Report

Skill Needs Assessment of Kashmiri Youth for Employment and Work: A Study

By

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Preface

The research study was carried out on the request of Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi. Ms. Sanjogita Mishra, Programme Officer-Skills, CEMCA, New Delhi coordinated the study and participated in the finalization of the study proposal. She also made a pre-study visit to Srinagar and Boniyar to get a feel of the field conditions under which the study was to be conducted. While in Kashmir, Ms. Mishra met with Dr. Sabiha Mufti, an Associate Professor at the Kashmir University who was the Kashmir coordinator of the field study. Based on Dr. Mufti's recommendation and in the light of Ms. Mishra's observations, a strategy for collecting data was devised and a modified and fresh academic and logistic support system was put in place in order to carry out the data collection in the Boniyar area.

Dr. Binod C. Agrawal, on the advice of Dr. Mufti contacted Professor (Dr.) Mohammad Ashraf Shah, Principal of the Baramulla Government College, Baramulla and two college faculty, Ms. Jawahira Maqbool and Mr. Akhatar Neyaz Bhat from the Department of MCMP and MCVC to help with local logistics and mobilize local support for carrying out the data collection. Professor Shah graciously granted permission for the use of the college premises to conduct training of the students who would go out to gather data and assist with conducting several focus group discussions in the field. The principal of the college was also of great help in organizing and conducting the first Focus Group Discussion (FGD) on the college campus. Mr. Akhtar Neyaz Bhat's support along with Dr Sabiha Mufti's was par excellence. The cooperation of the students who helped in establishing rapport with the local youth in and around Boniyar was priceless. The smooth and hassle free data collection must be fully credited to their efforts. Mr. Akhtar Neyaz Bhat also gave full support and took personal care of the visiting team along with his colleague Ms Jawahira Maqbool during the conduction of data collection and FGD.

The Delhi field team consisted of Ms. Vibha Sharma, Dr Ambika Shankar Mishra and team leader Prof. Chandrabhanu Pattanayak. This team, particularly Ms. Vibha Sharma, conducted and led all the Focus Group Discussions on the field, and managed the process of survey data collection. The field team returned to Delhi after successfully completing all data collection and

all the Focus Group Discussions. All of this was supervised and directed by Professor Chandrabhanu Pattanayak.

All logistical support and arrangements on the field along with team management lay on the shoulders of Akhtar Neyaz Bhat who was ably supported by Dr Ambika Shankar Mishra. Their combined efforts were invaluable in midst of "unknown fears". Without their timely support, efficient data collection would never have been possible.

The tedious and time consuming job of data coding, desk editing, data entry and analysis was carried out by Ms. Aruna B Parmar under the guidance and constant supervision of Dr. Binod C. Agrawal. We thank her for a very thorough job of checking and analyzing the data. Mr. Leslin Bastian helped in the preparation of the final report.

We sincerely thank each person for their valuable assistance, including the youth of Boniyar and Baramulla for their enthusiastic support and participation in the study.

June 4, 2016 Ahmedabad
C. B. Pattanayak & Binod C. Agrawal

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CHAPTER 1

Introduction

Problem

Unemployment has been a perennial problem in India since independence in 1947 and it has gradually become an acute problem in the non-industrial state Jammu and Kashmir due to internal strife and external aggression. Further it has been aggravated due to continuous presence of Army to protect the international borders. Youth who are considered as national asset are the major victims of unemployment and such continuous conflict. In the case of Jammu and Kashmir, due to its relative geographical remoteness and un-abated socio-political disturbances, the situation is alarming. Presently, multiple agencies of State and Central Government have initiated a large number of skill training programs for Kashmiri youth to minimize their miseries and to carve out a new path of skilled bright future, gainful employment and work. National Skill Development Corporation (NSDC, 2013) brought out a detailed district wise skill needs assessment study with recommendations. NSDC took help of ICRA Management Consulting Services Limited (IMaCS) for the preparation of the report. The three part study identified major problems, based on primary and secondary data analysis. Recommendations were made based on the Skill gap analysis which focused on "skill building at the District and State level (NSDC 2013:23). However it has barely shown any positive results in mitigating the problems of the youth.

There are several other reports and programmes that have been initiated in the state for training in which one common theme is "skill development training as means and method for employment and job creation". The present skill needs assessment study aimed to identify skill needs with the help of mix method of research involving quantitative survey and qualitative Focus Group Discussions (FGDs) in the selected villages of Boniyar and in adjoining areas including Baramulla. The result of the study is presented to help design workable and meaningful skill training modules for the youth of the area, to assist in gainful job/employment and work linked with industry for young aspiring men and women within Kashmir and in other states of the country or even abroad.

Study Objectives

Given the urgency of the task and keeping in mind the time schedule, the following study objectives were defined. These were as follows:

1. To study the preference and willingness of the youth (male and female) in the age group of 16 to 25 to learn new skills and go through training for meaningful sustainable job/employment and work.
2. To assess preferred medium, method and duration of training both for instate and outstate job/employment and work.
3. To understand the youth's willingness to spend time with specially appointed counselors and engage in discussion for clarifying their interests and goals.
4. To analyze pedagogy residential/non-residential, context specific /region specific skill training preferences and content needs, and
5. To suggest and recommend plan and proposal of training of youth of rural Boniyar, District Baramulla and elsewhere in Kashmir.

Chapter 2

Scope and Methods of the Study

In this Chapter an attempt has been made to describe and discuss the scope of the study, methods and techniques followed for data collection. In addition, a brief description of the method of analysis is provided. Two distinct methods of data collection have been employed in this study, namely the survey method and the Focus Group Discussions method. Both these methods have been discussed and both methods have been used in the final analysis.

Methods and Techniques of the Study

Keeping in view the objectives and urgency of the study, and keeping in mind the time constraints that we worked under, two complimentary and distinct methods, as mentioned earlier, were followed and utilized in the study. Since data was to be collected within a very short span of time in May 2016, in and around Boniyar, the sample size for survey was decided to be 400 youth of both genders supplemented and enriched by five Focus Group Discussions (FGDs) of two exclusive groups of male and two female youth and one mixed group. The total scope of the study was worked out in such way so as the research findings could be generalized for making recommendations.

The survey, with the help of a structured interview schedule was carried out among 433 youth in the age group of 16 to 25 years of age who were largely without work or job or reported not working or partially working. In the study proposal, the sample of 400 youth was to be equally divided between male and female as far as possible. Another reason for deciding on this number

was the sparse and distant population in the hill terrain of Kashmir. Therefore it was decided to have a sample proportionate to the population density of the area of study. However, during data collection female youth showed reluctance even though field research team had female field researchers and supervisors for data collection. In spite of best efforts, less than half of required number of female youth (71 out of expected number 200) came forward to be interviewed. Therefore the field researchers in consultation with the field team and local supervisors decided to have more male respondents than females to complete the quota of 400 respondents.

Sampling of Youth

For the survey, sampling for the selection of youth or respondents was carried out at two levels. At first level of sampling, four villages around Boniyar were selected in consultation with field team purposively.

Boniyar: The Study Area

Boniyar town is also known as Buniyar, the focus of this skill needs assessment study, had a population of 72564, according to Census of India 2011. In the town, both Kashmiri and Hindustani or Hindi apart from some Punjabi languages are spoken and understood. Boniyar is about 20 kilometers away from Baramulla, the District headquarters as shown in Map 1.

Map -1: Showing Boniyar [Buniyar] in Baramulla District

Hence, it remains within the linguistic region of Baramulla from where four villages were selected by the field team in consultation with the research team. There were three major considerations while selecting the villages. These were:

1. Availability of a large number of unemployed youth in the age group of 16-25 years.
2. Suitable and safe arrangements for the stay of the field team and;
3. Suitable locations to conduct Focus Group Discussions.

Above all it was kept in mind that field team should have access to the villages for data collection given the socio-political atmosphere of the area. Largely, the village selection was purposive keeping in mind that the team was welcomed by the elders of the village and permitted to collect data, especially from the female youth. Four villages were selected within Boniyar tehsil having some prior contacts with the field researchers. Further these villages were located in the adjacent neighboring tehsil of Barumulla. The selected villages were:

1. Pahli Para, a large village having a population of 3402 according to the Census of India 2011 and literacy rate of 56.4 percent,
2. Hilad Peernian, a medium size village of 1166 persons with high literacy of 69.4 percent,
3. Manj Gram, a medium size village of 1198 persons and literacy rate of 65.2 percent and,
4. Dilna, is a large village of 7599 persons having literacy rate of 67.2 percent.

Two villages out of the four namely Pahli Para and Dilna, were large size villages having population of 3402 and 7599 respectively. Hilad Peernian and Manj Gram, the other two were medium size villages with population size of 1166 and 1198 respectively.

At the second level, for respondent selection, snow ball technique of sampling was followed. In the field situation, within the village, a large number of youth congregated at the time of survey. In the process, few respondents belonging to the neighboring villages had to be also interviewed. Similarly, in Boniyar town efforts were made to interview 120 respondents using snow ball technique of sampling. In this way, a total of 433 youth were interviewed.

Four Boniyar villages selected for data collection according to the local sources were no different than the other villages of the tehsil. In this respect these villages represented a microcosm of the macrocosm of Baramulla and to some extent part of Kashmir.

The sample size of 433 was considered large enough to generalize the findings of four villages separately and together including Boniyar.

Instrument Development and Pretesting

For the survey of skill needs assessment an interview schedule was designed after several rounds of discussions and collection of questions from other similar studies. These questions and discussions were reviewed in the light of similar other studies elsewhere and in Kashmir (See, *Introduction to an Essential Skills Needs Assessment* 2012, Human Resources and Skills Development Canada and Agrawal, 1976).

The original interview schedule was prepared in English with clear understanding that the same will be translated into Urdu before pretesting and finalization. The aim of the pretesting was to assess how clear the questions were to the respondents and whether smooth flow and logic of the

questions were followed in the interview schedule for the ease of the youth respondents. Keeping in view the field conditions and on the advice of field research teams no translation was carried out. Similarly, pretesting was carried out by "peer group" method after first field visit (April 25-27, 2016) and extensive discussions (Appendix - 1).

Field Work Training and Data Collection

On the recommendation of Baramulla College participating staff of about 20 final year undergraduate (mostly media and communication) students were selected for field work. First batch of students were given a half day field work training on the afternoon of May 13,2016 which included defining the purpose and objective of the study, method of data collection and how to select respondents or sample for the study. In addition, individual role, method and process of Focus Group Discussion (FGD) were also deliberated upon. In this live training session, all efforts were made by the research team to clear doubts and provide necessary clarifications. Further, elaboration on each question and other aspects of the interview schedule was provided during the training session.

Mixed English, Hindi, Urdu, Hindustani and Kashmiri languages were lingua franca in the conversation among the research team, faculty and trainees. It should be mentioned that a multilingual method for exchange of views, opinions and information remained omnipresent during the field work.

The second session of training for second batch was organized the following morning which was a repeat of the previous day. The first batch started FGDs and took a few survey interviews while the second batch was under training.

By that afternoon, 20 field researchers were fully operational for data collection. Together, in consultation with the research team they divided their responsibilities for FGDs and survey data

collection. The entire data collection of FDGs and survey was carried out from May 13 to 17, 2016.

Focus Group Discussion (FGD)

Typically the FGD was carried out among likeminded articulate respondents (in this case youth of the age group 16-25 years) for about one hour in a small gathering where some arrangements for refreshments for all participants were made, and sitting arrangement around conference table was also organized. FGDs were moderated by two highly experienced moderators assisted by two to three observers who took notes of the discussion and recorded the proceeding on audio/video tapes. In these FGDs the discussion centered on selected issues related to skill needs training for meaningful employment and job of youth and whether they would like to go out of the State for job/employment (Appendix-2).

Participants expressed their views on the given issue in a cordial and relaxed atmosphere in an open and frank manner. During the discussions, reticent and female participants were encouraged to speak and expressed their opinion. FGD Participants (especially females) came out with several views they all agreed upon on the major issues of skill training, employment and desire to work outside Kashmir.

The role of the moderator was played by experienced researchers and Kashmir University faculty who were assisted by Baramulla college staff and other field research team members. Together they acted as observers. Video/Audio recordings and extensive notes were made for deliberation on agreed points. FGD recordings were listened to for analysis. No English translations were required since all FGDs were conducted in mixed languages like Urdu, Hindustani, Hindi, Kashmiri, English and also in Punjabi and responses were recorded in English.

Process of Focus Group Discussions

Focus Group Discussion (FGD) in the four selected villages (see list of villages) and one in Baramulla College were carried out by the research team. All Focus Group Discussions were conducted in a cordial and relaxed atmosphere, that too in a natural rural setting except the one which was conducted in Government College, Baramulla. In Baramulla College, a large number of both male and female youth participated in FGD, numbering 24. The smallest focus group discussion took place with four rural female youth in Pehlipura village in Boniyar Tehsil. It should be mentioned that in every Focus Group Discussion there were on lookers and other adults (both male and female) and children. The Focus group discussions seemed like a small festival gathering in which a few people were constantly dropping in or out without disturbing the discussion.

In all, five focus group discussions were conducted. In which two were exclusively with female youth and two were exclusively for male youth and one with a mixed group consisting of undergraduate college male and female youth. Almost all participants were Muslim youth of 15 to 22 years of age and were from the local area. Almost 80.0 percent

youth owned mobile phones. It should be mentioned that almost all FGD male participants had provided their mobile phone numbers in the brief bio-data sheet while relatively fewer female youth had provided their mobile number in the brief bio-data sheet there by lowering the percentage of mobile phone ownership among FGD participants.

Both male and female participants took part in FGD without inhibition and were able to voice their opinions without fear. Three salient remarks from female participants were (a) they would prefer to live and work in Kashmir whereas some males were willing to go out anywhere for work; (b) both female and male participants wanted to be given skill training together and; (c) both wanted gender specific and gender related skills training to be imparted to them.

On the whole, all participants expressed apprehension of a bleak future, voiced against the non-functioning and unstable state government and the inordinate presence of defense forces in the area, which has resulted in an immense trust deficit vis a vis both the forces and the government. Also, the State Government officials were blamed for a steep and high degree of corruption in bureaucracy and overall very low or sometimes, non-existent rate of development.

In all five Focus group discussions, few outspoken individual wanted to dominate the discussions who were requested to give others a chance and were politely asked to sit down by the moderator to curb such attempts. The most significant point to record is

that in all focus group discussions, Hindustani, Hindi, Urdu, Punjabi and a small quantum of

English was spoken. Moderators had no difficulty in using any of the languages spoken by the respondents as the team had Punjabi speaking moderators apart from Hindi, English, Urdu and Kashmiri.

Data Analysis

All data was sent to Ahmedabad where desk editing, open end question coding, data cleaning, rejection of incomplete or over age respondents and final analysis was carried out. Double data entry method was followed to reduce data entry errors.

The total number of respondents interviewed in the survey was 433. However, after scrutiny, several persons who claimed to be youth were found to be older than 25 years of age, though they were not sure about their age. Since there was no way to re-check respondent's age, after the completion of the survey at the time of data entry, it was decided to drop all those whose recorded age was above 30 years. In this way, 20 respondents including one incomplete interview were rejected. Hence, for the analysis, only 413 youth were considered. It should be mentioned that there were not more than 20 respondents in the sample who recorded their age above 25 years.

Cross tabulation of the data was carried out first by gender, age, education and monthly family income to examine the factors that had influenced their choice of skill training, occupation and employment. Similar analyses were carried out between those who would like to work outside Kashmir or abroad and those who would prefer to remain in Kashmir. In the final analysis only age and gender showed some significant difference hence only these two variables were utilized for the analysis.

In case of focus group discussion, all analyses were carried out manually by viewing and listening to all video and audio recordings several times. Efforts were made to create categories of salient features and as far as possible, unanimously agreed views of the participants on major issues supported by field observations.

In the final analysis presented in the report, survey and FGD findings have been integrated as far as possible and at times FGD analysis has been used to support the survey findings.

In the next Chapter characteristics of the youth or respondents and major findings will be presented.

Chapter 3

Major Findings

Youth Profile

In the sample, in spite of best efforts, no more than 17.2 percent female youth came forward to give interview. Therefore sample consisted of 342 or 82.8 percent male and 71 or 17.2 percent female youth (Table 3.1/ Image 1). All youth in the sample were Kashmiri by birth in which 51.3 percent were born within the village where the interview was conducted and another 38.7 percent or 90 were born and lived within the district of Baramulla where the study was conducted, thereby showing low level of physical mobility of the population of Boniyar and Baramulla.

Among the youth respondents, as much as, 90.1 percent reported to be unmarried. Among the remaining married 9.9 percent youth, a large majority (30 out of 41) were in the age group of 23 years. The analysis tends to support the view that age of marriage in Baramulla seemed to be higher especially among unemployed youth as compared to national average.
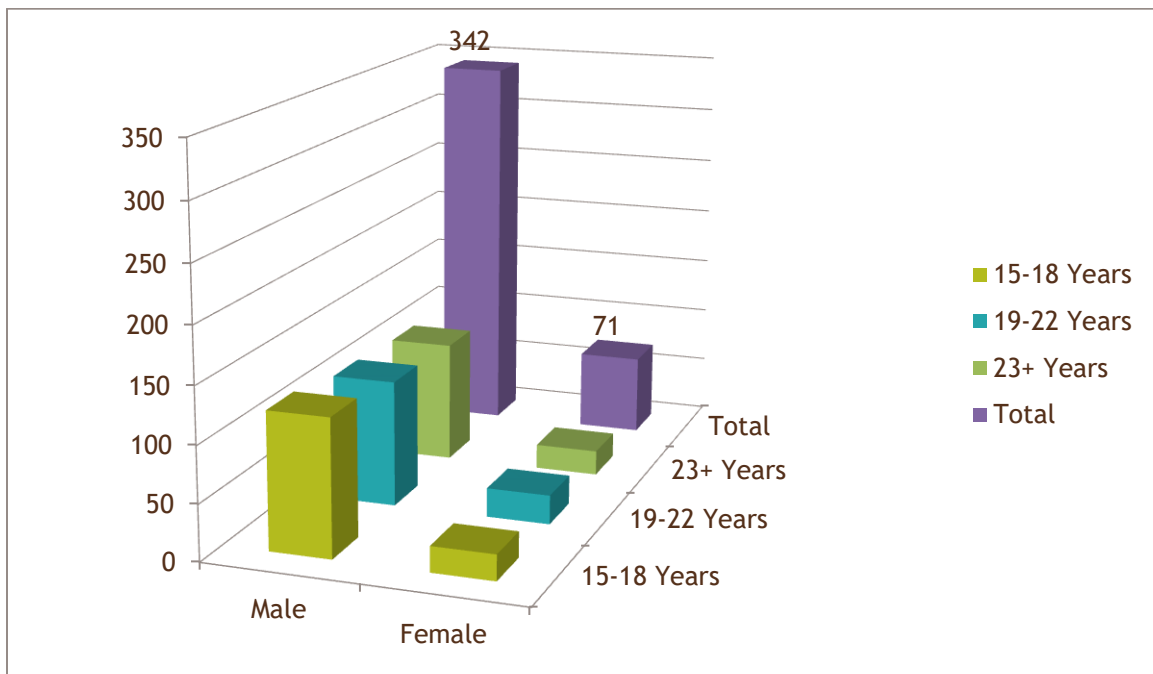
Image 1: Gender and Age Groups of the Respondents

Patterns of Residence

Analysis indicated that 91.0 percent youth regardless of their age were living in the house of their parents or father (Table 3.1) who were largely farmers or agricultural laborers or orchard laborers (24.5 percent farmers and 30.8 percent laborer Table 3.1). The reported monthly household income was below 6000 per month for 59.6 percent youth (Image 2). The remaining 40.4 percent reported above 7000 per month. It should be noted that almost one forth or 24.2 percent respondents reported having monthly income more than 12000 per month there by reflecting polarity in household income in which either a large majority were poor or about one fourth were comparatively "well to do" households in Boniyar Tehsil. The high income households were mostly of government employees.

Three major sources of family (guardian) income as indicated in Table 3.1 are service (28.3 percent), farming (24.5 percent), labor (30.8 percent) apart from other minor sources like business (14.0 percent) and skilled work (2.4 percent). In other words, majority of youth are depended on agriculture and labor income for their livelihood.
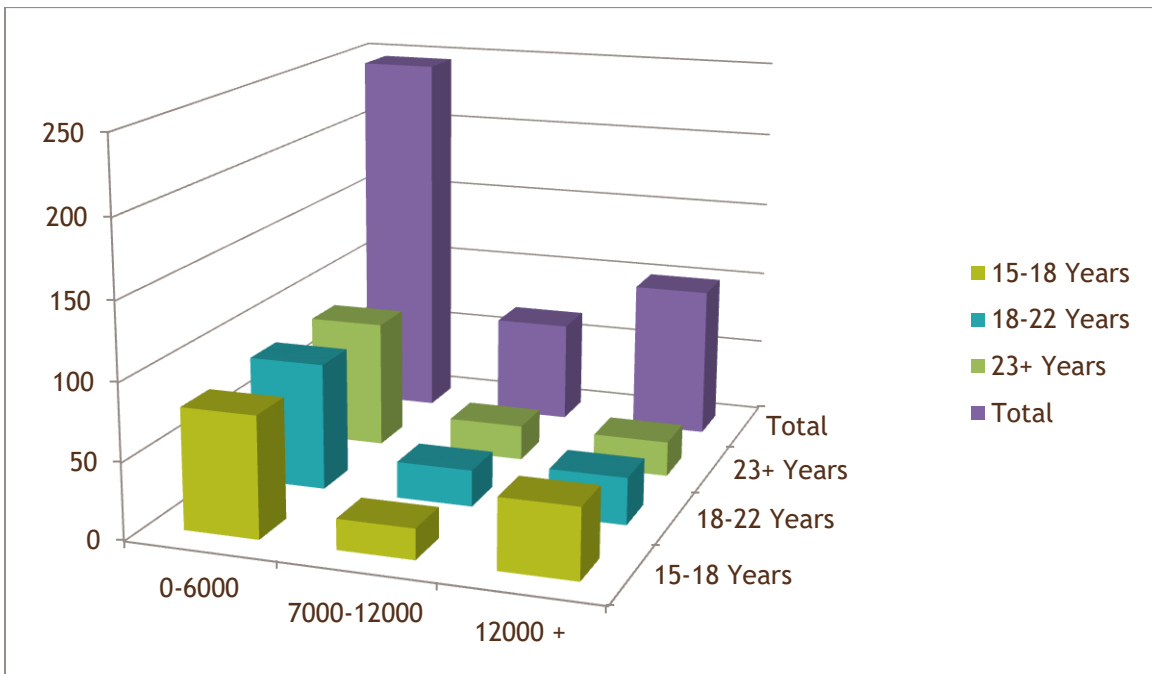
Image 2: Household Income of the Respondents

Table: 3.1: Sample Characteristics

Gender	15-18 Below 18	19 - 22 Above 22	23 +	Total
Male	122	112	108	342
	84.1%	81.2%	83.1%	82.8%
Female	23	26	22	71
	15.9%	18.8%	16.9%	17.2%
Place of Birth				
Within the village	71	71	70	212
	49.0%	51.4%	53.8%	51.3%
Within the district	62	47	51	160
	42.8%	34.1%	39.2%	38.7%
Within the state	12	20	9	41
	8.3%	14.5%	6.9%	9.9%
Marital Status				
Single	139	133	100	372
	95.9%	96.4%	76.9%	90.1%
Married	6	5	30	41
	4.1%	3.6%	23.1%	9.9%
Relationship				
Father	129	127	120	376
	89.0%	92.0%	92.3%	91.0%
Other Relatives	16	11	10	37
	11.0%	8.0%	7.7%	9.0%
Guardian Source Income				
Farming	19	44	38	101

	13.1%	31.9%	29.2%	24.5%
Labour	50	35	42	127
	34.5%	25.4%	32.3%	30.8%
Business	25	14	19	58
	17.2%	10.1%	14.6%	14.0%
Skilled Worker	3	5	2	10
	2.1%	3.6%	1.5%	2.4%
Service	48	40	29	117
	33.1%	29.0%	22.3%	28.3%
INCOME				
0-6000	79	83	84	246
	54.5%	60.1%	64.6%	59.6%
7000-12000	20	24	23	67
	13.8%	17.4%	17.7%	16.2%
12000+	46	31	23	100
	31.7%	22.5%	17.7%	24.2%
Total	**145**	**138**	**130**	**413**
	100.0%	**100.0%**	**100.0%**	**100.0%**

The picture that emerges from this analysis and description of Boniyar, is that it is a somewhat peaceful, rural, soft-spoken, hospitable location near our border with Pakistan. However, Boniyar remained full of unmarried, educated, unemployed youth, whether male or female, who are searching for work and are reluctant to leave their home so that they can take care of the family. While few male youth are somewhat willing to go out in search of work, females are not allowed to do so. On the surface, Boniyar is peaceful and so are the youth, but there is a simmering discontent and despise towards the government's indifferent attitude towards the largely abandoned (as pointed out by the youth during focus group discussions) and chronically victimized youth. This is due to a high degree of corruption and inefficiency.

Highest Educational Attainment and Location of Education

In response to the question about the highest education attained by the respondents, a large majority (58.4 percent) indicated that they had completed X to XII classes within the village or within Boniyar (32.7 percent and 31.7 percent respectively). The largest percent of these youth were in the age group of 15-18 years (66.2 percent) and almost all of them (88.3 percent) had passed out in last five years. The preferred subjects of the majority (male 52.3 percent and female 53.5 percent) respondents were humanities and languages (Table 3.3). Natural/physical science subjects were among the least liked subjects (male 44.3 percent and female 47.8 percent) (Table 3.3). In the age group of 15-18 years, differences were observed among male and female respondents in humanities (male 50.0 and female 56.5 percent) and Physical / Natural Science (male 30.3 and female 26.1 percent) (Table 3.3).

The trend from the analysis that has emerged is indicative of somewhat of a state of flux in the minds of youth about what subjects they would like to study. Differences were found between male and female youth on several points in which by and large, female youth's educational achievements were higher after 2011 as compared to their male counterparts.

Table: 3.2 Highest Educational Attainments by Age and Gender and Year of Completion

Gender	Highest Class	15-18 Below 18	19 - 22 Above 22	23 +	Total
Male	Class 0-9 Passed	32.0	20.5	28.7	27.2
	Class 10-12 Passed	66.4	65.2	39.8	57.6
	Graduate & Post Graduate	1.6	14.3	31.5	15.2
Female	Class 0-9 Passed	34.8	3.8	18.2	18.3
	Class 10-12 Passed	65.2	69.2	50.0	62.0
	Graduate & Post Graduate	-	26.9	31.8	19.7
	Year of Completion				
Male	No Information	8.2	5.4	7.4	7.0
	Before-2004	1.6	1.8	9.3	4.1
	2005-2010	4.1	13.4	32.4	16.1

	2011-2016	86.1	79.5	50.9	72.8
Female	No Information	-	-	13.6	4.2
	Before-2004	-	-	9.1	2.8
	2005-2010	-	3.8	22.7	8.5
	2011-2016	100.0	96.2	54.5	84.5
	Place of Study				
Male	Within Village	37.7	25.0	30.6	31.3
	Within Boniyar	37.7	35.7	28.7	34.2
	Within District	24.6	39.3	40.7	34.5
Female	Within Village	69.6	26.9	45.5	46.5
	Within Boniyar	13.0	23.1	22.7	19.7
	Within District	17.4	50.0	31.8	33.8
	Sample Size	**145**	**138**	**130**	**413**

Table: 3.3 Preferred Subject s by Age and Gender

Gender	Subject liked	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	1.6	4.5	3.7	3.2
	Language & Humanities	50.0	45.5	61.1	52.0
	Social Science	12.3	19.6	19.4	17.0
	Physical / Natural Science	30.3	22.3	14.8	22.8
	Professional Subjects	5.7	8.0	.9	5.0
Female	Language & Humanities	56.5	34.6	72.7	53.5
	Social Science	17.4	30.8	22.7	23.9
	Physical / Natural Science	26.1	34.6	4.5	22.5
	Subject did not like				

Male	No Information	1.6	8.0	7.4	5.6
	Language & Humanities	44.3	37.5	48.1	43.3
	Social Science	7.4	14.3	8.3	9.9
	Physical / Natural Science	44.3	37.5	35.2	39.2
	Professional Subjects	2.5	2.7	.9	2.0
Female	No Information	-	-	4.5	1.4
	Language & Humanities	47.8	34.6	36.4	39.4
	Social Science	4.3	11.5	18.2	11.3
	Physical / Natural Science	47.8	53.8	40.9	47.9
	Sample Size	**145**	**138**	**130**	**413**

The picture is somewhat different for those who had completed additional professional certificate/diploma courses or completing the same. It may be noted that there were 85 out of 413 or 20.6 percent respondents who have completed or completing additional certificate or diploma courses. From among them 44.7 percent of the 85 respondents did not provide any information about duration of the courses (Table 3.4).

Table: 3.4 Additional Certificates or Diploma Courses Completed or Completing   by Age and Gender

Gender	Diploma Certificate Course	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	13.9	28.6	22.2	21.3
	No	86.1	71.4	77.8	78.7
Female	Yes	13.0	15.4	22.7	16.9
	No	87.0	84.6	77.3	83.1
	If Completed				
Male	No Information	47.1	37.5	45.8	42.5
	2 Years & above	-	3.1	8.3	4.1
	1 Year but below year	52.9	46.9	45.8	47.9
	Six Months but below one year	-	9.4	-	4.1
	Below Six Months	-	3.1	-	1.4
Female	No Information	33.3	75.0	60.0	58.3
	1 Year but below year	66.7	25.0	40.0	41.7
	If Completing				
Male	No Information	64.7	90.6	91.7	84.9
	Mechanical Engineering, Govt, Polytechnic college	5.9	-	-	1.4
	ITI, (Uri)	5.9	3.1	4.2	4.1
	Computer Diploma- Kanspora, Baramulla	5.9	-	-	1.4
	Comtech, Boniyar	11.8	3.1	-	4.1
	Baramulla Azad Ganj	-	3.1	-	1.4
	Electrical Engineering Diploma, polytechnic,	-	-	4.2	1.4

	Kanspara				
	NIELET, Baramulla	5.9			1.4
Female	No Information	66.7	75.0	60.0	66.7
	NCPUL	-	-	20.0	8.3
	Computer Diploma-Kanspora, Baramulla	33.3	-	-	8.3
	MIT, Baramula	-	-	20.0	8.3
	Women's College, Baramulla	-	25.0	-	8.3
	Sample Size	**20**	**36**	**29**	**85**

Desire to Continue Study

Desire to continue studies seemed strong among the youth regardless of gender (Image 3) as 52.8 percent indicated desires to continue their studies (53.8 percent male and 47.9 percent female, Table 3.5). The youth had indicated variety of professional and technical degrees apart from completion of 12th class, Bachelors, Masters and Ph.D. degrees; highest among them were Post Graduates by 41.3 percent (Table 3.5). Further analysis showed that desire to continue was highest among the younger age group (Table 3.6).

Table: 3.5 Desire to Continue Study by Age and Gender

Gender	Desire to Study	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	65.6	56.3	38.0	53.8
	No	34.4	43.8	62.0	46.2
Female	Yes	65.2	53.8	22.7	47.9
	No	34.8	46.2	77.3	52.1
Total	Yes	65.5	55.8	35.4	52.8
	No	34.5	44.2	64.6	47.2
	Sample Size	**95**	**77**	**46**	**218**

Chart Title
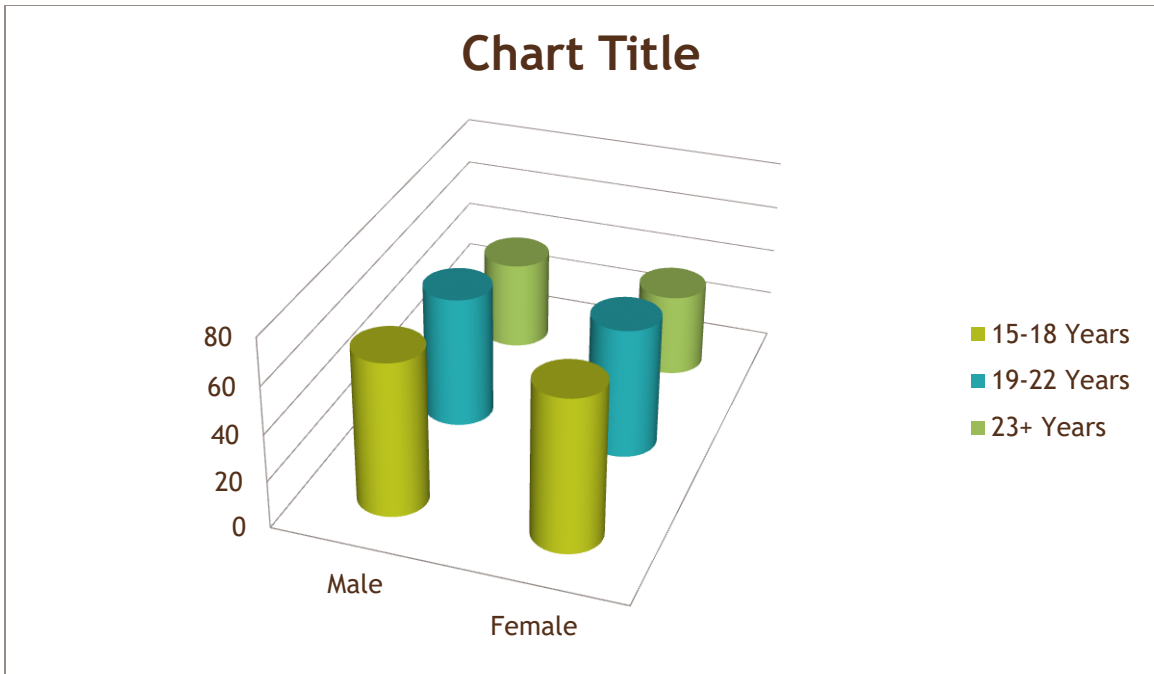
Image 3: Desire to Continue Studies in Percentage

Table 3.6 Desired Degrees to Achieve by Age and Gender

Gender	Degree	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	2.5	3.2	2.4	2.7
	Ph. D	10.0	15.9	12.2	12.5
	Technical / Master Degree	40.0	46.0	63.4	47.3
	B. Ed	2.5	9.5	4.9	5.4
	Graduate	40.0	20.6	17.1	28.3
	Other	5.0	4.8		3.8
Female	No Information	6.7			2.9
	Ph. D	6.7	7.1	20.0	8.8
	Technical / Master Degree	46.7	50.0	20.0	44.1

	B. Ed	6.7			2.9
	Graduate	26.7	35.7	60.0	35.3
	Other	6.7	7.1		5.9
Total	No Information	3.2	2.6	2.2	2.8
	Ph. D	9.5	14.3	13.0	11.9
	Technical / Master Degree	41.1	46.8	58.7	46.8
	B. Ed	3.2	7.8	4.3	5.0
	Graduate	37.9	23.4	21.7	29.4
	Other	5.3	5.2		4.1
	Sample Size	**95**	**77**	**46**	**218**

Chapter 4

Penetration and Use of Digital Media

In this chapter an attempt has been made to analyze access and use of digital media among the youth in the state. The analysis is aimed to point out high degree of digital media penetration that could be used for skill training.

Internet and Mobile Use

It seems both internet and mobile use is very high among youth in Boniyar though it was somewhat higher among male youth compared to female youth in selection of information technology like internet (75.6 percent male compared to 29.6 percent female, see Table 4.1/ Image 4), Twitter (49.0 percent male and 28.6 percent female, see Table 4.1/ Image 5) and Facebook (96.1 percent male and 76.2 percent female, see Table 4.1/ Image 5). The possible explanation of male-female differences in use could be differential "access" of these technologies by the male and female youth. Typically boys as compared to girls are provided with a mobile phone by parents very early as reflected in Table 4.2 related to the age of the respondents (see Table 4.2) while both male and female have indicated more or less equal competence in the use of internet and mobile phone.

Internet Usage

29.60%

74.60%
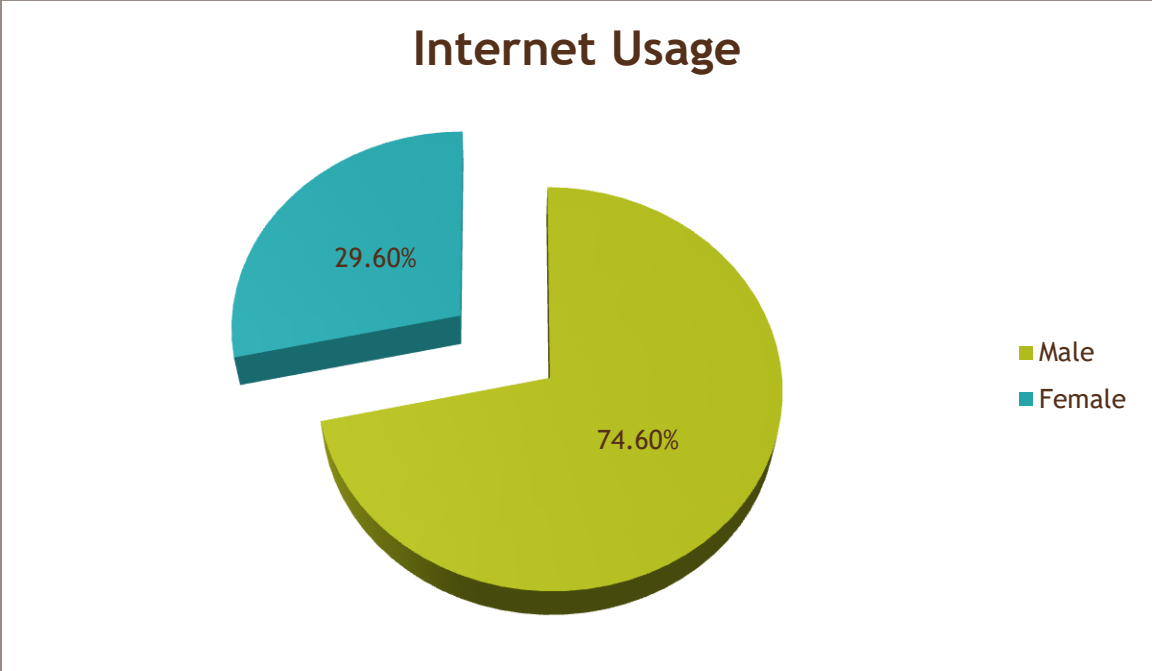
■ Male
■ Female

Image 4: Internet Usage based on Gender

Table 4.1 Internet by Age and Gender

Gender	Use Internet	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	67.2	83.0	74.1	74.6
Female	Yes	26.1	26.9	36.4	29.6
	Sample Size	**88**	**100**	**88**	**276**
	Email				
Male	Yes	64.6	79.6	62.5	69.4
Female	Yes	50.0	57.1	62.5	57.1
	Google				
Male	Yes	85.4	89.2	75.0	83.5

Female	Yes	83.3	100.0	75.0	85.7
	Facebook				
Male	Yes	95.1	96.8	96.3	96.1
Female	Yes	66.7	71.4	87.5	76.2
	Twitter				
Male	Yes	42.7	59.1	43.8	49.0
Female	Yes	33.3	14.3	37.5	28.6
	Sample Size	**88**	**100**	**88**	**276**
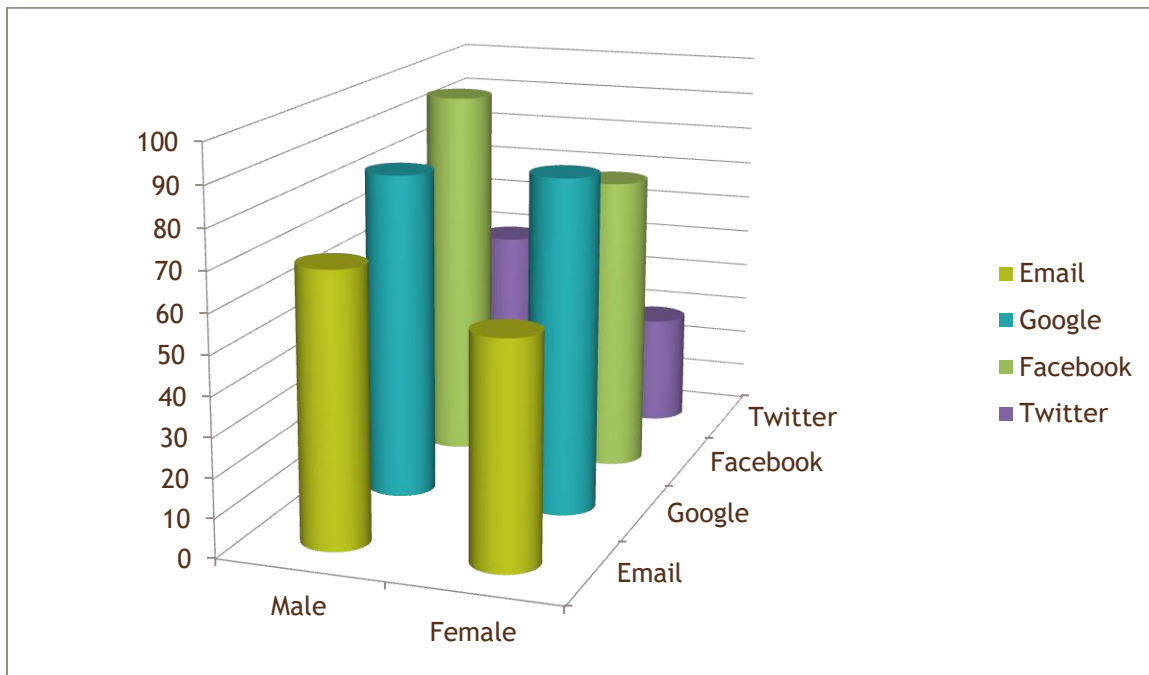
Image 5: Use of Particular Websites on the Internet based on Gender

Table 4.2 Mobile use by Age and Gender

		Age Categories			
Gender	**Use Mobile**	**(15-18)** **Below 18**	**(19 – 22)** **Above 22**	**(23-28)** **Above 23**	**Total**

Male	Yes	88.5	96.4	100.0	94.7
	No	11.5	3.6	-	5.3
Female	Yes	47.8	57.7	63.6	56.3
	No	52.2	42.3	36.4	43.7
	Calling				
Male	Yes	94.4	98.1	99.1	97.2
Female	Yes	100.0	93.3	100.0	97.5
	SMS				
Male	Yes	56.5	74.1	60.2	63.6
Female	Yes	45.5	40.0	57.1	47.5
	whatsapp				
Male	Yes	64.8	80.6	69.4	71.6
Female	Yes	27.3	33.3	50.0	37.5
	Browsing Internet				
Male	Yes	44.4	61.1	50.0	51.9
Female	Yes	27.3	13.3	28.6	22.5
	Sample Size	**119**	**123**	**122**	**364**

Sources of Information of Work/Job

The youth believe that they live in a relatively remote and isolated State, somewhat cut off from the rest of India, though all forms of digital media and communications are available and used by a large majority of them.

In order to ascertain other sources of work and job, the respondents were asked to indicate their sources of information. It should be clearly understood that multiple sources of information were available to all the youth. Table 4.3 indicated two major sources of information which included newspaper and television. As much as, 68.5 percent youth, both male and female almost in equal numbers received work/job information from newspapers. Similarly 53.5 percent used television to receive the information and was found to be least dependent on mosque and Friday payer (5.8

percent only reported having received information). It seems pattern of media use as source of information in this part of the world is somewhat different from other interior rural areas of the country. An average youth of Boniyar is educated and largely depended on mass media rather than inter-personal communication or word-of-mouth. Thus, future media planning for skill training must be done keeping these factors in mind.

Table: 4.3 Sources of Information by Age and Gender

Gender	Newspaper	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	59.8	75.0	75.9	69.9
	No	40.2	25.0	24.1	30.1
Female	Yes	52.2	69.2	63.6	62.0
	No	47.8	30.8	36.4	38.0
Total	Yes	58.6	73.9	73.8	68.5
	No	41.4	26.1	26.2	31.5
	Friend or Relative				
Male	Yes	18.0	20.5	23.1	20.5
	No	82.0	79.5	76.9	79.5
Female	Yes	13.0	26.9	22.7	21.1
	No	87.0	73.1	77.3	78.9
Total	Yes	17.2	21.7	23.1	20.6
	No	82.8	78.3	76.9	79.4
	Mosque, Friday Prayer				
Male	Yes	4.1	4.5	6.5	5.0
	No	95.9	95.5	93.5	95.0
Female	Yes	17.4	7.7	4.5	9.9
	No	82.6	92.3	95.5	90.1

Total	Yes	6.2	5.1	6.2	5.8
	No	93.8	94.9	93.8	94.2
Television /Radio					
Male	Yes	50.8	59.8	50.0	53.5
	No	49.2	40.2	50.0	46.5
Female	Yes	43.5	50.0	68.2	53.5
	No	56.5	50.0	31.8	46.5
Total	Yes	49.7	58.0	53.1	53.5
	No	50.3	42.0	46.9	46.5
Poster & Pamphlet					
Male	Yes	1.6	4.5	2.8	2.9
	No	98.4	95.5	97.2	97.1
Female	No	-	-	-	-
Total	Yes	1.4	3.6	2.3	2.4
	No	98.6	96.4	97.7	97.6
	Total	100.0	100.0	100.0	100.0

Table: 4.3 Sources of Information by Age and Gender (Continued)

		(15-18)	(19 – 22)	(23-28) Above 23	
	Internet	**Below 18**	**Above 22**	**23**	**Total**
Male	Yes	4.1	3.6	1.9	3.2
	No	95.9	96.4	98.1	96.8
	Total	100.0	100.0	100.0	100.0
Female	Yes	4.3			1.4
	No	95.7	100.0	100.0	98.6
	Total	100.0	100.0	100.0	100.0
Total	Yes	4.1	2.9	1.5	2.9
	No	95.9	97.1	98.5	97.1

		Total	**145**	**138**	**130**	**413**
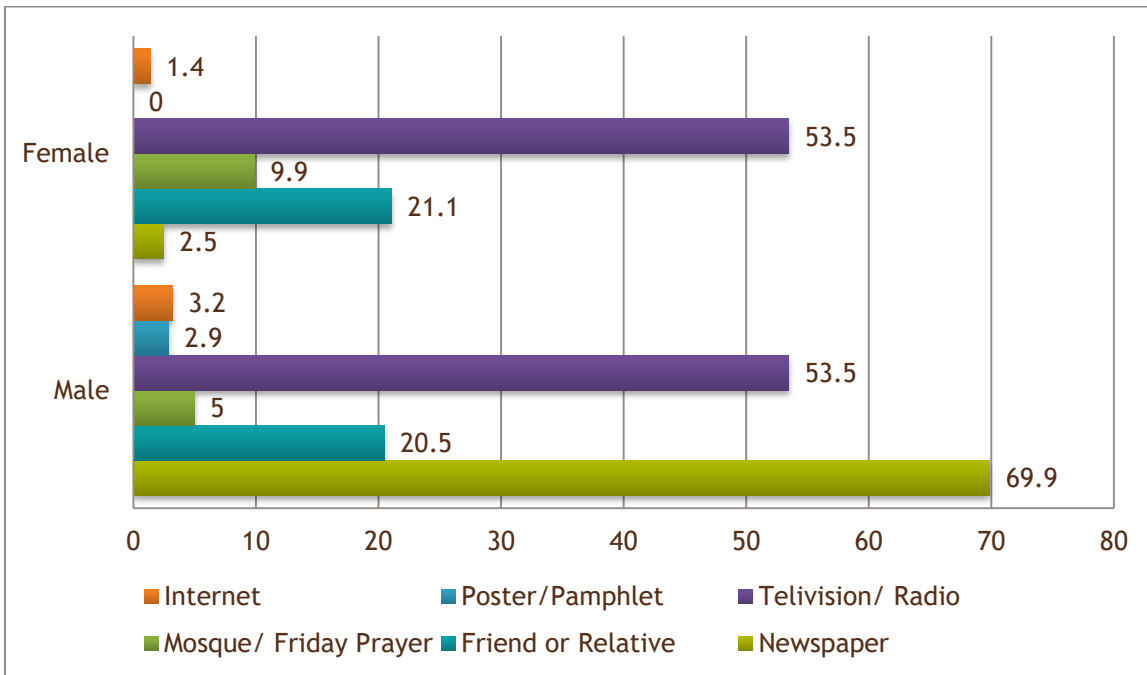
Image 6: Sources of Information by Gender

Chapter 5

Employment, Professional Goal and Location Preference

In this chapter current levels of employment available to youth has been analyzed along with their professional goals, In addition, their choice of work and preferred location of work have also been analyzed and discussed in detail keeping in mind the gender factor.

Current Work/Employment

On the question as to how many youth were currently working, the sample suggests that there were 65 out of 413 who have reported to have been currently working. Table 5.1 indicated that the youth in Boniyar area reported they don't work (male 84.3 percent and female 91.5 percent, see Table 5.1/ Image 7). It should be mentioned that female's role after marriage remained confined to family and hearth in large parts of Kashmir. This could be one of the reasons why female youth (8.5 percent out of 65) had fewer jobs than their male counterparts (17.3 percent).

Table 5.1: Current Work/Employment by Age and Gender

	Presently Working	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	12.3	13.4	26.9	17.3
Female	Yes	4.3	3.8	18.2	8.5
	Sample Size	**16**	**16**	**33**	**65**
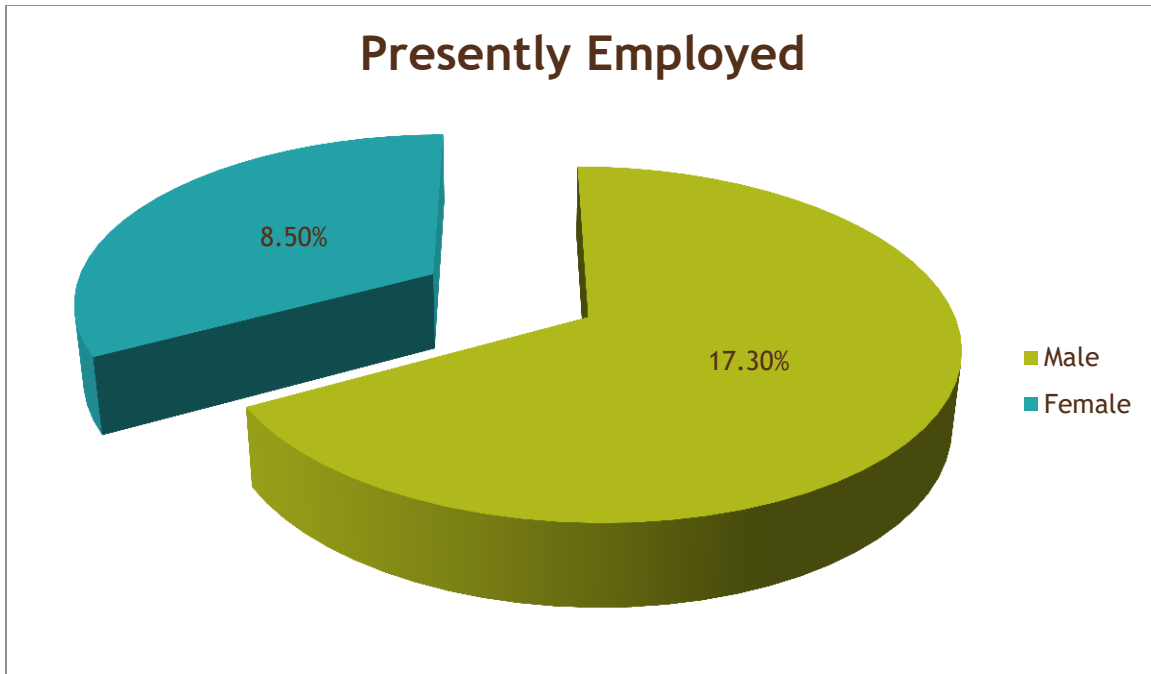
Image 7: Currently Employed Youth based on Gender

Current Employer

Among 15.7 percent or 65 out of 413 youth reported presently working. As many as 78.0 percent males were working with private employers and 13.6 percent with private companies (Image 8). Only 6.8 percent respondents were working with the Government. These working youth have taken up a variety of jobs, the majority being skilled work (male 47.5 and female 33.3 percent) while male were hired skilled labour, the females were hired as editor, teacher and assistant manager (Table 5.2). Availability of work opportunity seemed very limited as reflected in Table 5.3. The year 2014 seemed to be best for work opportunity as nine or 13.8 percent youth got short term jobs. Availability of some work within Boniyar area is indicated in Table 5.3.
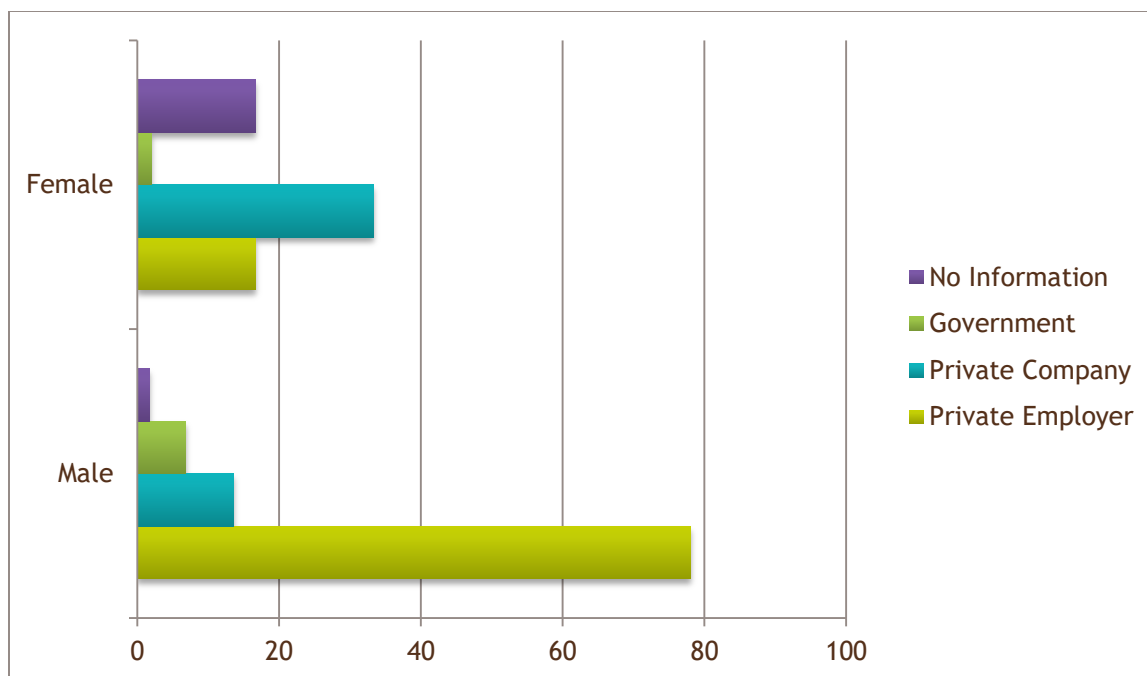
Image 8: Current Employer based on Gender

Several reasons were provided by the youth for discontinuation of the work though the number was 10 out of 65 or 15.4 percent. The reasons included low pay, family responsibility and personal reasons (Image 9). During Focus Group Discussions all three reasons were highlighted by participants who also thought that they were exploited by employers who gave them low pay knowing that these youth could not go out of Boniyar for jobs.

Table 5.2: Current Employer by Age and Gender

Gender	Name of Employer	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	-	6.7		1.7
	Private Employer	80.0	80.0	75.9	78.0
	Private Company	-	13.3	20.7	13.6
	Government	20.0	-	3.4	6.8

Female	No Information	-	100.0	-	16.7
	Private Employer	-	-	25.0	16.7
	Private Company	-	-	50.0	33.3
	Government	100.0	-	25.0	33.3
	Position Held/Job				
Male	No Information	6.7	6.7	-	3.4
	Skilled Worker	46.7	66.7	37.9	47.5
	Lower Level Position In Government & Private	13.3	6.7	13.8	11.9
	Editor, Teacher ,Assistant Manager	13.3	6.7	20.7	15.3
	Other	20.0	13.3	27.6	22.0
Female	No Information	-	100.0	-	16.7
	Editor, Teacher, Assistant Manager	-	-	50.0	33.3
	Other	100.0	-	50.0	50.0
	Sample Size	**16**	**16**	**33**	**65**

Table 5.3: Date of Current Employment by Age and Gender

Gender	Date	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	33.3	53.3	37.9	40.7
	Before 2004	13.4	-	3.4	5.1
	2005-2010	6.7	6.7	17.1	11.7
	2011-2016	46.8	40.0	41.2	42.5

Female	Before 2004	-	-	-	-
	2005-2010	-	-	75.0	75.0
	2011-2016	-	-	25.0	25.0
	End date				
Male	No Information	53.3	33.3	6.9	25.4
	Continue	40.0	60.0	72.4	61.0
	2012	-	-	3.4	1.7
	2013	-	-	3.4	1.7
	2014	-	-	3.4	1.7
	2015	6.7	6.7	3.4	5.1
	2016	-	-	6.9	3.4
Female	Continue	100.0	100.0	50.0	66.7
	2011	-	-	25.0	16.7
	2013	-	-	25.0	16.7
	Reason for Leaving				
Male	No Information	46.7	26.7	6.9	22.0
	For Study			3.4	1.7
	Continue	40.0	60.0	72.4	61.0
	Less Pay		13.3	3.4	5.1
	Family Responsibility	6.7			1.7
	Completion of Contract			3.4	1.7
	Due to Personal Problems			10.3	5.1
	Parents do not allow	6.7			1.7
Female	Continue	100.0	100.0	50.0	66.7
	Completion of Contract			25.0	16.7
	Marriage			25.0	16.7
	Sample Size	**16**	**16**	**33**	**65**

MALE

No Information: 22%
For Study: 1.7%
Continue: 61%
Less Pay: 5.1%
Completion of Contract: 1.7%
Family Responsibility: 1.7%
Personal Problem: 5.1%
Parents don't allow: 1.7%

FEMALE

Continue: 66.7%
Completion of Contract: 16.7%
Marriage: 16.7%
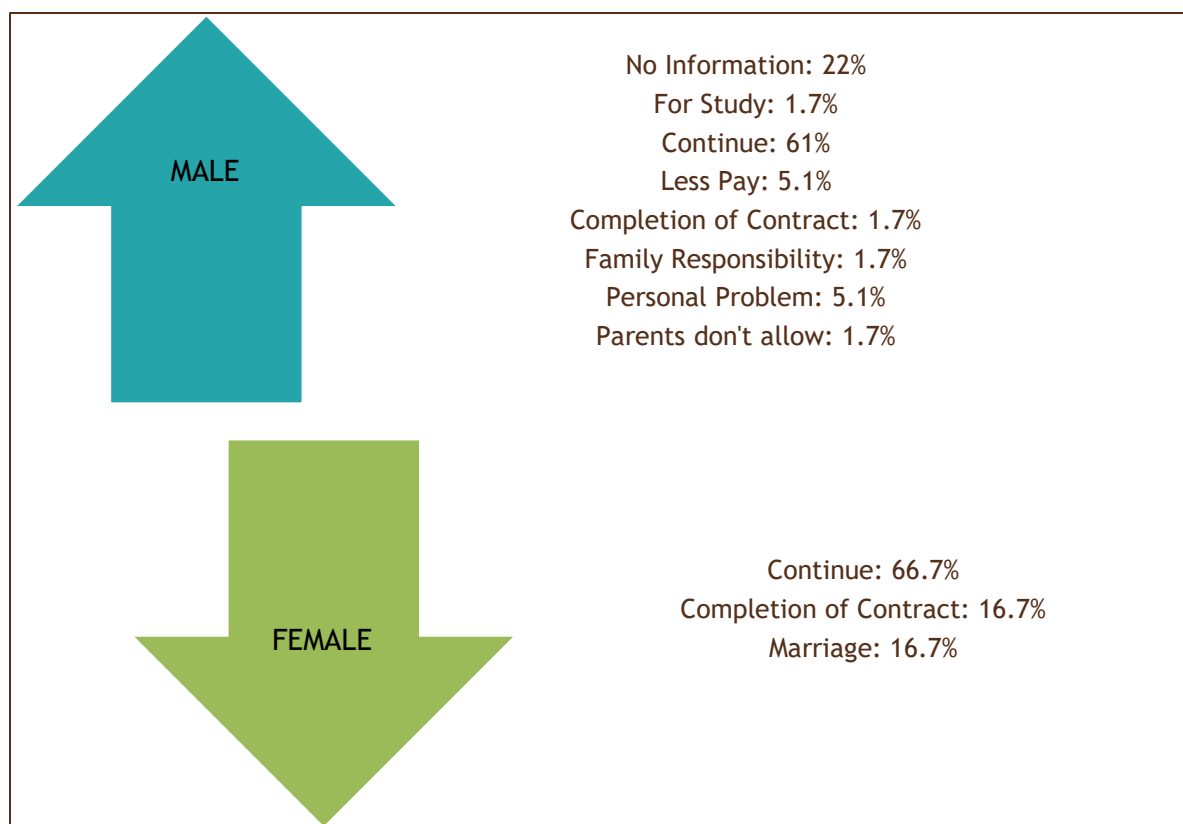
Image 9: Reasons for Leaving Employment Based on Gender

Professional Goals of Youth

Almost three quarter or 72.9 percent youth would like to secure a Government job; with the exception of a few, who would like to get involved in business. This was true, regardless of age and gender. As much as 17.9 percent youth were content to have private jobs especially older respondents who were in private jobs. These respondents had given up hope of ever securing a Government job as they had crossed the age bar for any Government job (Table 5.4).

Another 10.9 percent wanted to continue as farmers. On the question of 'going abroad', there were few takers of this idea (11.4 percent, Table 5.4/ Image 10). Preference for farming seems to be at the lowest ebb as expressed by young respondents, so was the situation for female youth to go abroad (2.8 percent, Table 5.4). Fear of the unknown and a lack of family support were two factors that have been contributing in creating a sense of indifference for going abroad among female youth. In all three responses, there were gender differences between male and

female youth. Given the low the level of industrial development is in Boniyar area specifically, and Jammu & Kashmir as a whole, the only secure option is to find a Government job- a phenomenon observed elsewhere in States like Uttar Pradesh, Bihar and Odisha. However, the key difference is in Jammu and Kashmir, these are rare and hard to come by.
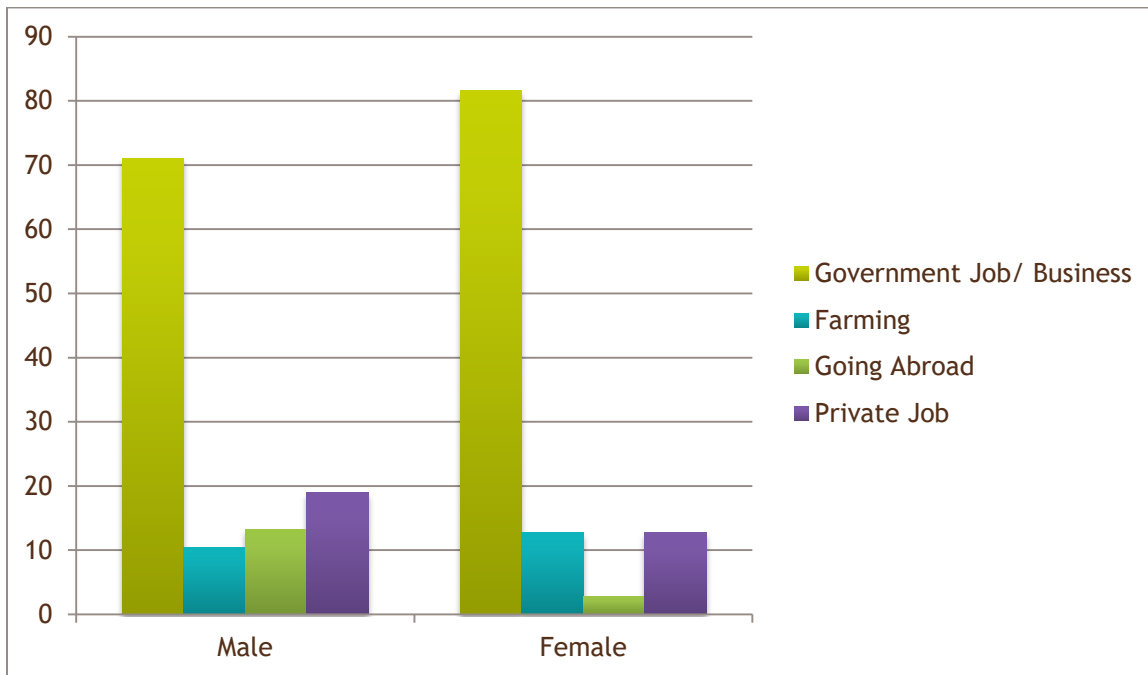
Image 10: Work Preference by Age and Gender[1]

The issue of professional goal of youth was raised in every focus group discussion. Responses regardless of gender and age were somewhat identical time and again, in which youth expressed inner desire to have Government job. They expressed their anguish on not being able to get a Government job and blamed the Government for indifference towards the youth of Kashmir. High levels of corruption among officials who demand bribes for jobs and create inordinate delays in appointments have given rise to immense disillusionment among the youth of J & K. This is aptly illustrated by a poignant story narrated by a young man during one of the FGDs. According to him, he was rendered over-age for any Government job having waited for over six years for one reason or other though he had qualified in written and physical examinations. The female youth were equally critical of the Government's lackadaisical approach towards them.

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[1] The Respondents were given the option to choose up to two career preferences.

According to several female youth during FGD, they were not supported or protected from the disturbed socio-political situation in the State.

On the whole, all FGD participants expressed apprehension of a bleak future, voiced in the face of consecutive non-functioning and unstable State governments. In almost all cases, the officials were blamed as they were thought to be steeped in high degree of corruption and showed overall indifference towards the development of the State.

Table 5.4: Work Preference by Age and Gender

Gender	Work Preference	Age Categories			
	Government Job and Business	(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	75.4	68.8	68.5	71.1
	No	24.6	31.3	31.5	28.9
	Total	100.0	100.0	100.0	100.0
Female	Yes	87.0	80.8	77.3	81.7
	No	13.0	19.2	22.7	18.3
	Total	100.0	100.0	100.0	100.0
Total	Yes	77.2	71.0	70.0	72.9
	No	22.8	29.0	30.0	27.1
	Farming				
Male	Yes	10.7	6.3	14.8	10.5
	No	89.3	93.8	85.2	89.5
	Total	100.0	100.0	100.0	100.0
Female	Yes	4.3	19.2	13.6	12.7
	No	95.7	80.8	86.4	87.3
	Total	100.0	100.0	100.0	100.0

Total	Yes	9.7	8.7	14.6	10.9
	No	90.3	91.3	85.4	89.1
Gender	**Private Job**				
Male	Yes	13.9	20.5	23.1	19.0
	No	86.1	79.5	76.9	81.0
	Total	100.0	100.0	100.0	100.0
Female	Yes	21.7	3.8	13.6	12.7
	No	78.3	96.2	86.4	87.3
	Total	100.0	100.0	100.0	100.0
Total	Yes	15.2	17.4	21.5	17.9
	No	84.8	82.6	78.5	82.1
Gender	**Going abroad**				
Male	Yes	11.5	15.2	13.0	13.2
	No	88.5	84.8	87.0	86.8
	Total	100.0	100.0	100.0	100.0
Female	Yes	8.7	-	-	2.8
	No	91.3	100.0	100.0	97.2
	Total	100.0	100.0	100.0	100.0
Total	Yes	11.0	12.3	10.8	11.4
	No	89.0	87.7	89.2	88.6
	Total	**145**	**138**	**130**	**413**

Preference of Work Location

Most preferred location of work indicated by youth was within the Kashmir (43.3 percent, Table 5.5/ Image 11). It was followed by 23.0 percent who preferred to work in India and 18.2 percent within village/Boniyar. There were 15.5 percent youth who wanted to go out of the country for work. Of those who wanted to work outside the State, as many as 60.0 percent wanted to work in metro-cities of North India (Table 5.6). Similarly, the most preferred destination of work abroad

was Dubai/Kuwait by 68.8 percent (Table 5.7), highest being among older youth above 23 years of age (90.0 percent, Table 5.7).
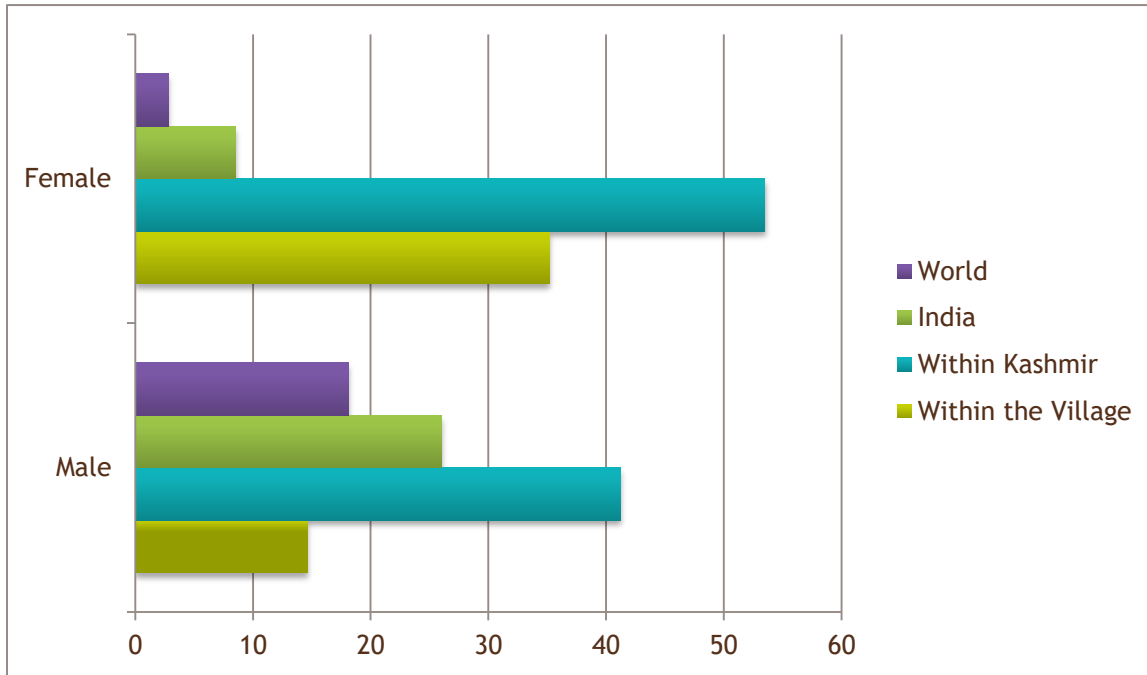
Image 11: Preferred Locations for Work Based on Gender

Table 5.5: Preferred Locations for Work by Age and Gender

Gender	Location Preference	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Preferably within village/Boniyar area	17.2	9.8	16.7	14.6
	Within Kashmir	45.1	40.2	38.0	41.2
	India	25.4	25.9	26.9	26.1
	World	12.3	24.1	18.5	18.1
	Total	100.0	100.0	100.0	100.0

Female	Preferably within village/Boniyar area	21.7	42.3	40.9	35.2
	Within Kashmir	56.5	53.8	50.0	53.5
	India	13.0	3.8	9.1	8.5
	World	8.7	-	-	2.8
	Total	100.0	100.0	100.0	100.0
Total	Preferably within village/Boniyar area	17.9	15.9	20.8	18.2
	Within Kashmir	46.9	42.8	40.0	43.3
	India	23.4	21.7	23.8	23.0
	World	11.7	19.6	15.4	15.5
	Total	**145**	**138**	**130**	**413**

Table 5.6: Preferred Locations for Work by Age and Gender

Gender	India	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	9.7	10.3	24.1	14.6
	Metro Cities of North India	64.5	58.6	62.1	61.8
	Metro Cities of West India	12.9	24.1	6.9	14.6
	Metro Cities of South India	6.5	3.4		3.4
	Metro Cities of East India	3.2	3.4	3.4	3.4
	Jammu & Kashmir	3.2	-	3.4	2.2
	Total	100.0	100.0	100.0	100.0
Female	No Preference / Information	-	100.0	-	16.7
	Metro Cities of North India	66.7	-	-	33.3
	Metro Cities of South India	-	-	50.0	16.7
	Metro Cities of East India	-	-	50.0	16.7

	Jammu & Kashmir	33.3	-	-	16.7
Total	No Preference / Information	8.8	13.3	22.6	14.7
	Metro Cities of North India	64.7	56.7	58.1	60.0
	Metro Cities of West India	11.8	23.3	6.5	13.7
	Metro Cities of South India	5.9	3.3	3.2	4.2
	Metro Cities of East India	2.9	3.3	6.5	4.2
	Jammu & Kashmir	5.9		3.2	3.2
	Total	**34**	**30**	**31**	**95**

Table 5.7 Preferred Locations for Work by Age and Gender

Gender	Abroad	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Preference / Information	20.0	7.4		8.1
	Dubai/Kuwait	53.3	59.3	90.0	67.7
	USA (America)	13.3	14.8	5.0	11.3
	Quatar	-	7.4	5.0	4.8
	Pakistan	-	7.4	-	3.2
	Canada	13.3	-	-	3.2
	UK (London)	-	3.7	-	1.6
Female	Dubai/Kuwait	100.0	-	-	100.0
	Total	100.0	-	-	100.0
Total	No Preference / Information	17.6	7.4	-	7.8
	Dubai/Kuwait	58.8	59.3	90.0	68.8
	USA (America)	11.8	14.8	5.0	10.9
	Quatar	-	7.4	5.0	4.7
	Pakistan	-	7.4	-	3.1
	Canada	11.8	-	-	3.1

UK (London)	-	3.7	-	1.6
Total	**17**	**27**	**20**	**64**

Based on the analysis, it would be most appropriate to say that Kashmiri youth would prefer and would like to work in a Muslim –West Asia country, in spite of hot and oppressive climate in that part of the world which is very different from the climatic conditions that they have been used to.

The above analysis clearly indicates that youth would like to stay and work in Kashmir and if forced to go out the male would like to migrate largely to a Muslim country of West Asia rather than one that is somewhat akin to their own climatic and geographical conditions.

Chapter 6

Skill Training Programme

The key objectives of the study were to assess the need for skill training, the language of training, composition of training and future challenges of employment. Each of these questions has been separately analyzed in this chapter.

Participation in Full Time Skill Training Programme

Both male and female youth of Kashmir are interested in full-time skill training programmes as indicated in Table 6.1. The interest in skill training was found to be slightly higher among male youth (82.7 percent) compared to female youth (77.5 percent). Further, analysis of those who were interested in skill training was carried out by way of preferred duration of the skill training. There were 27.2 percent respondents who did not express any view on the preferred duration of training, especially 43.6 percent female youth (Table 6.2).

Table 6.1: Participation in Full Time Training by Age and Gender

Gender	Participation	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	78.7	87.5	82.4	82.7
	No	21.3	12.5	17.6	17.3
	Total	100.0	100.0	100.0	100.0
Female	Yes	91.3	69.2	72.7	77.5
	No	8.7	30.8	27.3	22.5
	Total	100.0	100.0	100.0	100.0
Total	Yes	80.7	84.1	80.8	81.8
	No	19.3	15.9	19.2	18.2
	Total	100.0	100.0	100.0	100.0

Table 6.2: Suggested Training Duration by Age and Gender

Gender	Duration	Age Categories			
		(15-18) **Below 18**	**(19 – 22)** **Above 22**	**(23-28)** **Above 23**	**Total**
Male	No Preference / Information	25.0	23.5	23.6	24.0
	Below Six Month	14.6	9.2	19.1	14.1
	Above Six Month	18.8	24.5	11.2	18.4
	Above 1 Year	16.7	19.4	19.1	18.4
	Above 2 Year	25.0	23.5	27.0	25.1
	Total	100.0	100.0	100.0	100.0
Female	No Preference / Information	52.4	44.4	31.3	43.6
	Below Six Month	23.8	5.6	12.5	14.5
	Above Six Month	4.8	22.2	50.0	23.6
	Above 1 Year	14.3	27.8	6.3	16.4
	Above 2 Year	4.8			1.8
	Total	100.0	100.0	100.0	100.0
Total	No Preference / Information	29.9	26.7	24.8	27.2
	Below Six Month	16.2	8.6	18.1	14.2
	Above Six Month	16.2	24.1	17.1	19.2
	Above 1 Year	16.2	20.7	17.1	18.0
	Above 2 Year	21.4	19.8	22.9	21.3
	Total	100.0	100.0	100.0	100.0

Training Duration

A great deal of variation was recorded in the duration of training. Training duration varied from one month to five years. The preferred median duration of skilled training was less than one year spread across one month to twelve months. Combined percentage of less than one year training duration was indicated by 51.4 percent youth (Table 6.2). Analysis tends to suggest that intervention of counselors are critical in defining the duration of any training, who, based on their past training experiences, and keeping in mind the opinion of other training experts and entry level skill assessment can decide the duration of training.

Interest in Business and Industry

It should be kept in mind that 248 or 60.0 percent (Table 6.3) youth showed no interest in business or in setting up of any industry or enterprise. It must be kept in mind that a large majority of the youth of Kashmir are interested in some kind of paid regular work or job, preferably government jobs that too within the state of Kashmir. Also, in focus group discussions, it came out clearly that an average youth cannot afford to set up any business, industry or enterprise other than small local, subsistence level shops for consumer products like food, grocery and electrical appliances including sale of construction material and automobile parts and repairs. A content analysis of the business interest indicated about fifty different kinds of business, trade and industry apart from generic words like 'Contractor", "Army Supply" and "Tourist Guide".

The broad classification of business in the responses of the Kashmiri youth could be, 'fruit/dry fruit sales', 'fabric textile' including 'carpet business', 'horticulture', 'electrical mechanical and metal goods selling', and 'agriculture and poultry product'. Other skill based businesses, such as 'tailoring, 'photography', 'welding', 'computer and mobile repair', 'hotel/tourism' and 'cooking' were mentioned when these were pointed out to them. These businesses are highly individualized options. Tables 6.4 and 6.5 indicated food and farm products to be the most attractive business followed by fabric, wool, carpet and textile, the traditional livelihoods of Kashmir.

Further, analysis of business was carried out on the basis of technical and non-technical businesses. Table 6.4 shows that within technical as many as 27.8 percent youth would like to be electricians and 17.9 percent would like to start data entry business. On the other hand, Table 6.5 shows that 32.2 percent male and 9.9 percent females would like to have driving skills to work as driver or transport operators. These skills are most needed in a state such as Kashmir which is an important tourism destination.

Table- 6.3 Interest in Business and Industry by Age and Gender

Gender	Interest	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Interest/Information	54.9	52.7	59.3	55.6
	Hospitality and Tourism	1.6	2.7	.9	1.8
	Food and Farming product, milk and Poultry	17.2	15.2	18.5	17.0
	Education	4.1	.9	1.9	2.3
	Health Business, Medical shop, GYM, Sports	1.6	.9	.9	1.2
	Beauty related Business	.8	.9		.6
	Services Sector – Technical	7.4	8.9	7.4	7.9
	Services Sector – Non-Technical	2.5	4.5	3.7	3.5
	Fabrics, Wool, Carpet, Textile	9.8	13.4	7.4	10.2
	Total	100.0	100.0	100.0	100.0
Female	No Interest/Information	82.6	84.6	77.3	81.7
	Food and Farming product, milk and Poultry		3.8		1.4

	Beauty related Business		3.8	4.5	2.8
	Services Sector – Technical			4.5	1.4
	Services Sector – Non-Technical	4.3			1.4
	Fabrics, Wool, Carpet, Textile	13.0	7.7	13.6	11.3
	Total	100.0	100.0	100.0	100.0
Total	No Interest/Information	59.3	58.7	62.3	60.0
	Hospitality and Tourism	1.4	2.2	.8	1.5
	Food and Farming product, milk and Poultry	14.5	13.0	15.4	14.3
	Education	3.4	.7	1.5	1.9
	Health Business, Medical shop, GYM, Sports	1.4	.7	.8	1.0
	Beauty related Business	.7	1.4	.8	1.0
	Services Sector – Technical	6.2	7.2	6.9	6.8
	Services Sector – Non-Technical	2.8	3.6	3.1	3.1
	Fabrics, Wool, Carpet, Textile	10.3	12.3	8.5	10.4
	Total	100.0	100.0	100.0	100.0

Table: 6.4 Preferred Technical and Non-Technical Business by Age and Gender

Gender	Technical	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
	Welding				
Male	Yes	4.1	8.9	7.4	6.7
Female	Yes	8.7	3.8	4.5	5.6
	Sample Size	**7**	**11**	**9**	**27**
	Electrician				
Male	Yes	34.4	31.3	27.8	31.3
Female	Yes	13.0	7.7	13.6	11.3
	Sample Size	**45**	**37**	**33**	**115**
	Plumbing				
Male	Yes	9.0	9.8	9.3	9.4
Female	Yes	-	7.7	-	2.8
	Sample Size	**11**	**13**	**10**	**34**
	Maching				
Male	Yes	10.7	13.4	13.0	12.3
Female	Yes	4.3	11.5	9.1	8.5
	Sample Size	**14**	**18**	**16**	**48**
	Carpentry				
Male	Yes	1.6	3.6	4.6	3.2
Female	Yes	-	11.5	-	4.2
	Sample Size	**2**	**7**	**5**	**14**
	Data Entry				
Male	Yes	12.3	19.6	20.4	17.3
Female	Yes	26.1	26.9	9.1	21.1
	Sample Size	**21**	**29**	**24**	**74**
	Hardware				

	Repair				
Male	Yes	9.8	17.0	7.4	11.4
Female	Yes	4.3	3.8	-	2.8
	Sample Size	**13**	**20**	**8**	**41**
	Mason				
Male	Yes	1.6	1.8	1.9	1.8
Female	Yes	4.3	3.8	-	2.8
	Sample Size	**3**	**3**	**2**	**8**
	Shop Keeping				
Male	Yes	-	.9	-	.3
Female	Yes	-	3.8	-	1.4
	Sample Size	**0**	**2**	**0**	**2**
	Automobile				
Male	Yes	1.6	.9	-	.9
Female	Yes	-	3.8	-	1.4
	Sample Size	**2**	**2**	**0**	**4**

Table: 6.5 Preferred Non-Technical Business by Age and Gender

		Age Categories			
Gender	Non-Technical	(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
	Hospitability				
Male	Yes	4.9	12.5	8.3	8.5
Female	Yes	8.7	19.2	4.5	11.3
	Sample Size	**8**	**19**	**10**	**37**
	Tourism				
Male	Yes	18.0	22.3	25.0	21.6

Female	Yes	8.7	7.7	-	5.6
	Sample Size	**24**	**27**	**27**	**78**
	Driving				
Male	Yes	32.8	36.6	26.9	32.2
Female	Yes	17.4	3.8	9.1	9.9
	Sample Size	**44**	**42**	**31**	**117**
	Coffee Making				
Male	Yes	-	3.6	1.9	1.8
Female	Yes	-	-	4.5	1.4
	Sample Size	**0**	**4**	**3**	**7**
	Sports /Gym instructor				
Male	Yes	12.3	18.8	11.1	14.0
Female	Yes	4.3	7.7	4.5	5.6
	Sample Size	**16**	**23**	**13**	**52**
	Beauty / wellness				
Female	Yes	8.7	23.1	18.2	16.9
	Sample Size	**2**	**6**	**4**	**12**
	Fashion Designing				
Male	Yes	2.5	3.6	4.6	3.5
Female	Yes	17.4	15.4	31.8	21.1
	Sample Size	**7**	**8**	**12**	**27**
	Tailoring				
Male	Yes	2.5	-	1.9	1.5
Female	Yes	30.4	15.4	36.4	26.8
	Sample Size	**10**	**4**	**10**	**24**
	Tele Calling				
Male	Yes	1.6	.9	2.8	1.8
Female	Yes	-	7.7	4.5	4.2

Gender		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
	Sample Size	2	3	4	9
	Shop Keeping				
Male	Yes	-	.9	-	.3
	Sample Size	0	1	0	1
Gender	Any Other	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	.8	.9	1.9	1.2
Female	Yes	4.3	3.8	4.5	4.2
	Sample Size	2	2	3	7

Co-Ed Training

Contrary to general perception that Kashmiri youth, due to cultural inhibition would like to have separate skill training classes for male and female trainees, Table 6.6 and Image 12 showed six out of 10 or 62.5 percent youth would like to have co-ed training. It should be kept in mind that more male (63.7 percent) than female (56.3 percent) have supported the idea of co-ed training. However, more than three quarters of the female respondents below the age of 18 or 78.3 percent had supported the idea of co-ed training. This idea was also emphasized by both male and female youth during FGD. The winds of change can be attributed to high degrees of digital media exposure.

Table 6.6:   Preference for Co-Ed Training by Age and Gender

Gender	Preference	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	62.3	67.9	61.1	63.7
	No	37.7	32.1	38.9	36.3

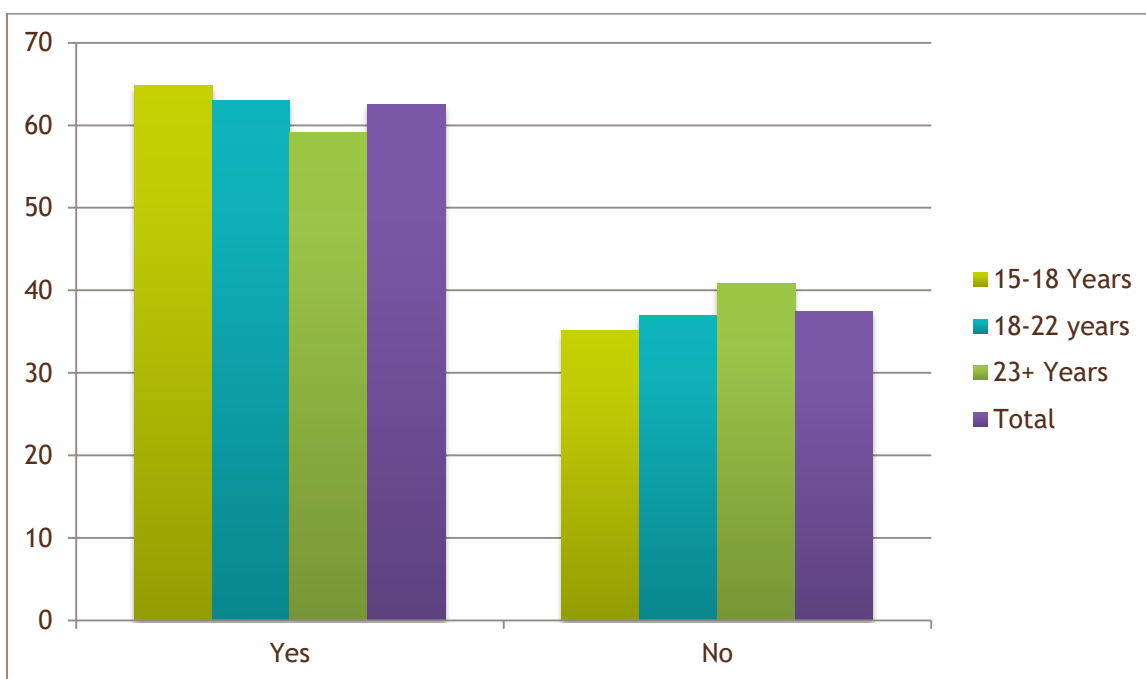|					
	Total	100.0	100.0	100.0	100.0
Female	Yes	78.3	42.3	50.0	56.3
	No	21.7	57.7	50.0	43.7
		100.0	100.0	100.0	100.0
Total	Yes	64.8	63.0	59.2	62.5
	No	35.2	37.0	40.8	37.5
	Total	**148**	**138**	**130**	**413**

Image 12: Preference for Co-Ed Training by Age

Language of Skill Training

During focus group discussions, it became evident that mixed language would be required for any skill training. The mixed languages included Kashmiri, Urdu, Hindi and Punjabi especially in parts of Baramulla District. Table 6.7 indicated that 41.1 percent youth in all age groups and regardless of gender preferred training in Urdu and Kashmiri and Hindi followed by 25.9 percent in English + Urdu + Hindi. One of the most significant conclusions drawn from this analysis is

that the language of training must not be English and mixed languages must be utilized in the training which means the trainers must be Kashmiri speaking multi-lingual trainers.

Table 6.7: Medium of Skill Training by Age and Gender

Gender	Medium (Language)	Age Categories			
		(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	No Information	21.3	12.5	18.5	17.5
	Urdu + Kashimiri + Hindi	44.3	42.0	42.6	43.0
	English +Urdu + Hindi	23.0	33.9	23.1	26.6
	Kashmiri + Regional	9.8	10.7	14.8	11.7
	Others - Pehari/Arabic/Hindi	1.6	.9	.9	1.2
	Total	100.0	100.0	100.0	100.0
Female	No Information	21.7	34.6	27.3	28.2
	Urdu + Kashimiri + Hindi	17.4	38.5	59.1	38.0
	English +Urdu + Hindi	43.5	19.2	4.5	22.5
	Kashmiri + Regional	8.7	7.7	9.1	8.5
	Others - Pehari/Arabic/Hindi	8.7			2.8
	Total	100.0	100.0	100.0	100.0
Total	No Information	21.4	16.7	20.0	19.4
	Urdu + Kashimiri + Hindi	40.0	41.3	45.4	42.1
	English +Urdu + Hindi	26.2	31.2	20.0	25.9
	Kashmiri + Regional	9.7	10.1	13.8	11.1
	Others - Pehari/Arabic/Hindi	2.8	.7	.8	1.5
	Total	**148**	**138**	**130**	**413**

Challenges of Employment

Among the multiple challenges, two most important obstacles in getting appropriate employment, as reported by the youth, were the lack of English language speaking skill (48.7 percent, Table 6.8) and family responsibilities, preventing youth from going out of the house to take up jobs (36.1 percent, Table 6.8). The other visible major obstacles indicated were remoteness of the respondents' village and lack of proper transport facility and accommodation in the work place (22.8 percent and 17.2 percent respectively, Table 6.8). On top of this, limited work experience was a factor in finding a job as indicated by a few female youth during FGD.

At first glance, in the responses that indicated preference of work location, as many as 40.9 percent were uncertain where they would like work. Another 28.3 percent thought parents might not allow them take up any job outside the State or even in the vicinity of Baramulla District or in other districts of Kashmir with the exception of Srinagar. These views were expressed by as many as 30.8 percent of the youth who wanted to live and work within Kashmir and not even go till Jammu. The female youth added that their parents would have serious reservations in sending them elsewhere for work (40.8 percent, Table 5.5).

Table 6.8 Challenges of Employment by Age and Gender

Gender	Challenges	Age Categories			
	Difficulty with English	(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes	48.4	54.5	45.4	49.4
	No	51.6	45.5	54.6	50.6
Female	Yes	34.8	38.5	63.6	45.1
	No	65.2	61.5	36.4	54.9
Total	Yes	46.2	51.4	48.5	48.7
	No	53.8	48.6	51.5	51.3
	Learning Disability				
Male	Yes	10.7	15.2	7.4	11.1
	No	89.3	84.8	92.6	88.9
Female	Yes	-	3.8	-	1.4
	No	100.0	96.2	100.0	98.6

Total	Yes	9.0	13.0	6.2	9.4
	No	91.0	87.0	93.8	90.6
	Limited Work Experience				
Male	Yes	12.3	31.3	15.7	19.6
	No	87.7	68.8	84.3	80.4
Female	Yes	21.7	15.4	13.6	16.9
	No	78.3	84.6	86.4	83.1
Total	Yes	13.8	28.3	15.4	19.1
	No	86.2	71.7	84.6	80.9
Gender	**Finding accommodation**				
Male	Yes	19.7	20.5	16.7	19.0
	No	80.3	79.5	83.3	81.0
Female	Yes	8.7	11.5	4.5	8.5
	No	91.3	88.5	95.5	91.5
Total	Yes	17.9	18.8	14.6	17.2
	No	82.1	81.2	85.4	82.8

Table 6.8 Challenges of Employment by Age and Gender (Continue)

Gender	Transportation	(15-18) Below 18	(19 – 22) Above 22	(23-28) Above 23	Total
Male	Yes				22.2
	No	77.0	79.5	76.9	77.8
Female	Yes	34.8	19.2	22.7	25.4
	No	65.2	80.8	77.3	74.6
Total	Yes	24.8	20.3	23.1	22.8
	No	75.2	79.7	76.9	77.2

	Physical Disability				
Male	Yes	2.5	7.1	3.7	4.4
	No	97.5	92.9	96.3	95.6
Female	Yes		3.8		1.4
	No	100.0	96.2	100.0	98.6
Total	Yes	2.1	6.5	3.1	3.9
	No	97.9	93.5	96.9	96.1
	Education				
Male	Yes	9.0	10.7	18.5	12.6
	No	91.0	89.3	81.5	87.4
Female	Yes		7.7	13.6	7.0
	No	100.0	92.3	86.4	93.0
Total	Yes	7.6	10.1	17.7	11.6
	No	92.4	89.9	82.3	88.4
	Parents may				
Male	Yes	12.3	17.0	6.5	12.0
	No	87.7	83.0	93.5	88.0
Female	Yes		30.8	13.6	15.5
	No	100.0	69.2	86.4	84.5
Total	Yes	10.3	19.6	7.7	12.6
	No	89.7	80.4	92.3	87.4
	Take care of family				
Male	Yes	36.9	37.5	33.3	36.0
	No	63.1	62.5	66.7	64.0
Female	Yes	26.1	23.1	63.6	36.6
	No	73.9	76.9	36.4	63.4
Total	Yes	35.2	34.8	38.5	36.1
	No	64.8	65.2	61.5	63.9

Table 6.8 Challenges of Employment by Age and Gender (Continue)

Gender	Do not have any job				
Male	Yes	10.7	18.8	22.2	17.0
	No	89.3	81.3	77.8	83.0
Female	Yes	8.7	23.1	9.1	14.1
	No	91.3	76.9	90.9	85.9
Total	Yes	10.3	19.6	20.0	16.5
	No	89.7	80.4	80.0	83.5
Gender	Being woman will not be allowed				
Male	Yes		.9	1.9	.9
	No	100.0	99.1	98.1	99.1
Female	Yes	17.4	42.3	13.6	25.4
	No	82.6	57.7	86.4	74.6
Total	Yes	2.8	8.7	3.8	5.1
	No	97.2	91.3	96.2	94.9
Gender	Any other				
Male	Yes	.8	4.5	2.8	2.6
	No	99.2	95.5	97.2	97.4
Female	Yes		3.8		1.4
	No	100.0	96.2	100.0	98.6
Total	Yes	.7	4.3	2.3	2.4
	No	99.3	95.7	97.7	97.6
	Total	**145**	**138**	**130**	**413**

Analysis presented so far has highlighted three significant points:

1) There is still a great deal of resistance among the youth to go out of the state for work, given the perceived challenges of employment. More female youth than male were of this view.

2) Contrary to general perception both young male and female youth are ready for co-ed training and

3) The youth are apprehensive of challenges that they may face especially with the English language.

Chapter 7

Youth Willingness to Spend Time with Counselors

 Field visit of Boniyar and Baramulla during the duration of the study, and field observations made during data collection clearly brought out the general suspicion and apathy of youth towards defense personnel and Army. Discussions with local faculty and field research team further convinced the research team that there was a need for regular counseling of the youth of Boniyar and Baramulla. In order to help the youth, serious counseling must be undertaken on a regular basis and as a priority. Furthermore, frank, open and uninhibited discussions, both among male and female youth during focus group discussions, convinced the research team that counseling must be carried out, but outside the preview of *Sarkari or defense related personnel* by multi-lingual counselors.

Counseling for Career, Education and Job

In the light of the analysis presented in the previous chapter it is suggested there be separate counselors. The counseling must be done by multi-lingual professionals preferably from the local area. The counselor must have knowledge of the local conditions, history, traditions and mindscapes and be willing to listen to the personal problems of the youth first before giving any advice.

The aspirations and expectations of the youth are confined to their desire to have a peaceful living in the valley along with meaningful work. So, as long as the job/work allows them to stay within Kashmir, preferably within Baramulla they would be most happy and content.

Since Baramulla youth are part of the current political turmoil and cross border conflicts, and some of them are active participants in multiple ongoing political movements, counseling must include these points for understanding the views of the youth.

They are highly influenced by these discussions and are sensitive to the winds of change. At the same time, they want meaningful work and to be able to take care of their families as young adults and to be able to fulfill their social obligations towards parents and family. It seems the

youth are in a perpetual state of inner conflict merely to find ways of survival, a modest and peaceful living and keeping their families intact. Females especially seem to be oscillating between personal ambitions and family bonds and obligations wrapped in the fear of the unknown outside of Kashmir.

In spite of the best efforts of the Central and State Governments and other agencies for providing skill training, the youth are of the view that little has percolated down to them. All efforts must be made to reach out to the youth by way of need based training programmes for both males and females. It must be kept in mind that there is a trust deficit among the youth vis-à-vis all governmental agencies, and so training programmes must be organized with the help of and under the supervision of local community and non-government organizations active in the area. It is recommended that with the assistance of local elected leaders, village elders and teachers, counseling should be organized where youth could be given sufficient time to express their aspirations, future goals and problems and they would be advised so that the training programmes may be designed accordingly. At this stage, it may be appropriate to de-emphasize the suggestion to go out and work or explore the possibilities of migration.

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Appendix 1

Appendices

Student Number ☐ ☐ ☐   Date & Time of Interview:

☐ ☐

Category:____RURAL___URBAN_____

Section A – PERSONAL IDENTIFICATION

Writ full Name:
Home Address:

	Postal Code:
Telephone and or Mobile(if any) :	E-mail Address(if any):
Age(completed years):	Date of Birth: dd-mm-yyyy - Gender: Male Female

Were you born in and around Boniyar?(tick only one) 1 Within the village/ Boniyar

2   Within the district of Baramulla

3   Within the state of Jammu & Kashmir

4   Outside the State of Jammu & Kashmir

5   Outside India

What is your marital status:　□　　　　□　　　Single　　　　　　　　Married
Other(Divorced/Separated/ Widow)

In case of emergency who should be contacted: Name:	Phone Number:

Father's/ Guardians' Name:	If guardian Relationship:

What is your Parents' / Guardians' source of Income?(Tick only one)

1 Farming: □　　　　　　2 Labour: □　　　　　　3 Work on other's farm as share
cropper:□

4 Work in Orchard: □　　　　　5 Retired and receives Pension: □　　　6   Business:
□

7Other(Specify):□

Approximately who is your father / guardian:	Yearly income:

Section B – EDUCATION AND TRAINING

Highest class you passed:	Year of Passing:	1Within village 2within boniyar 3within district

Best subject you liked:	Most Challenging Subject that you did not like:

Best teacher you liked please name

Most difficult teacher you did not like please name

Did you pass or perusing any Diploma or Certificate course   Yes   No   'if no skip the question

If passed please indicate the name of the institute, diploma or Certificate course name and duration of the course

If   perusing please indicate the name of the institute, diploma or Certificate course name   and duration of the course

Do you want to study further: Yes	If yes Up to what class or degree
Do you know how to use Internet: Yes No	If yes can you use Internet for: email, ☐ google search ☐ Facebook ☐ any other software ☐
Do you use mobile:☐ Yes ☐ No	If yes, you use it to call ☐ relatives/friends ☐ whatsapp ☐ sms
Section C – EMPLOYMENT HISTOR: Are you presently working or worked in passed? Yes, no ☐ ☐	

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Work History: List your last two jobs starting with the most recent.				
Name of Employer				

Section D – GOALS/COMMITMENT

What do you want to be? List your two career goals(Tick only two):

☐ Government Job   ☐ Business   ☐ Farming   ☐ Private Job   Business

Where would you like work or find job :   preferably   within ☐ village/Boniyar area   Within ☐ Jammu & Kashmir

☐

Anywhere in country   Anywhere (specify)

Would you like to participate in a full time skill training program

to improve your chances of getting better job/ work ☐ :   ☐   Yes   No   'If yes' duration

Given the opportunity being female / male are you willing to go anywhere outside Jammu & Kashmir for job

☐ Yes☐   ☐ No   not certain / parents may not allow /wish to live within state

If yes, name the places :

If you want to be in Jammu & Kashmir where would you want to work or take a job, name the places :

.

If you are interested in business what business will you start or open new industry? Please describe

Will grant / loan from government would help in setting up in business ☐ or industry ☐ ?   yes   no

---

If you have opted for training: who should be your instructor?(Probe)

In what language/s the training should be given so as you can easily understand and comprehend the lectures?

Please mention some of the skills you would you like to master so as you can get better jobs.

Would you like to attend co-ed classes in which both male and females join you in the training

Yes

☐   If no, would prefer all male class/ all-female class?

Name of the Field Researcher:

Completion Date & Time:

Name of the Field Supervisor & Signature:

Section E – CHALLENGES TO EMPLOYMENT

Please check which of the following are vital of your visa ability to find and keep a job?

☐ Difficulty with English	☐ Transportation	☐ Take care of family
☐ Learning Disability	☐ Physical Disability	☐ Do not have any job
☐ Limited Work	☐ Education	☐ Being woman will not ne
☐ Finding accommodation	☐ Parents may not allow	☐ Any other

Section F – Where/how did you come to know about work/ job?

☐ Newspaper	☐ Mosque Friday Prayer	☐ Poster & Pamphlet
☐ Friend or Relative	☐ Television/Radio	☐ Other Specify

Section G – FOR OFFICE USE ONLY

Referred by:	Address

Intake Results/Comments:

Staff Signature: _____ Date: _____

I, _____, authorize my counsellor to share results of the interview to anyone who is willing to assist me with my employment, self-employment and training goals.

Guidelines for Conducting a Focus Group Discussion

Needs Assessment Survey assumes that Kashmir youth know how they feel. But sometimes they really don't. Sometimes it takes listening to the opinions of others in a small and safe group setting before they form thoughts and opinions. Focus group discussion is suited for such a situation.

Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants [in this case Kashmir youth] at ease allowing then to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes and attitudes but if you need to understand things at a deeper level then use a focus group.

If you've ever participated in a well-run focus group you'd probably say it felt very natural and comfortable to be talking with a group of strangers. What you didn't know perhaps were the many hidden structures behind it all. A good focus group requires planning – a lot more planning than merely inviting a few key youth to casually share their opinions about their needs for training and employment.

Outlined here are the details for conducting a high quality focus group discussion among Kashmir youth of Boniyar, Baramulla District. Also included are step-by-step instructions for making sense of all the information you collect in the groups.

In this Guide you will find checklists for:

- ❖ Defining a focus group
- ❖ Designing focus group questions
- ❖ Recruiting and preparing for participants
- ❖ Conducting the focus group
- ❖ Analyzing the data

You will also find samples of the following items:

- ❖ Focus group questions
- ❖ Recruitment flyer
- ❖ Introductory remarks
- ❖ Data analysis format
- ❖ Synthesized report format

Defining a focus group

A focus group is a small group of eight to ten Kashmir youth of Boniyar, Baramulla and adjoining rural area led through an open discussion by a skilled moderator from Government College Baramulla, Kashmir University faculty and members of the research team.

The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal will be to generate maximum number of different ideas and opinions from as many different youth in the time allotted between one to two hours. Beyond that most youth may not be productive.

Focus group will be structured around a set of carefully predetermined interview schedule questions but the discussion must be free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some youth even find themselves changing their thoughts and opinions during the group discussion.

A homogeneous group of male or female from the villages of Boniyar, Baramulla comprises the

focus group. Homogeneity level and (all being youth in the age group between 16-25 years) playing field will reduce inhibitions among youth. Five focus group discussions will be conducted on the needs of the youth for training and employment to produce valid results.

A focus group discussion is <u>not</u>:

- ❖ A debate
- ❖ Group therapy
- ❖ A conflict resolution session
- ❖ A problem solving session
- ❖ An opportunity to collaborate
- ❖ A promotional opportunity
- ❖ An educational session

Designing focus group questions

Maximum number of questions for any one focus group should be twelve. Ten is better, and eight is ideal.

Focus group participants won't have a chance to see the questions they are being asked. So, to make sure they understand and can fully respond to the questions posed, questions from the interview schedule should be:

❖ Short and to the point
❖ Focused on one dimension each
❖ Unambiguously worded
❖ Open-ended or sentence completion types
❖ Non-threatening or non-embarrassing
❖ Worded in a way that they cannot be answered with a simple "yes" or "no" answer (use why" and "how" instead)

There are three types of focus group questions:

1. <u>Engagement questions</u>: introduce participants to and make them comfortable with the topic of discussion
2. <u>Exploration questions</u>: get to the meat of the discussion
3. <u>Exit question</u>: check to see if anything was missed in the discussion

AN EXAMPLE

Questions on needs assessment

<u>Engagement Questions</u>:
1. What is your favorite food dish?
2. What do you notice when you look at food dish offered or serve to you?

<u>Exploration Questions</u>:
3. Who in particular has influenced your decision NOT to go out of Kashmir for job or employment?
4. What are the pros and cons of working outside Kashmir?

5. What consideration you have in mind when you decide to stay back in Kashmir?
6. How do you feel when told to go out of Kashmir for work?
7. How do you feel if you have to go out of Kashmir for work on regular basis?
8. Raise one by one the questions provided for Focus Group discussion (See attached questions)

Exit Question:

9. Is there anything else you would like to say about why you do not want to work out side Kashmir?

Note: Those who want to go out of Kashmir raise the issue in a separate Focus Group.

Recruiting and preparing for participants

In an ideal focus group discussion, all the participants are very comfortable with each other but they may or may not know each other since they belong to the same village or town.

Homogeneity is a key to maximizing disclosure among focus group participants. Consider the following in establishing selection criteria for individual groups:

Gender – Since both men and women may not feel comfortable discussing need for training and employment it is advised to have separate Focus Group discussion for male and female. Please discuss the issue with the local coordinator and then decide the composition of the group.

Age – Since focus group participants are youth it will provide comfortable and non-intimidating environment. Please take help of the local coordinator for inclusion/exclusion of the participants.

Nomination – Request village teacher/leader and local coordinator to nominate youth they think would make good participants. Nominees should be familiar with the topic, known for their ability to respectfully share their opinions, and willing to volunteer about 2 hours of their time.

Random selection – If participants will come from a large but defined group (e.g. an entire village or entire town) with many eager participants, names can be randomly drawn from a hat until the desired number of verified participants is achieved.

All members of the same group – Sometimes an already existing group serves as an ideal pool from which to invite participants (living in the same neighborhood).

Seeking similar job/employment – Once a group of viable recruits has been established; call each one to confirm interest and availability. Give them date, time and location of the focus groups and secure verbal confirmation.

Over-invite in anticipation of a no-show rate of 10 to 20 percent. But you will never want a group of more than 10 participants. It is a delicate issue. Hence, you will have to be careful. Offer refreshment in consultation the local coordinator.

‰

Devise a form to track invitation mobile calls. Keep the record of the mobile phone in your field dairy.

Tell participants that the focus group discussion will take about one and half to two hours. Give them a starting time that is 15 minutes prior to the actual start of the focus group to allow for filling out necessary paperwork, having refreshments, and settling in to the group.

Arrange for a comfortable room in a convenient location. The room should have a door for privacy and table and chairs to seat in a circle of up to 12 youth (10 participants and the moderator and assistant moderator) and place for video/audio recorder. Many public agencies (local schools or village council) have free rooms available.

Offer a beverage and light snack. You may have to make prior arrangement for refreshments. Also you must add five to six additional plates for unexpected guests.

Conducting the focus group

Ideally, the focus group is conducted by a team consisting of a moderator assistant moderator and videographer/audio recorder. The moderator facilitates the discussion; the assistant takes

notes and videographer /audio recorder the tape recorder.

The ideal focus group moderator has the following traits:

- ❖ Can listen attentively with sensitivity and empathy
- ❖ Is able to listen and think at the same time
- ❖ Believes that all group participants have something to offer no matter what their education, experience, or background
- ❖ Has adequate knowledge of the topic
- ❖ Can keep personal views and ego out of the facilitation
- ❖ Is there someone the group can relate to but also give authority to (e.g. a male moderator is most appropriate for a group of all male youth, whereas female moderator is most appropriate for female youth.)
- ❖ Can appropriately manage challenging group dynamics

The assistant moderator must be able to do the following:

- ❖ Take notes
- ❖ Note/record body language or other subtle but relevant clues
- ❖ Allow the moderator to do all the talking during the group
- ❖ Videographer/Audio recorder to record during the focus group session

Both moderator and assistant moderator are expected to welcome participants, offer them refreshment, help them make their name tags, and direct them in completing pre-group paperwork.

Name tags (carry atleast two to three dozen name tags and a marker pen to prepare tags just before the arrival of participants) should identify participants with a number written largely for anonymous identification of individuals as they make comments.

Individual oral consent must be taken from the participants before starting the focus group discussion.

The participants must be informed that there is no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential. Further all recordings will remain confidential and used for research only.

First part of the interview schedule must be completed by the participants to have their demographic information like age, gender, address and few other attributes which is attached in this note. Please carry multiple copies of the interview schedule with you and pencil/pen for this purpose.
‰
Once interview schedules are collected and reviewed for completeness, the questioning begins. The moderator uses a prepared script to welcome participants, remind them of the purpose of the group and also sets ground rules.

FOCUS GROUP INTRODUCTION

WELCOME

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

INTRODUCTIONS

Moderator; assistant moderator and videographer/audio recorder

PURPOSE OF FOCUS GROUPS

We are conducting focus group discussion to assess skill needs of the youth in Kashmir with special reference to adjoining villages and town of Boniyar, Baramulla.

We need your input and want you to share your honest and open thoughts with us.

GROUND RULES

1. We want <u>you</u> to do the talking. We would like everyone to participate. I may call on you if I haven't heard from you in a while.

2. There is no right or wrong answers. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

3. What is said in this room stays here and remain confidential to be used by the research team and NOT shared with anybody else. We want folks to feel comfortable sharing when sensitive issues come up.

4. We will be tape recording the focus group discussion. We want to capture everything you have to say.

5. We don't identify anyone by name in our report. You will remain anonymous.

‰

‰ Before asking the first focus group question, an icebreaker can be inserted to increase comfort and level the playing field. Example:

"If you have freedom to choose a place to live where would you like to live?"

‰   The focus group moderator has a responsibility to adequately cover all prepared questions within the time allotted. S/he also has a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:

ƒ   *"Can you talk about that more?"*
ƒ   *"Help me understand what you mean"*
ƒ   *"Can you give an example?"*

‰   It is good moderator practice to paraphrase and summarize long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group.

‰   Because the moderator holds a position of authority and perceived influence, s/he must remain neutral, refraining from nodding/raising eyebrows, agreeing/disagreeing, or praising/denigrating any comment made.

‰   A moderator must tactfully deal with challenging participants. Here are some appropriate strategies:

ƒ   <u>Self-appointed experts:</u> *"Thank you. What do other people think?"*

ƒ   <u>The dominator</u>*: "Let's have some other comments."*
ƒ   <u>The rambler:</u> Stop eye contact; look at your watch; jump in at their inhale.

ƒ   <u>The shy participant:</u> Make eye contact; call on them; smile at them.

ƒ   <u>The participant who talks very quietly:</u> Ask them to repeat their response more loudly.

‰   When the focus group is complete the moderator thanks all participants.

‰   **Immediately after all participants leave, the moderator and assistant moderator debrief while the recorder is still running and label all tapes and notes with the date, time (if more than one group per day), and name of the group.**

Analyzing the data

In order for all participant comments to be understandable and useful, they must be boiled down to essential information using a systematic and verifiable process. Begin by transcribing all focus group discussion tapes and inserting notes into transcribed material where appropriate.

Clean up transcripts by stripping off nonessential words. Simultaneously assign each participant comment/quote a separate line on the page as well as each new thought or idea therein. Label each line with the participant and group number, e.g. a comment from participant 6 in group 2 would be assigned the number 2.6.

Each line is then entered into an Excel database as follows:

Compile

1. Use a separate Excel data base spreadsheet for each group.
2. Within each spreadsheet, use one sheet per question.
3. Label three columns on each sheet.

        One column for coding
        One column for the participant ID#
        One column for responses

4. Enter each separate response or idea on a separate line with participant ID attached. The coding column is filled in during the next phase - analysis.

Analyze

1. When all comments have been entered, look for common categories or themes across the entries for each question. The most ideal situation is to ask several research team members to participate in this process.
2. Once consensus has been achieved regarding the best categories for organizing the data, assign a number or letter to each category.
3. Then assign the number/letter of the category that best fits to each entry on the sheet.
4. Use the Excel 'Sort' function to group entries by the categories you have assigned to them.
5. If some entries seem inconsistent for their category, consider re-categorizing or adding another category. It may also be apparent that one or more categories can be collapsed.
6. Arrange categories from those with the largest number of entries to those with the smallest.
7. Repeat for each group.

Synthesize

1. Identify category and sub-category heading titles
2. Write a short paragraph summarizing findings for each sub-category possibly noting similarities and differences across groups.
3. Add powerful quotes to each sub-section

As an alternative to the spreadsheet method described here, you can also use a manual approach to analyzing focus group data. Make a copy of the transcript after it has been cleaned and labeled. Working on a large table, cut entries into separate strips and run a glue stick over the back. Categorize by sticking entries onto separate sheets of paper labeled with broad headings. Re-categorize as indicated until you are satisfied with your groupings. Enter into a Word document.

Once focus group findings are organized in the synthesized format they are ready for presentation. If a more formal report is required, findings can be written up in a narrative format that includes an executive summary, background section, methods used, major findings, conclusions, and recommendations. The Focus group analysis can and must be incorporated as a support or supplement to strengthen the survey findings. It can be also done in the reverse manner in which the survey data might be used to supplement and support the focus group analysis. In the context of India mixed method approach is gaining popularity as it allows in-depth understanding of the problem and also reduces the short comings of survey.

Form 1: For Focus group discussion Participants Information (Please print 70 copies for filling to the Focus group participants)

‰ Participant Name

Date, Time & Location of Focus group discussion

‰ Your Home Address (Rural   or   Urban Boniyar, Baramullah):

‰

‰ Telephone and or Mobile(if any) :   E-mail Address(if any):

‰ Age(completed years):   Gender: Male   Female

‰

‰ What is your marital status:

‰ Single   Married   Other(Divorced/Separated/ Widow)

‰ What is your current work (Tick only one)

‰ 1 Farming: 2 Labour:

‰ 3 Work on other's farm as share cropper:

‰ 4 Work in Orchard: 5 Unemployed :

‰ 6   Business:

‰ 7 Other(Specify):

‰

‰ Highest class you passed:

‰ Year of Passing:

‰ Did you pass or perusing any Diploma or Certificate course   Yes   No   'if no skip the question

‰ If passed please indicate the name of the institute, diploma or Certificate course name and duration of the course

‰

‰ If perusing please indicate the name of the institute, diploma or Certificate course name and duration of the course.

‰

‰ Form 2: Focus Group Discussion Questions

‰

‰ 1. What do you want to be?

‰ 2. Discuss the career goals:

‰ Government Job   Business   Farming   Private Job

‰

‰ 3. Discuss where the group would like to find job/ work :

‰ Preferably within village/Boniyar area   Within Jammu & Kashmir

‰ Anywhere in country   Anywhere (specify)

‰

‰ 4. Will the members of the group would like to participate in a full time skill training program

‰ to improve chances of getting better job/ work

‰ 5. Suggest various kinds of training programs (technical & non-technical)

‰

‰ 6. Given the opportunity being female / male are you willing to go anywhere outside Jammu & Kashmir for job

‰

‰ 7. If you are interested in business what business will you start or open new industry?

‰

‰ 8. Suggestions for training: Who should be your instructor and in what language?

‰

‰ 9. Please mention some of the skills you would you like to master so as you can get better jobs.

‰

‰ 10. Would you like to attend co-ed classes or separate male and female class in the training

IMPROVISE NEW ISSUES AND TOPICS FOR FGD WITH EACH GROUP IF SO REQUIRED.

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