdrop the objectives of the present study are, to investigate the evaluation of government policies of vocational/technical training under study, to ascertain the stability in working days among beneficiaries in the study area (beneficiaries are defined those who acquired formal training) and the problems faced by them and to make possible suggestions. The present study is based on primary and secondary sources. The secondary data has been collected from various sources such as books, journals, government reports and websites. For conducting the primary study Udhampur district (from J&K) has been selected randomly, from Udhampur district three blocks, namely-Udhampur, Chennai and Ramnagar have been selected randomly and from each block 60 respondents have been selected purposively (who have attained formal training in seven types of trades during the period of 2012-14). The data for a sample of 180 respondents has been collected through the personal interview method on a well-structured questionnaire. After the collection of data, it has been tabulated and analyzed with simple statistical tools to realize the objectives of the study.

The present study will be of immense importance for the policy makers, enabling them to focus on improvement of different trades imparted to the trainees so as to enable them to find employment opportunities and to incorporate more trades which are in demand in the job market.

1. Investigate the evaluation of government policies of vocational/technical training under study:

Evaluation of Government Policy: In this paper, an attempt has been made to evaluate the Government Policy of technical training and skill development since independence. It is believed that educated and trained people can prove to be a boon for the development of the economy. So as far as the training and skill development in the nation is concerned, India has to provide quality training and develop the skills of its large young population to fully reap the benefits of the demographic dividend and it is the most crucial investment in human capital. Technical education has been a thrust sector ever since India attained independence in 1947. Right from the inceptions of planning, the crucial role of education in economic and social development has been recognized and emphasized. Efforts were made to increase people's participation in technical education and educational programmes were diversified in order to promote knowledge and skill development required for national building. Skill development is important because of its improvement to strengthen capacity at the industry, individual and also national levels because of the complementarities that exist between physical capital and human capital on the one hand and between technology and human capital on the other. In India other

than general education, skill development efforts consist of training and vocational education and sector-specific programmes for better employability in industry.

The present study provides a comprehensive account of policies and programmes for skill development and entrepreneurship in India. It has been emphasized that in India, skill formation is broadly through general education as a provider of generic skills. Technical education provide a marketable industry specific skills for better employability. Whereas, other than general education, skill formation efforts consists of the following: (a) vocational education, (B) vocational training and (C) sectors specific programmes to address the issues of skill formation and enhancement. In India technical and vocational education system, the term vocational education and training are sometimes used synonymously which refers to post-secondary school education courses and practical training that helped in the preparation of technicians to work as supervisory staff. Moreover, The term vocational training deals to lower level education and training for the aspirants of skilled or semi-skilled workers in various trades and it does not influence their level with regard to general education.

To sum up, there is need for skilling and re-skilling persons entering the labour force to harness the demographic dividend that India enjoys. While the enrolment in technical higher education has grown, the employers continue to complain about non-availability of requisite number of skilled persons. This challenge needs to be addressed at the all-India as well as the State level in a mission mode manner, as otherwise the benefits of demographic dividend would be lost. The skill enhancement also leads to increased wages for the people and a positive growth outcome for the economy at large. Immediately after independence in the first five year plan need was felt for skill development so as to enrich human resources according to the market demand and accordingly some efforts were made to devise policies with focus on vocational and technical education. Vocational and skill development initiatives varied from time to time and there was no concrete policy in India in general & J&K in particular which could be cementized so far. India is a young country where the demographic dividend could only be realized with focus on training and skill development. Apart from this the solution to the problem of unemployment lies in vocational training and skill development. The educational institutions in India failed to supply the manpower according to the demand for manpower in the market. Keeping this in view various initiatives have been taken by the government but they have succeed in delivering the results partially. Vocational training through industrial training institutes plays an important role in improving the skills and capabilities of the youth but at the same time the role of informal vocational training cannot be undermined. No doubt vocational training has led to the emergence of entrepreneurs who undertake risk, make investment and generate employment opportunities but on the whole vocational training and technical education has remained more or less fatal in nature. Vocational training has remained ineffective because of lack of thrust on its quality, standardization, recognition and lack of consistency in policy. Vocational training institutes are focusing more on theoretical frame work rather on practical framework. In this backdrop a key issue that crops up is that what reforms and interventions are needed to make the vocational education more effective. Recently the government of India to face the changing realities of life has thrust upon skill development institutes and a national policy for skill development and entrepreneurship

2015, was announced with the aim to carry the world of education and training closer to the world to work so as to enable them to construct a strong India.

Skill development should therefore, occupy center-stage in any employment strategy. Skill development is critical for achieving faster, sustainable and inclusive growth on the one hand and for providing decent employment opportunities to the growing young population on the other. The demographic window of opportunity available to India would make India the skill capital of world. India would be in position to meet the requirement of technically trained manpower not only for its growing economy but also of the aging advanced economies of the world. Young population is an asset only if it is educated, skilled and finds productive employment. However, skilling this large and growing young population from an exceedingly small base would be a big challenge In terms of outreach, quality, and institutional set-ups.

2. **Conclusion:** Despite the fact that India is a fast-developing economy certain difficulties in the implementation of schemes, other initiatives, inherent social, economic and political constraints have led the Government to think upon the fact that is far more needs to be done to create more employment opportunities for the majority of Indians, to enable them to participate in the benefits of growth and to contribute to that growth. The most important aspect to deal with this situation revolves around education and training that equips and make them effective to work for the labor market. One of the main source, as emphasized upon earlier in the chapter of the skilled workforce is the vocational education and training system. There has been realization on the part of Government that the system is not being able to appropriate respond to the needs of the labor market. However, in our country the vocational education system has remained more or less fatal in nature. There is a lack of vertical mobility for workforce to choose the vocational programs of their due interest. Other reasons for the inherent ineffectiveness of the vocational training system has been the lack of quality, standardization, recognition and fragmentation. India being the hub of young age population, in the years to come to be able to realize the potential benefits of demographic dividend, certain key reforms are needed. A key issue that pops up is, what reforms/interventions are needed to improve the effectiveness of the system. On the one hand India faces the future with its changing realities: On the other hand, it must deal with the nature of its established traditions and structure as well. Some key reforms must be undertaken in different areas to make the vocational education and vocational training systems more responsive to the needs of the labor market. There must be effective engagement of workforce with the competent authorities. There should be regular exchange of ideas/skills among vocational education teachers, master craftsmen and trainees. There must be actively involvement on the part of apex industry associations like the federation of India Chambers of the Commerce and Industry (FICCI), Associated Chamber of Commerce and Industry and Confederation of Indian Industry (CII) in order to implement vocational education programmes/ schemes and imparting of skills. Reforms aimed at improving the quality and labor market relevance of the existing system, moving forward on mobilizing additional resources for the system, especially once the quality has improved etc. must be implemented. However, the reforms should be treated as a package. I.e. if only some are instituted, while others are not, it is unlikely that the objectives of developing a truly demand-response system will be effectively met.

IV. ASCERTAIN THE STABILITY IN WORKING DAYS AMONG BENEFICIARIES UNDER STUDY AREA

Skill development is perceived to be the backbone of socio-economic development of the state/country. For imparting skills, ITIs were set up in all the districts of the state of J&K in 1958 in order to provide a more fundamental type of technical/vocational training. Industrial training institute in Udhampur district also playing an important role in imparting skills to the stakeholders, improving their capacity building for employment opportunities, enabling them to go for self-employment and enjoy social security including stability of working days.

Stability of work to beneficiaries provides a sense of job opportunities and income security which is very important for economic growth of any nation. Therefore, the impact of technical/vocational training (which acquired from Govt. ITIs) on the stability of working days among beneficiaries under study can be determined with the help of following given components:

- Demographic Profile of the Beneficiaries under Study.
- Type of Trades Acquired by the Respondents through Formal Training.
- Nature of Employment among Beneficiaries under Study Area.
- Type of Occupations among Beneficiaries.
- Trade Wise Status of Employment among the Beneficiaries.
- Working Days in a Month for Which the Employed Beneficiaries Get Work.
- Stability in Work among the Employed Beneficiaries.

1. Demographic Profile of the Beneficiaries under Study: Table 1 shows the demographic profile of 180 beneficiaries. Out of total (180), 14.45 percent, 22.78 percent, 23.89 percent of the beneficiaries were in between the age groups of 14-18 years, 18-22 years, 22-26 years, whereas 20 percent and 18.88 percent were in 26-30 years and 30-35 years of age groups respectively. In other words, 46.67 percent (i.e. 23.89+22.78) of the youth in the study area were in between the age group of 18-26 years with the educational level in between 8th to 12th standard who attained the formal training from Industrial Training Institute (ITI) to improve their skills and capabilities. Even 20 percent youth were graduates and 18.88 percent of the beneficiaries had other qualifications such as B.Ed. and professional course etc. In Udhampur, Chenani and Ramnagar blocks, out of total beneficiaries 55 percent, 56.66 percent and 61.66 percent were male with different levels of qualification and 45 percent, 43.33 percent and 38.33 percent were female beneficiaries with varying levels of education. Thus, it is clear that the percentage of male beneficiaries was relatively high among all the three blocks of Udhampur district in comparison to female beneficiaries, which shows that though awareness is growing among the respondents about skill development and capacity building but much more needs to be done to attract the females in different types of trades for creating self-employment opportunities through vocational training.

Table 1: Demographic Profile of the Beneficiaries

Age group	Level of education standard	Beneficiaries									Grand Total
		Udhampur			Chenani			Ramnagar			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
14-18	Up to 8 th	4 (6.66)	2 (3.33)	6 (10)	5 (8.33)	4 (6.66)	9 (15)	8 (13.33)	3 (5)	11 (18.33)	26 (14.45)
18-22	8 to 10 th	7 (11.66)	7 (11.66)	14 (20)	6 (10)	5 (8.33)	11 (18.33)	10 (16.66)	6 (10)	16 (26.66)	41 (22.78)
22-26	10 to 12 th	6 (10)	9 (15)	15 (23.33)	9 (15)	6 (10)	15 (25)	8 (13.33)	5 (8.33)	13 (21.66)	43 (23.89)
26-30	Graduate	9 (15)	5 (8.33)	14 (20)	8 (13.33)	5 (8.33)	13 (21.66)	6 (10)	3 (5)	9 (15)	36 (20)
30-35	Others	7 (11.66)	4 (6.66)	11 (16.66)	6 (10)	6(10)	12 (20)	5 (8.33)	6 (10)	11 (18.33)	34 (18.88)
Total		33(55)	27 (45)	60 (100)	34 (56.66)	26 (43.33)	60 (100)	37 (61.66)	23 (38.33)	60 (100)	180 (100)

Source: Field Survey 2016-17

Note: Figures within the brackets represent the percentage level with respect to total responses

Note: other qualifications such as B.Ed. and professional course

In short, 23.33 percent and 25 percent of the beneficiaries in both Udhampur and Chenani blocks were in between the age groups of 22-26 years and in Ramnagar block 26.66 percent were between the age of 18-22 years. 45 percent of the female beneficiaries were found from Udhampur block followed by Chenani and Ramnagar block. In Ramnagar block, the percentage of male beneficiaries was relatively higher (61.66 percent) in comparison to Udhampur and Chenani blocks. The beneficiaries in the age groups in between of 18-22 years and 22-26 years in all the three blocks under study have attained the formal vocational training because of awareness and unemployment.

When asked from them about the reason for it, they revealed that even after getting higher education the youth have failed to get employment opportunities elsewhere i.e. why they are going for vocational training and want to become self-employed by setting up their own enterprises/business for their livelihood security. The percentage of female beneficiaries is higher in case of Udhampur block followed by Chenani, mainly due to urbanization, awareness & more mobility among them. In case of Ramnagar block, people still are hesitant to send their daughters for education and vocational training. Thus, majority of the beneficiaries who opted for training in ITI were in the age group of 22-26 years, which implies that after completing their 12th when they were unable to find any employment avenue, they have gone for improving their capability and competency through skill development for generating self-employment work opportunities. Thus the majority of beneficiaries with formal training were in the age group of 18-26 years of age.

Demography profile of the beneficiaries can be depict with the help of below charts:

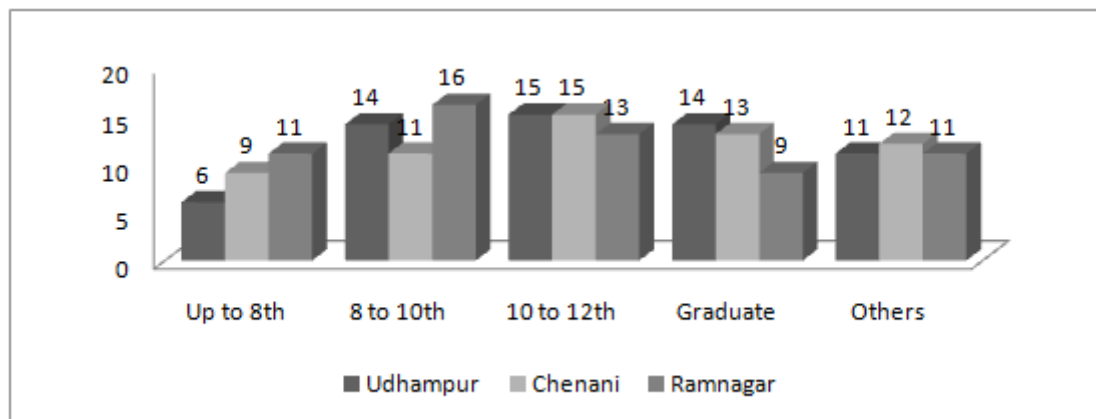


Chart 1: Demography Profile of the Beneficiaries

- 2. Type of Trades in which the Beneficiaries have attained Formal Training:** Skill development is perceived to be the backbone of socio-economic development of the state/country. For imparting skills, ITIs were set up in all the districts of the state of J&K in 1958 in order to provide a more fundamental type of vocational training. Industrial training institute in Udhampur district also playing an important role in imparting skills to the stakeholders, improving their capacity building for employment opportunities, enabling them to go for self-employment and enjoy social security. The type of trades in

which the beneficiaries and non-beneficiaries have acquired training has been shown with the help of table 3.

Table 3 shows that out of total (180), 5 percent of the beneficiaries have acquired formal training in stenographer, 13.33 percent in COPA, 20 percent each in electrician and welding, 13.33 percent, 25.25 percent and 2.77 percent of the beneficiaries have acquired training in trades such as cutting & sewing, plumber and software application respectively. COPA, electrician, cutting & sewing are the most demanded trades by majority of the respondents in Udhampur block whereas software application trade is least preferred in the same block. Except plumbing, electrician and welding in all trades, both male and female have acquired formal vocational training. Similarly, in block Chenani, the most demanded trades have been plumber, electrician, welding and the least preferred one is stenography. No one has opted for training in software application trade in Chenani. In case of Ramnagar block, welding and electrician are the most demanded trades by majority of the respondents and software application trade is least preferred. Both male and female have acquired formal vocational training but no women has attained the training in trades such as plumber, electrician, welder and software application. Reasons behind the attainment of vocational training were unemployment, rising competition level in general education and more demand for skill education and urbanization.

The percentage of female beneficiaries who attained formal training has been much higher in both Udhampur and Ramnagar blocks in comparison to Chenani because of greater demand of these trades, whereas number of male beneficiaries in case of Chenani block is relatively higher than both the blocks of Udhampur and Ramnagar because of the higher level of unemployment and low level of education attained by them. Thus, it is concluded that the female beneficiaries have attained formal training in COPA, stenography, cutting & sewing whereas male beneficiaries have attained formal training in all the trades except cutting & sewing in the study area.

Table 3: Type of Trades Acquired by the Respondents through Formal Training

Type of Trades	Beneficiaries with Formal Training									Grand Total
	Udhampur			Chenani			Ramnagar			
	M	F	Total	M	F	Total	M	F	Total	
Stenographer	3 (5)	2 (3.33)	5(8.33)	1(1.66)	-----	1 (1.67)	2 (3.33)	1 (1.67)	3(5)	9(5)
COPA	6 (10)	5 (8.33)	11(18.33)	5 (8.33)	2 (3.33)	7(11.7)	4 (6.67)	2 (3.33)	6 (10)	24(13.33)
Electrician	12 (20)	-----	12 (20)	14 (23.3)	-----	14 (23.3)	10 (16.67)	-----	10 (16.67)	36(20)
Welder	10 (16.66)	-----	10(16.7)	13 (21.7)	-----	13(21.7)	13 (21.66)	-----	13 (21.66)	36 (20)
Cutting & Sewing	-----	11(18.33)	11(18.33)	-----	4(6.67)	4 (6.67)	-----	9 (15)	9(15)	24 (13.33)
Plumber	7 (11.66)	-----	7 (11.7)	21 (35)	-----	21(35)	18 (30)	-----	18(30)	46(25.25)
Software Application	3(5)	1 (1.67)	4 (6.57)	-----	-----	-----	1 (1.66)	-----	1 (1.66)	5 (2.77)
Total	41 (68.33)	19 (31.67)	60 (100)	54 (90)	6 (10)	60(100)	48(80)	12(20)	60 (100)	180(100)

Source: Filed Survey 2016-17

*Note: Figures within brackets represent the percentage level with respect to total responses***Note:** COPA stands for Computer Operator and Programming Assistant

Type of trades acquired by the beneficiaries under study can be shown with the help of charts.

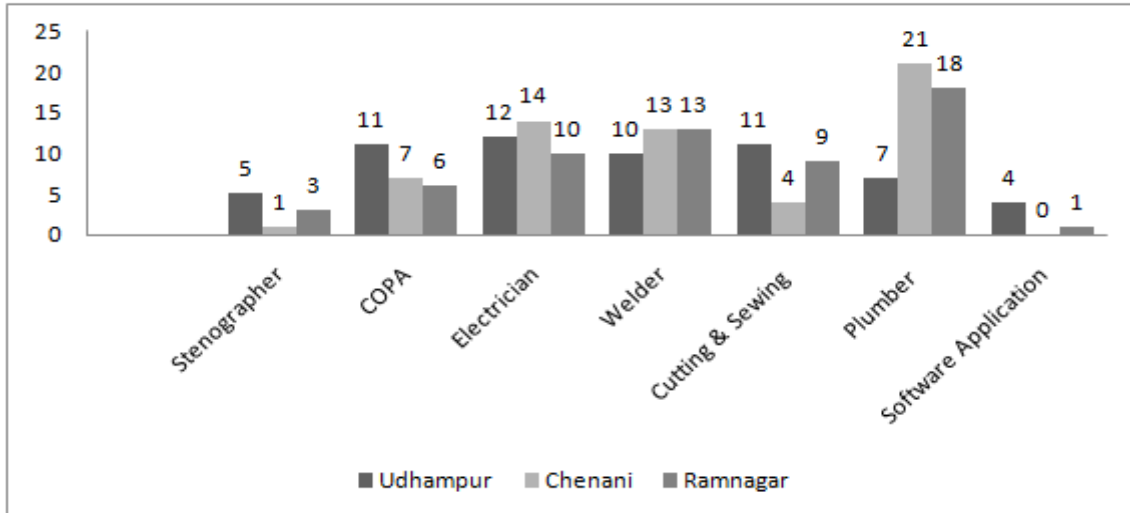


Chart 2: The Number of Beneficiaries with Formal Training

- 3. Nature of Employment among Beneficiaries under Study Area:** In India, during the year of 2011-12, 50.7 percent of males and 56.1 percent of females were self-employed, whereas 19.8 percent males and 12.7 percent of females were regular employees and 29.4 percent male and 31.2 percent female were casual employees.

At the same note, table 5 reflects the nature of employment of all the beneficiaries before and after obtaining formal training in the study area. Before vocational training, out of total, 3.33 percent of the beneficiaries got regular employment, 2.22 percent self-employment and 4.44 percent were employed on casual basis and 90 percent of the beneficiaries were unemployed. But, after attaining vocational training, out of total, 14.44 percent of the respondents had regular employment, 8.33 percent were government employees, 45.55 percent were self-employed in different trades, while 10 percent were casually employed and 21.66 percent of the beneficiaries were unemployed which shows that the level of unemployment after vocational training has shown a decline.

The nature of employment has been shown with the help of table 5.

Table 5: Nature of Employment among the Respondents under study

Name of the Blocks	Beneficiaries (Nature of employment)											
	Before Vocational Training						After Vocational Training					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Udhampur	3(5)	-----	3(5)	4 (6.66)	50 (83.33)	60(100)	11(18.33)	6 (10)	33 (55)	6(10)	11(18.33)	60(100)
Chenani	2 (3.33)	-----	0(0)	1(1.66)	57(95)	60(100)	6(10)	4 (6.66)	23 (38.33)	7(11.66)	15(25)	60(100)
Ramnagar	1(1.66)	-----	1 (1.66)	3(5)	55 (91.66)	60(100)	9(15)	5 (8.33)	26(43.33)	5(8.33)	13(21.66)	60(100)
Total	6 (3.33)	-----	4 (2.22)	8 (4.44)	162(90)	180 (100)	26 (14.44)	15(8.33)	82 (45.55)	18(10)	39 (21.66)	180(100)

Source: Filed Survey 2016-17

Note: Figures within brackets represent the percentage level with respect to total responses

Coding: 1 = Regular Employment
 2 = Permanent Employment (only Govt. Employees)
 3 = Self-Employed
 4 = Casual Employment
 5=Unemployed

Thus, it is clear that majority of the beneficiaries were self-employed. The level of government employment opportunities is higher in case of beneficiaries with formal training because of recognition and more weight age to the certificates of ITIs. One of the important findings is that the level of unemployment is higher in case of beneficiaries showing that the level of training imparted to the formal trainees needs an improvement and new methods with more thrust on practical are needed to be exhorted upon to further increase and improve the scope of employability in future.

- **Nature of Employment of the Beneficiaries under Study**

Hypothesis: Vocational training has not made any changes in the nature of employment of the beneficiaries under the study area.

Null Hypothesis = Zero ($H_0 = 0$),
Alternative Hypothesis $\neq 0$ ($H_a \neq 0$)

Table 6: Applied T- Test, Paired Sample

Nature of employment	Mean	S. Deviation	S. Error Mean	T	df	Sig. (2-tailed)
Regular employment	-6.667	2.309	1.333	-5	2	0.038
Government employment	-5	1	0.577	-8.66	2	0.013
Self- employed	-26	3.606	2.082	-12.49	2	0.006
Casual employment	-3.333	2.309	1.333	-2.5	2	0.13
Unemployed	27.667	22.279	12.863	2.151	2	0.164

Source: Field Survey 2016-17

The P (Critical values of t) is less than 0.05 (Alpha) in case of Regular, government and self-employment. Therefore, $P < 0.05$ (alpha), the null hypothesis has been rejected in case of the Regular, Government and Self-employment. Hence vocational training has made a statistically significant difference in the above stated nature of employment among the respondents. On the other hand, the value of P is greater than alpha (0.05) in case of casual employment & unemployment, as such null hypothesis is accepted. Hence, the vocational training has not any made statistically significant difference in case of casual employed and unemployment.

4. Type of Occupations among Beneficiaries

Table 7: Type of Occupations among the Beneficiaries

Name of the Blocks	Beneficiaries													
	Before Vocational Training							After Vocational Training						
	1	2	3	4	5	6	Total	1	2	3	4	5	6	Total
Udhampur	2 (3.33)	3(5)	2(3.33)	-----	3(5)	50(83.33)	60 (100)	1(1.66)	33 (55)	3(5)	6(10)	6 (10)	11 (18.33)	60 (100)
Chenani	1(1.66)	0(0)	1(1.66)	-----	1(1.66)	57 (95)	60 (100)	2(3.33)	23(38.33)	2(3.33)	4 (6.66)	14 (23.23)	15(25)	60(100)
Ramnagar	2 (3.33)	1(1.66)	0(0)	-----	2(3.33)	55(91.66)	60 (100)	1(1.66)	26 (43.33)	5(8.33)	5(8.33)	10(16.66)	13(21.66)	60 (100)
Total	5(2.77)	4(2.22)	3(1.66)	-----	(3.33)	162 (90)	180(100)	4 (2.22)	82 (45.55)	10 (5.55)	15(8.33)	30 (16.66)	39 (21.66)	180(100)

Source: Field Survey 2016-17

Note: Figures within brackets represent the percentage level with respect to total responses

Occupations code: 1= Agricultural and allied agricultural activities
 2= Self-employed
 3= Private Service such as LIC agent, travel agent etc.
 4= Government Service
 5= any other e.g. Casual labour, Temporary & contractual basis
 6= Unemployment

Table 7 shows the nature of occupations in case of beneficiaries, before and after training. Before vocational training, it has been found that in aggregate, 2.77 percent of the beneficiaries had agricultural and allied activities as occupation for earning their livelihood, 2.22 percent were self-employment, 1.66 percent were in private services and 3.33 percent were employed on casual, temporary & contractual basis, 90 percent were unemployed. Apart from this, nobody was government employees before attaining vocational training.

On the other hand, after vocational training, it was found that out of total, 2.22 percent of beneficiaries were engaged in agricultural and allied activities, 45.55 percent were self-employed, 5.55 percent were in private services, 8.33 percent were in government services and 16.66 percent were engaged in other source of occupation, 21.66 percent were remained unemployed.

Thus, it is clear that before attaining vocational training in all the three blocks, majority of the beneficiaries were unemployed, but after attaining vocational training, the majority of the beneficiaries in all the blocks were self-employed. The percentages of the beneficiaries who were self-employed in case of Udhampur block were much higher in comparison to Chenani and Ramnagar blocks. Thus, it is clear that majority of the beneficiaries with formal training were self-employed.

- 5. Trade Wise Status of Employment among the Beneficiaries:** Employment plays a prominent role in improving the economic condition of the Beneficiaries. It reflects their relative dependence on the various economic activities.

Table 8 shows the trade wise status of employment

Table 8: Trade Wise Status of Employment of the Respondents

Types of trade	Beneficiaries			
	Udhampur	Chenani	Ramnagar	Grand Total
Stenographer	5 (10.20)	0 (0)	3 (6.38)	8 (5.56)
COPA	8 (16.32)	5 (11.11)	5 (10.63)	18 (12.76)
Electrician	8 (16.32)	12 (26.66)	10 (21.27)	30 (21.27)
Welder	9 (18.36)	11 (24.44)	11 (23.40)	31 (21.98)
Cutting & sewing	9 (18.36)	4(8.88)	7 (14.89)	20 (14.18)
Plumber	7 (14.28)	13 (28.88)	10 (21.27)	30 (21.27)
Software application	3 (6.12)	0 (0)	1 (2.12)	4 (2.83)
Total	49 (100)	45 (100)	47 (100)	141 (100)

Source: Field Survey 2016-17

Note: Figures within brackets represent the percentage level with respect to total responses

Note: COPA stands for Computer Operator and Programming Assistant

Table 8 shows the trade wise status of employment among beneficiaries and non-beneficiaries. Out of total (141), 5.56 percent, 12.76 percent and 21.27 percent of the

beneficiaries were employed in different trades such as stenographer, COPA and electrician respectively, 21.98 percent as welder, 14.18 percent in cutting & sewing, 21.27 percent as plumber and 2.83 in software applications. In Udhampur block, majority of the beneficiaries were employed in welding and cutting & sewing trades. In Chenani block, 28.88 percent were employed as plumber and no one was found employed in software application. In Ramnagar block, majority i.e. 23.40 percent were employed as welder. Majority of the beneficiaries in case of Udhampur, Ramnagar and Chenani blocks were employed in trades such as welder, cutting & sewing and plumber trades etc. Due to growing construction activities in Udhampur district and its periphery, the beneficiaries were able to get employment in these respective trades.

In short, it has been found that cutting & sewing, plumber, electrician, welding and COPA are the trades where higher employment opportunities were found by the respondents in the study area and these are the most demanding trades because of growing construction activity and urbanization. Thus in the study area, it is observed that majority of the beneficiaries were employed in welding.

- 6. Working Days in a Month for which the Employed Beneficiaries get Work:** Table 9 reflects that the working days in a month for which the employed beneficiaries get work before and after vocational training. Before vocational training, in the study area, out of total beneficiaries, 26.24 percent, 34.04 percent, 25.53 percent and 10.63 percent of the beneficiaries were able to get work for 8 days, 8-12 days, 12-15 days and 15-20 days respectively, while 3.53 percent were able to get work for more than 20 days respectively in a month.

On the other hand, it is stated that after attaining formal vocational training, out of total (141), 4.25 percent, 9.21 percent, 72.76 percent and 22.69 percent of the beneficiaries were able to find work for 8 days, 8-12 days, 12-15 days and 15-20 days, while 51.06 percent were working for more than 20 days in a month.

Thus, before acquiring the vocational training, majority of the beneficiaries were able to get work and were working in between of 8-12 days in both Udhampur and Chenani blocks and in between of 12-15 days in case of Ramnagar block because of the poor demand for their work.

Whereas after attaining training, majority of the beneficiaries were able to find work for more than 20 days in a month in all the blocks of Udhampur, Chenani and Ramnagar because of high demand for their work which implies that the employment opportunities such as casual, temporary, permanent and self-employment opportunities have shown an improvement and job security has also shown an improvement after an improvement in their skills and capabilities.

Table 9: Working Days in a Month for which the Employed Beneficiaries Get Work

No. of working days	Employed Beneficiaries							
	Before vocational training				After vocational training			
	Udhampur	Chenani	Ramnagar	Total	Udhampur	Chenani	Ramnagar	Total
Up to 8	12(8.51)	15 (10.63)	10(7.09)	37 (26.24)	1(0.70)	2(1.41)	3(2.12)	6(4.25)
8-12	17 (12.05)	19 (13.47)	12(8.51)	48 (34.04)	3(2.12)	6(4.25)	4(2.83)	13 (9.21)
12-15	11(7.80)	8 (5.67)	17(12.05)	36 (25.53)	5(3.54)	7(4.96)	6(4.25)	18 (12.76)
15-20	7(4.96)	3(2.12)	5(3.54)	15 (10.63)	11(7.80)	9(6.38)	12(8.51)	32 (22.69)
20 above	2(1.41)	0(0)	3(2.12)	5(3.53)	29(20.56)	21 (14.89)	22(15.60)	72 (51.06)
Total	49(34.75)	45(31.91)	47(33.33)	141 (100)	49(34.75)	45(31.91)	47(33.33)	141 (100)

Source: Field Survey 2016-2017

Note: Figures within brackets represent the percentage level with respect to total responses

In Udhampur block, the beneficiaries are able to get relatively higher number of working days in comparison to both Chenani and Ramnagar block because of greater urbanization, expansion and an increase in construction activity.

7. Stability in Work among the Employed Beneficiaries

Table 10: Stability in Work among the Employed Respondents

Name of the Blocks	Employed Beneficiaries					
	Before Vocational training			After Vocational Training		
	Yes	No	Total	Yes	No	Total
Udhampur	10 (20.40)	39 (79.59)	49 (100)	41 (83.67)	8 (16.32)	49 (100)
Chenani	12 (26.66)	33 (73.33)	45 (100)	35 (77.77)	10 (22.22)	45 (100)
Ramnagar	15 (31.91)	32 (68.08)	47 (100)	38 (80.85)	9 (19.14)	47 (100)
Total	37 (26.24)	104 (73.75)	141 (100)	114 (80.85)	27 (19.14)	141 (100)

Source: Field Survey 2016-2017

Note: Figures within brackets represent the percentage level with respect to total responses

Stability of work to beneficiaries provides a sense of job and income security which is very important for economic growth of any nation.

Table 10 analyses the stability of work before and after the vocational training among the employed beneficiaries under the study area. Majority of employed beneficiaries have responded that before vocational training they were enjoyed low stability of work but after skill development 80.85 percent of the employed beneficiaries agreed that they have experienced better stability of work at their workplace because of their knowledge about skills required in specific trades.

The percentage of employed beneficiaries who enjoyed better stability at their working place is higher in case of Udhampur blocks followed by Ramnagar block, but it is low in case of Chenani block. When asked the employed beneficiaries responded that the demand for their skill is low in Chenani and people instead of getting work done from Chenani prefer it to place order to the workers in Udhampur block because of shorter distance of Chenani from Udhampur block.

In the present chapter it is concluded that, among those who acquired formal skills from government recognized institutes, an improvement in stability of work has been experienced.

V. PROBLEMS FACED BY BENEFICIARIES AND TO MAKE POSSIBLE SUGGESTIONS

In this study it is concluded that formal technical/vocational training has played an important role in the Udhampur district of J&k UT. Technical training and Skill development through formal training among youth has led to the socio-economic transformation in the study area but there are some problems which are faced by beneficiaries in the study area. Some of the problems faced by them are as under:

- 1. Problem Faced by Beneficiaries with Formal Training:** 21.66 percent of the beneficiaries have stated that there is lack of collaboration between ITI Udhampur and private industrial sectors and as a result of which some of the pass out beneficiaries were unable to get any job and were facing the problem of unemployment. 21.66 percent of the beneficiaries under study are facing the problem of unemployment and were unable to find any work opportunities according to them. 27.23 percent of the beneficiaries revealed that the present technical training through ITI has failed to keep pace with industrial development and technological change which further aggravates the problem of unemployment among ITIs pass outs. 59.45 percent of the respondents revealed that they are facing the problem of job security, 33.88 percent stated that there was lack of thrust on practical training. At the same note 58.33 percent of the respondents revealed that the industrial training institute of Udhampur has failed to identify the manpower needs in specific trades of the market in the changing economic scenario. 38.88 percent of the beneficiaries stated that the ITI Udhampur is still running only diploma courses with more focus on theory rather than on practical part resulting into poor quality of training as a result of which 21.66 percent of beneficiaries have faced the problem of unemployment, 35 percent of the beneficiaries have revealed that while welding and cutting & sewing they experienced stress on eyes, 55 percent disclosed that competition has increased in the market and they have to face uncertainty, 27.23 percent of total said that get low wages for their work. 22.23 percent made their complaint about lack of permanent employment opportunities. 15.60 percent stated that they had to face the problem of occurrence of accidents while working, 52.43 percent had to face the problem of poor working conditions, 33.88 percent stated the problem of poor work culture. Whereas 18.33 percent stated that they had to face the problem of poor confidence level of skills acquired by them. On the whole according to the beneficiary's no doubt industrial training institute of Udhampur is imparting skills and training in different types of trades but there are certain areas which needs to be work out to make the training more effective and more responsive to market demand conditions.

- 2. Possible Suggestions:** No doubt formal training has changed the social & economic conditions of the respondents under study but still some of them face different types of problems. In order to overcome the problems some possible suggestions are made in this study.

The collaborations between ITI of Udhampur and private industrial sector should be made so that the pass out beneficiaries from this institution are able to get work opportunities. Since technology and industrial development is changing therefore ITI of Udhampur must keep pace with it to reduce the problem of unemployment among ITI pass out. The number of teaching faculty in the institutions should be increased so as to better equip the trainees in different trades. Moreover, the syllabus of course in different trades should be revised/updated so as to match it with the market requirements. The industrial training institute of Udhampur must develop a mechanism to identify the manpower needs of the market in the changing economic scenario. Thrust should be given more on practical training rather than on theoretical part so as to improve the confidence level of the beneficiaries in handling different trades and this could enable them to enjoy better jobs opportunities and can reduce job insecurity among them. Working conditions, wage rate should be formalized in informal sector of Udhampur. Health insurance coverage should be given to the trainees of the industrial training

institutes. In the changing economic environment where workers are experiencing casualization and contractualization of work thrust should be given on reskilling, retraining so as to minimize the rate of accidents while working, to ensure availability of better employment opportunities and to improve their level of confidence in the specific skills in which they had attained training.

These suggestions could be adopted to make vocational and technical education more flexible because it is critical for achieving faster, sustainable and inclusive growth of the study area. Thrust should be given on providing urban amenities in rural area so that more employment opportunities could be generated. More incentives should be given to improve the work culture. In order to promote the confidence level of the trainees, practical tests should be organized on regular basis in the ITI of Udhampur, moreover women should be encouraged to participate in non-traditional trades.

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