

Final Report

***Feasibility study to
understand the overall context
in Jharkhand for
implementing and sustaining
“Workforce Development
Program” and “Adolescent
Girl’s Empowerment
Program” in the state of
Jharkhand.”***

Study Awarded By
NEEDS and NOMI Network



Submitted By
URJA ARROWHEAD LLP
Ranchi Jharkhand

ACKNOWLEDGEMENT

The report entitled “Feasibility study to understand the overall context in Jharkhand for implementing and sustaining Workforce Development Program and Adolescent Girl’s Empowerment Program in the state of Jharkhand” conducted in five blocks of Dumka and Pakur district respectively. The study was awarded by NEEDS and NOMI Network.

First of all, I wish to put on record my sincere thanks and gratitude to Mr. Fazlur Rahman Gulfam, Senior Manager, MEL, Nomi Network India and Mr. Tanmoy Saha, Program Quality Manager, NEEDS for providing constant help and assistance to us during study without which this study would not have been completed.

I wish to thank my Senior Research Officer Mr. Shailendra Mishra for helping me in planning, designing the research tools, assisting me in training the team of investigators for collecting field data and writing the report.

I put on record my gratitude to Mr. Sanjay Choubey, Field Supervisor and all the surveyors for conducting the study in Dumka and Pakur district.

I would like to extend my gratitude to Mr. Ramesh Prasad Singh, the District Skill Officer of Pakur district and additional charge of Dumka district, Mrs. Basanti Gladis Bara, the District Social Welfare Officer of Pakur, and Mrs. Anju Kumari, the District Social Welfare Officer of Dumka, for their invaluable information and support throughout this study.

I extend my heartfelt thanks to Mrs. Bitiya Murmu, Secretary of Lahanti NGO in Dumka; Mrs. Munni Hembrom, Secretary of Ayo Aidari Trust in Dumka; Mrs. Ritu Pandey, Secretary of FACE NGO in Pakur; and Mr. Kundan Pramanik, Program Manager of Jan Kalyan Lok Parishad in Pakur district. I also express my gratitude to Mr. Saurabh Jain, Store Manager of Style Bazar in Pakur; Mr. Sanjay Singh, Store Manager of Aditya Vision in Dumka; Mr. Sachin Kumar, Store Manager of Vishal Megamart in Dumka; and Mr. Mukesh Kumar Sharma, Store Manager of V-Mart in Dumka. Additionally, I thank the representatives of Skill Training Agencies RSETI, Kalyan Gurukul, Nishta, SGRS Academic Pvt. Ltd., Arrow Soft Pvt. Ltd., and Skynet Computer Education for their kind cooperation in this study.

I sincerely hope that the report will enable NEEDS and Nomi Network in much better implementation of the project in the near future.

Ranchi,
14th June 2024

Richa Chaudhary
Director
URJA ARROWHEAD LLP
Ranchi, Jharkhand

RESEARCH TEAM

Research Officer

Mrs. Richa Chaudhary
Director
URJA ARROWHEAD LLP
Ranchi

Senior Research Officer

Mr. Shailendra Mishra

Field Supervisor

Mr. Sanjay Choubey

Investigators

Ms. Archita Paul
Ms. Aarti Kumari
Ms. Premlata Hansda
Ms. Rimpaa Dey
Ms. Seema Biswas

Ms. Uttara Sarkar
Mr. Tapan Kumar
Mr. Rajkumar Mandal
Mr. Dulal Kuamr
Ms. Shivani Kumari

Data Analyst

Mr. Prithvi Shukla

LIST OF TABLES

Table No.		Page No.
2.1	District Wise Distribution of Target Group for Women Workforce	10
2.2	District Wise Distribution of Target Group for Adolescent Girl	10
2.3	Summary of Survey	11
3.1	Demographic profile of the district	16
3.2	Block wise ST Household details and Income	17
3.3	Health infrastructures available at the district (NFHS 5)	18
3.4	Participation in the workforce	20
3.5	SHG details of Dumka	22
3.6	List of MSME industries in the Dumka district	22
3.7	Demographic profile of the district	24
3.8	Block wise ST Household details	25
3.9	Health infrastructures available at the district	26
3.10	Participation in the workforce	28
3.11	SHG details of Pakur	29
3.12	List of MSME industries in the Pakur district	30
4.1	Average monthly income of the respondent family	34
4.2	Working hours of part time worker	37
4.3	Category wise willingness for skill Training	41
4.4	Category wise preferred location for skill training/employment	42
4.5	Community wise preference of self-employment trade	43
4.6	Number of family members in the respondent household	55
4.7	Educational qualification of the respondent	56
4.8	Status of toilet and water	59
4.9	Respondent preferred location for skill training	65
4.10	Category wise respondent interest areas for skill training	66

LIST OF FIGURES

Figure No.	Page No.
3.1 Access to basic services	13
3.2 Awareness about government schemes	14
3.3 Population data for Dumka by Gender	17
3.4 Health Indicators of Dumka district related to women	18
3.5 Female Participation in the Economy of Dumka district	21
3.6 Workforce Participation (Dumka vs Jharkhand)	21
3.7 Population data for Pakur by Gender	25
3.8 Health Indicators of Pakur district related to women	26
3.9 Female Participation in the Economy of Pakur district	28
3.10 Workforce Participation (Pakur vs Jharkhand)	29
4.1 Age wise distribution of respondent	32
4.2 Religion wise distribution of respondent	32
4.3 Caste wise distribution of respondent	33
4.4 Distribution of family	33
4.5 Marital status of the respondent	34
4.6 Average Monthly Income of respondents	35
4.7 Sources of Income in the family	35
4.8 Earning and dependent members	36
4.9 Educational Qualification of respondents	36
4.10 Employment Status	37
4.11 Job Role employment	38
4.12 Average Monthly Income of the employed women	38
4.13 Skill training received by employed women	39
4.14 Career Aspirations of women	40
4.15 Willing towards skill training	41
4.16 Preference and willingness for Job location	42
4.17 Self-Employment Trades by respondents	43
4.18 Response towards sources of fund for self employment trades	44
4.19 Estimated fund requirement for venture	45
4.20 Average Monthly income of the employed women	46
4.21 Head of the household of respondent family	52
4.22 Age wise distribution of respondent	52
4.23 Religion wise distribution of respondent	53
4.24 Caste wise distribution of respondent	53
4.25 Distribution of family	54
4.26 Gender wise distribution of family members	54
4.27 No. of earning and dependent members in household	55
4.28 Average monthly income of the respondent family	56
4.29 Preference of health services	58
4.30 Toilet status at home and usage of toilet	58
4.31 Usage of hygiene material during menstrual period	60
4.32 Response towards importance of education and its role in life	61
4.33 Response and Preference towards Marriage	62
4.34 Communication comfort with family and others	63

4.35	Career aspiration of respondents	64
4.36	Opinion of Parents on preference of location for skill education/higher studies	68
4.37	Parent's opinion on risk of sending girls outside for work	69
4.38	Measures taken by parents to avoid the risk of trafficking	71
4.39	Role of parents to prevent trafficking	71
4.40	Facilities at GPs for adolescent girl	74
4.41	Health issues of adolescent girl in respective GPs	75
4.42	Incidence of girl trafficking/rescue in respective GPs	77

ABBREVIATIONS

AGEP	Adolescent Girl Empowerment Programme
APL	Above Poverty Line
AWW	Aanganwadi Worker
BPL	Below Poverty Line
CHC	Community Health Centre
DDUGKY	Deen Dayal Upadhyay Grameen Kaushalya Yojna
DSO	District Skill Officer
DSWO	District Social Welfare Officer
EWR	Elected Women Representative
FGD	Focused Group Discussion
FHTC	Functional Household Tap Connection
GEN	General
GoI	Government of India
GPs	Gram Panchayats
HHs	Households
IDI	In Depth Interview
IHHT	Individual Household Toilet
KII	Key Informant Interview
MHM	Menstrual Hygiene Management
MSME	Micro Small Medium Enterprise
NFHS	National Family Health Survey
NGO	Non Government Organisation
OBC	Other Backward Caste
PHC	Primary Health Centre
PLFS	Periodic Labour Force Survey
PMKVY	Pradhan Mantri Kaushal Vikas Yona
SC	Scheduled Caste
SECC	Socio-Economic Caste Census
SHG	Self Help Group
SPSS	Statistical Package for Social Science
SSA	Samagra Shiksha Abhiyan
ST	Scheduled Tribe
WDPP	Women Workforce Development Programme

CONTENTS

<i>Acknowledgement</i>	<i>ii</i>
<i>Research Team</i>	<i>iii</i>
<i>List of Tables</i>	<i>iv</i>
<i>List of Figures</i>	<i>v</i>
<i>List of Abbreviation</i>	<i>vii</i>
<i>Executive Summary</i>	<i>x</i>
Chapter I Introduction	1-4
1.1 Introduction	
1.2 The Assignment	
1.3 Objective of the Study	
1.4 Scope of Work	
1.5 Organisation of the Report	
Chapter II Methodology of Feasibility Study	5-11
2.1 Conceptual Framework of the study	
2.2 Identification of Target Group	
2.3 Approach and Methodology	
2.4 Data Collection Procedure	
2.5 Reconnaissance Survey	
2.6 Field Survey	
2.7 Sample Size	
Chapter III Socio Economic profile of Districts	12-30
3.1. Introduction	
3.2 Household based vulnerabilities	
3.3 Pattern of Migration in State	
3.4 District Profile of Dumka District	
3.5 District Profile of Pakur District	
Chapter IV Major Findings	31-82
4.1 Introduction: Women Workforce Participation	
4.2 General Profile of the Respondent	
4.3 Focus Group Discussion Highlight	
4.4 Introduction: Adolescent Girl Empowerment	
4.5 General Profile of the Respondent	
Chapter V Finding from Key Informant Interviews	83-100
5.1 Introduction	
5.2 Opinion/Views of District Skill Officers	
5.3 Opinion/Views of Skill Training Agencies	
5.4 Opinion/Views of Employers	
5.5 Opinion/Views of NGOs/Civil Society Organisation	
5.6 Opinion of District Administration, and NGO on Women and Adolescent Girl	

5.7	Opinion/Views of District Social Welfare Officers	
5.8	Opinion/Views of NGOs/Civil Society Organisation	
Chapter VI	Conclusion and Recommendation	101-105
6.1.	Introduction	
6.2	Recommendation for Adolescent Girls Empowerment	
6.3	Recommendation for Women Work Force Participation	
6.4	General Recommendations	
Annexure I	<i>List of Respondents (Adolescent Girl)</i>	106-109
Annexure II	<i>List of Respondents (Women Workforce)</i>	110-113
Annexure III	<i>List of Respondents (Elected Women Representatives/Mukhiyas)</i>	114
Annexure IV	<i>List of Respondents (District Administration, Employers, NGOs)</i>	115
Annexure V	<i>Survey Photographs</i>	116

EXECUTIVE SUMMARY

The census 2011, defines 365 million individuals, or over a third (30.1%) of the population, are young people aged 10-24, with 253 million being adolescents aged 10-19 and 232 million being youth aged 15-24.¹ Venture in the youth will establish whether India will meet the SDGs, attains population stabilization and harnesses the benefits of demographic bonus. Interventions with productive venture made in adolescent wellbeing today yield triple surplus—in terms of equipped, informed youth, good health of adolescent youths. It is known, the health and wellbeing of this cohort of adolescents in adulthood, and the health and wellbeing of the next generation as healthy and educated parent bear and rare healthy educated and skilled children. (Patton et.al 2016). The four SDGs i.e. 3, 4, 5&8 address the need to address various dimensions of young people's life.²

In Jharkhand in 2011, the total youth population in the age group of 15 to 29 years is 26%. The share of females is 48.3% in state. In 2021, the share of youth increased to 29%. It is projected that the contribution share will decrease to 26.5% in 2031 and again a dip to 24% in 2036. At this rate, the elderly population will be on rise. The labour force participation for rural areas in 2020-21 in the age group 15 to 29 years was 68% and females it is 37.3%. The unemployment rate in the age group 15 to 29 years in the year 2020-21 was 7.2% and for females it was 0.4%. 42.24% of rural youths have pursued secondary and above education in Jharkhand. The Gross Enrolment Ratio in 2019-20 for females has been 20.9%.

The report entitled "**Feasibility study to understand the overall context in Jharkhand for implementing and sustaining Workforce Development Program and Adolescent Girl's Empowerment Program in the state of Jharkhand**" sponsored by NEEDS a not-for-profit organization and NOMI Network has been prepared by the research team of URJA ARROWHEAD LLP, Ranchi, Jharkhand. Research team compiled the Primary and secondary data obtained from field survey to prepare the present report. The study was conducted from 13th April to 4th May 2024 in 20 Gram Panchayats of 5 blocks of Dumka and Pakur districts of Jharkhand.

Disclaimer

Although this report was prepared under the funding of NEEDS, a not-for-profit organization and NOMI Network, they bear no responsibility for, nor is in any way committed to, the views and recommendations expressed herein.

Objectives of the Study

- a. To assess the skill demand and employment needs of the youth

¹¹Office of the Registrar General and Census Commissioner 2015

² Lancet Commission's Report on Adolescent Health and Development

- b. To assess the community willingness and expectation for workforce development and Adolescent Empowerment programmes.
- c. To assess the expectations of employers to meet the industry workforce demands.
- d. To assess the proximate factors influencing workforce development and Adolescent Empowerment programmes.

Methodology

A. Methods

The study employed multi-pronged methods to collect and collate various streams of data. Methods for collecting primary data included structured questionnaire i.e. In-Depth Interview (IDI).

Structured Questionnaires: Four set of structured questionnaires was prepared for the target group i.e. Women Workforce, Adolescent Girl, Elected Women Representatives and Women Mukhiyas. Questions were prepared based on pilot study.

Focus Group Discussions: FGDs was a major part of the assessment study. FGDs were done with the federation members, frontline workers in GPs i.e. AnaganwadiSewikas, Asha Workers, SHG members of Aajeevika Mission and Elected Women Representatives. Qualitative aspects of all interventions, if any done so far, will be observed.

Key Informant Interview: KIIs was also a major part of the assessment study. KIIs were done with the district administration i.e. District Skill Officer, District Social Welfare Officer, Skill Training Agency, NGOs, and Employers.

B. Sample

Target groups were randomly selected from 10 blocks of 2 districts of Jharkhand i.e. Dumka and Pakur. 100 Adolescent Girl and 100 Women Workforce were covered under the study. 20 Elected women representatives and 20 Women Mukhiyas were also covered from both the study areas. 10 FGDs were conducted from both districts.

Study Findings

A. Women Workforce

This section delves into the general profile, employment status, and aspirations of the respondents. Their status was examined through data and information gathered from interviews conducted with them.

General Profile

- Concerning the age distribution of respondents, it was observed that out of the 100 women workers interviewed, the majority, comprising 48 individuals, fell within the age bracket of 25 to 30 years. Additionally, approximately 30 respondents were aged between 19 and 24 years, while 22 respondents were in the 31-35 age group.

- Regarding the religious affiliation of respondents, analysis revealed that 73 individuals (72.3%) identified as Hindu, followed by 21 (20.8%) as Muslim, and 6 (5.9%) as Christian. Categorizing respondents based on caste showed that the majority, 36 individuals (35.6%), belonged to the Scheduled Tribe (ST) category, followed by 29 (28.7%) from Other Backward Classes (OBC), 28 (27.7%) from Scheduled Caste (SC), with the remaining 7 (6.9%) categorized as General.
- In terms of the family structure of respondents, the study revealed that approximately 56.4% (57) of respondents belonged to joint families, while 42.6% (43) were from nuclear families. Regarding marital status, the majority, comprising 82 individuals (81.2%), were married, whereas 15 (14.9%) were unmarried. Additionally, one respondent each was identified as widowed, divorced, and separated, respectively.
- Regarding the average monthly income of respondents' families, it was noted that the majority, accounting for 46 (45.5%) families, fell into the income bracket of 5000-10000 per month. Additionally, 28 families reported an income range between 10000-15000, while only 13 families had an income exceeding 15000 per month. Conversely, there were 13 families whose monthly income was below 5000, placing them in a precarious financial situation, where they struggle significantly to sustain their livelihoods.
- The respondents' families earn their livelihood through diverse sources, including wages from MGNREGA, agricultural activities, animal husbandry, casual labor, and self-employment ventures such as owning small shops, making 'Bari,' performing religious rituals, tailoring, working as health workers, carpentry, and driving vehicles, among others.
- The analysis of respondents' educational backgrounds indicated that 25 out of the total 100 respondents had completed their education up to the primary level, encompassing classes 1 to 5. Additionally, 17 respondents had attained education up to the middle level, making them eligible for semi-skilled job training. Among the remaining respondents, 10 had completed high school (matriculation), followed by 15 who had completed intermediate education. Moreover, 8 respondents held undergraduate degrees, while 2 were currently pursuing their undergraduate studies.

Employment Status of Respondents

- When queried about their current employment status, 68.3% (69) of respondents stated that they were not currently employed, while 30.7% (31) reported being currently employed. Among 31 working respondents, 14 are working full time whereas 17 are doing part time jobs. The part time job doing

respondents were mainly from Hiranpur, Maheshpur, Pakur and Ranishwar block. The average time they devoted to part time work was around 4 Hours a day.

- The employment distribution among respondents across different sectors illustrates that a majority of 13 individuals were engaged as domestic workers in other households. Additionally, there was 1 Aanganwadi worker, 1 schoolteacher, 1 ANM, 4 Jal Sahiya, and 3 employed in private jobs. The category of "other jobs" includes home-based tailoring work. Out of the total 31 respondents who were employed, 12 reported having worked for more than 5 years, 11 reported a tenure of approximately 1-2 years, 5 reported working for more than 3 years, and 3 reported a duration of less than 1 year.
- The average monthly income of employed respondents indicates that 20 individuals earn less than Rs. 5000 per month, while 7 earn between Rs. 5000 and Rs. 10,000 monthly, with only 4 respondents reporting incomes above Rs. 10,000. The low earnings in their respective job roles also suggest a lack of awareness among women regarding the minimum daily wages set by the state.
- Regarding the response to gender discrimination: Out of 31 employed women, 13 are employed as domestic workers. During data collection, it was observed that gender discrimination occurred at the family level, where boys/men were not expected to engage in domestic work. Families tended to assign domestic work to girls, while preferring men to pursue other types of employment.
- Reactions regarding access to skill training: Among the 31 employed young women, 12 had undergone skill training. Specifically, 9 respondents received training through government skill training programs, while 3 received training from private institutions. Notably, one respondent who works as an ANM obtained ANM training from a private institute, paying Rs 30,000 for the two-year course.

Aspirant Women Workforce

- Among the 69 unemployed respondents, 60 expressed a desire to pursue a career, while 9 showed little interest in seeking employment. When asked about their career aspirations, 42 respondents expressed a desire to start their own businesses in fields such as animal husbandry, tailoring, and beauty-related services. Additionally, 7 respondents expressed interest in securing government jobs, 5 aimed for private sector positions in computer-related office work, 1 aspired to become a teacher, and 2 aimed for careers in the police service.
- Response towards engaging in skill training: When it comes to pursuing skill training to fulfill their career aspirations, 63 respondents expressed interest.

Interestingly, 3 respondents declined employment but displayed interest in skill training.

- Reactions regarding preferred job locations: When asked about working outside their hometown, 52 respondents expressed willingness to take up employment opportunities elsewhere, stating they would convince their parents to allow them to do so. Regarding the preferred location for employment, 42 respondents indicated they were comfortable working in different blocks, while 9 expressed readiness to work in other districts within Jharkhand. Additionally, one respondent mentioned being prepared to relocate to another state for employment.
- Concerning obstacles in pursuing education or training, most respondents, specifically 57, stated that they encountered no hindrances. However, 13 respondents reported facing challenges in pursuing their education due to financial constraints.
- Response regarding self-employment: Additionally, 22 respondents expressed interest in engaging in self-employment activities. These respondents indicated interest in various ventures such as agriculture, animal husbandry, bamboo work, establishing their own businesses, tailoring, and maintaining kitchen gardens.
- Young women interested in launching their own ventures face a significant challenge in arranging funds. Among these aspiring entrepreneurs, 23 expressed a desire to secure government grants for their ventures, while 12 preferred seeking support from family and friends, and 10 had personal savings they could utilize.
- Estimated Funding Requirements for Ventures: When asked about the amount needed to initiate self-employment activities, respondents reported varying amounts depending on the nature of the venture. The total average amount reported was approximately Rs. 71,000.
- Membership in community institutions: Out of 100 respondents, 62 respondents are member of SHG, 14 have membership in village SHG farmer Committee, 6 are members of farmer committee of their village and 11 are associated with some or other associations of village/community.

B. Adolescent Girl

This section delves into the general profile, health & personal hygiene status, educational and aspiration and parent's opinion of the respondents. Their status was

examined through data and information gathered from interviews conducted with them.

General Profile

- Among the 100 adolescents surveyed, 83 respondents (83%) stated that their family is led by their father, while 8 respondents indicated that their family is led by their mother. Additionally, in 8 other families, decision-making regarding marriage or rituals was overseen by the grandfather, showcasing a clear tendency for decision-making authority to reside with male members.
- Regarding the age group of respondents, it was found that the out of 100 interviewed women workforces, most of the respondents i.e. 70 were from the age group of 14-16 years. 30 respondents belonged to the age group of 17-18 years.
- Upon categorizing the respondents by religion, it was discovered that 78 individuals identified as Hindu, followed by 20 who identified as Muslim, and 2 who identified as Christian. Some respondents mentioned belonging to the Sarna religion; however, as the Sarna religion is not listed separately in the population census, they are categorized under Hinduism. In terms of caste, the majority belonged to Scheduled Tribes, comprising 36 individuals, followed by Other Backward Castes with 25 individuals. Additionally, 36 respondents identified as Scheduled Castes, while 3 belonged to the General category.
- Among the 100 households surveyed, there were a total of 161 earning members, surpassing double the number of dependent members. On average, each household had 2 earning members, while at least four members in each household were dependent, underscoring the challenges of poverty and economic burdens within the families.
- In terms of the family's average monthly income: 48 families reported a monthly income between 5000-10000, 26 families reported a monthly income between 10000-15000, 8 families reported a monthly income above 15000 and 18 families reported a monthly income below 5000. Slightly less than half of the respondents indicated that their household's average earnings fall within the range of 5000 to 10000. Considering that each family has an average of 4 dependents, this economic situation underscores the pressing need to implement income enhancement initiatives. These initiatives should focus on skilling family members, particularly women and youth, and implementing interventions in agriculture and related services through a comprehensive approach.
- Out of the 100 respondents interviewed, 97 stated that they are currently enrolled as regular students, while 3 have discontinued their education.

Currently, 31 respondents are studying in the 8th grade, 22 are in matriculation, 10 are in the 11th standard, and 9 are in the 12th standard. Additionally, 3 respondents dropped out after completing the 5th, 6th, and 12th grades, respectively.

Health and Personal Hygiene

- Both districts are predominantly inhabited by tribal communities, and there is a reliance on forest herbs among these tribes for treating various illnesses. Tribal healers play a significant role in the villages due to their existence and importance. Out of 100 respondents surveyed, 60 preferred consulting tribal healers or traditional practitioners for common ailments such as fever, cough, and body ache. Twenty-eight percent reported visiting Primary Health Centers (PHCs), Sub-centers, or Community Health Centers (CHCs), while 11% stated that they seek treatment from private doctors. It was evident from the interviews that unless the condition is severe, the preferred course of action is to visit local healers and traditional practitioners. Visiting PHCs/CHCs often entails travel time and the cost of medication, which is generally not preferred for common ailments.
- 60 percent of the families had individual toilets and 37 percent have yet to construct toilets. 60% of the households had individual toilets and a little more than 50% used the toilet and less than half had water facility in the toilet. Toilets were generally used by the women and girls in the house.
- Out of 100 households, 68 households depend on community hand pumps and the rest used mixed sources for drinking water. Out of 100 households only 6 households had FHTC which shows the limitation of water services in the rural community.
- Regarding menstrual hygiene management, 98 % respondent said that they are aware of MHM practices and only 2% were not aware on MHM. Sanitary napkins are the most used menstrual hygiene product, with 50% of the respondents relying on them. Sanitary napkins offer convenience and absorbency, but their disposal can pose environmental challenges.
- Overall, the analysis suggests a diverse range of preferences and practices regarding menstrual hygiene management, with some individuals opting for traditional materials like cloth and wrapped cotton, while others prefer modern menstrual hygiene products like sanitary napkins. Combining different materials may offer enhanced comfort, absorption, and overall hygiene during menstruation.

- Regarding disposal of used of sanitary napkins, 37 respondents said they warp it and throw it. On asking the respondent regarding their understanding on personal hygiene, 45 respondents said that personal hygiene is related to Daily Bath, Using Napkin/Clean Cloth, Hand washing, Keeping private parts clean. Rest respondents were aware of some of the features but not all the components under personal hygiene.

Education and Aspirational Aspects

- In terms of continuing their education, 92 respondents affirmed that they are currently pursuing their studies, while 8 indicated that they have discontinued their education. Those who ceased their education cited various reasons such as financial constraints, family obligations, health issues, and a lack of academic support or guidance from their family, elders, or friends. Furthermore, those who have discontinued their education expressed a desire to resume their studies in the future.
- Regarding satisfaction level in quality education in school, 64 respondents stated that the education quality in their school is good, with 14 describing it as very good, and 22 deeming it satisfactory. Reasons cited by respondents for the favorable quality of education include having qualified teachers, good infrastructure, regular classes, and a supportive learning environment.
- Regarding school attendance, 82 percent of respondents reported attending school six days a week, while 18 percent stated they attend for three days. Furthermore, 90 percent of respondents mentioned having separate toilets for girls in their schools, while 10 percent indicated using toilets either within the school campus or outside the premises. Additionally, 90 percent of respondents reported attending school during their menstruation cycle, taking preventive measures, whereas 10 percent refrain from attending due to period pain or discomfort.
- Regarding the career aspiration of respondents, Teacher appears to be the most popular career aspiration among the candidates, with 29 individuals expressing a desire to become teachers. Teaching is often considered a noble profession, and it seems to attract a significant number of candidates in this dataset. Healthcare professions such as nursing and ANM are also popular career choices, with 19 candidates aspiring to become nurses and 17 candidates interested in ANM. This suggests a strong interest in healthcare and caregiving roles among the candidates. 8 candidates aspire to become doctors, indicating a considerable interest in pursuing careers in medicine and healthcare. Both government service and police professions attract a moderate level of interest, with 9

candidates aspiring to work in government service and nine candidates interested in joining the police force. 3 candidates aspire to start their own businesses, while one candidate expresses an interest in becoming a social worker. These aspirations indicate a desire for entrepreneurship and community service among some candidates. 2 candidates aspire to join the army, highlighting an interest in serving the country through military service. Beautician and tailor professions each have 2 candidates interested, while seven candidates are unsure about their career aspirations.

- Regarding marriage, most girls in the dataset marry either at 18 years old (43%) or beyond 18 years (40%). This suggests that the prevalent trend in these villages is for girls to marry after reaching the legal age of 18. Although there is some variability observed across villages, the general pattern indicates that most girls marry after turning 18 years old, with a notable portion marrying at the age of 16 as well.

Parent's Opinion

- 92 percent of parents expressed their readiness to send their daughters for skill education or higher studies beyond their village or local administrative unit (panchayat). Among them, 76% were willing to send their daughters within the district, while 14% were open to sending them outside the district. Merely 2% of parents were inclined to send their daughters outside the state for skill training or higher education. The remaining 8% of parents affirmed their support for their daughters' educational and career aspirations; however, they currently face constraints preventing them from sending their daughters to other locations.
- The response of parents towards educating their daughters and further allowing them to pursue employment doesn't show a conservative approach. The perception towards empowering girls with good education and skill training demands effective intervention in education and skill training.
- A positive and informed response was received from the parents towards letting U18 girls work outside to earn money for a home. 59 percent of parents responded that they would not permit it. They cited several reasons for their decision, including the legal issues, categorization as child labor, potential interruption of the girl's education, concerns about safety, risks of girl trafficking, sexual abuse and domestic violence. 41 percent said yes but said that they will send them but with certain conditions like with family, close friend, for education etc. Comprehensive awareness generation interventions are needed to inform the community about U18 laws wrt to child protection and development.

- When questioned about the perceived risks of sending girls outside for work, 50 percent of parents stated they perceived no risk. 36 percent acknowledged potential risks such as child labor, trafficking, domestic violence, employment in hazardous industries, and sexual abuse, while 14 percent mentioned occasional risks associated with sending their daughters out for work. 69 percent of parents are aware of the requirement for individuals intending to work outside to register on the skill development portal, while 86 percent are knowledgeable about the precautions necessary when their daughters go out to work.
- 74 percent believe that marriage alone should not be the sole focus for parents regarding their daughters. They advocate for educating girls and fostering self-reliance, emphasizing that marriage should only be considered for their daughters at an appropriate time.
- Regarding the migration trend within families, 20 percent of parents stated that nobody migrates from their families, 45 percent mentioned that only males migrate from their families, and 10 percent indicated that both male and female members of the family migrate. According to the parents, the primary reason for migration is employment. The maximum duration of migration is one month. In some cases, it varies from six months to one year.
- The final query in the parent's opinion section concerns the role of parents in preventing girls trafficking. Advocating for stronger laws and enforcement emerges as a critical strategy, with a significant proportion of parents (68.0%) recognizing its importance. This suggests that parents comprehend the necessity for legislative measures and effective enforcement to combat trafficking and safeguard girls.
- Educating children about risks also holds substantial significance, as evidenced by 29.0% of parents prioritizing this measure. This demonstrates a proactive approach to empower children with knowledge about potential dangers, enabling them to recognize and avoid trafficking threats.
- The data underscores the dual responsibilities of parents: advocating for systemic change through legal measures while also providing direct education and guidance to their children. By combining these efforts, parents play a vital role in safeguarding girls and preventing them from falling victim to trafficking.

C. Opinion of Elected Women Representatives on Women Workforce and Women Mukhiya on Adolescent Girl

This section deals with the opinion/views of EWR and Women Mukhiyas on various aspects/issues related to women workforce and adolescent girls. A total of 20 women elected representatives i.e. MUKHIYA participated in the study and were administered with a structured in-depth interview schedule. These representatives were chosen from 20 Gram Panchayats located in both Dumka and Pakur districts of Jharkhand. Ten Gram Panchayats from each district were included in the study, and one elected women representative was selected from each Gram Panchayat. All the EWR were elected in the recent panchayat elections held in 2022.

- When asked about the proportion of women currently involved in the workforce within their Gram Panchayats, 9 elected women representatives (EWRs) stated that between 25-50% of women in their GPs are engaged in both formal and informal sectors. 5 EWRs mentioned that approximately 75% of women in their GPs are employed. 4 EWRs indicated that in their GPs, less than 25% of women are part of the workforce, while 2 EWRs reported that around 50-75% of women are working in their respective GPs.
- Regarding the factors influencing women's workforce participation, here are the responses from Elected Women Representatives (EWRs):
- Socio-cultural norms: This factor appears to exert a significant influence, with a rating of 13 for highly influential and only 7 for not influential at all. This suggests that societal expectations and cultural norms play a substantial role in determining women's participation.
- Access to education and skills training: Education and skill training also seem influential, though slightly less so compared to socio-cultural norms. However, the majority of respondents still rated it as highly influential (9), indicating its importance in enabling women's participation.
- Availability of childcare facilities: Childcare facilities seem to have a moderate influence, with a rating of 10 for highly influential and not influential at all. This suggests that while important, childcare availability may not be as critical as socio-cultural norms and education in influencing women's participation.
- Economic opportunities and job availability: This factor is also rated highly influential, with a score of 11. Economic opportunities and job availability likely play a significant role in determining women's participation in the workforce.
- Legal and policy framework supporting women's rights: Similar to economic opportunities, the legal and policy framework supporting women's rights is rated highly influential, with a score of 13. This indicates that supportive legal and policy measures are crucial for promoting women's participation.

- Mentoring and counseling by Civil Society: This factor is rated slightly lower in influence compared to others, with a score of 9 for highly influential and 11 for not influential at all. While still important, mentoring and counseling may not have as much impact as other factors such as education and economic opportunities.
- Initiatives and steps taken by them to encourage /motivate the young women to enrol in economic development schemes of government, the EWR said that they employ a multifaceted approach that combines various strategies. **Campaigns like SARKAAR APKE DWAR:** 4 EWRs said that campaigns likely involve direct outreach to communities, bringing government services and schemes directly to people's doorsteps. They said that they encourage to access and provides information in a familiar and accessible environment. **Camps in Panchayats:** 8 EWR reported that Panchayats serve as grassroots governance institutions in rural areas. Holding camps in these settings provides an opportunity to directly engage with young women within their communities. These camps can offer information sessions, workshops, and one-on-one consultations to explain the benefits of economic development schemes and address any concerns or queries they may have. **Generation through meetings/rallies etc:** 3 EWR reported that meetings and rallies serve as platforms to generate awareness and excitement about government schemes among young women. These events feature success stories of women who have benefited from such schemes.
- Regarding trafficking cases and migration trends: All interviewed EWRs are well-informed about trafficking issues and reported that there have been no instances of trafficking in their Gram Panchayats. They discuss these matters during Gram Sabha meetings. Twelve Elected Women Representatives (EWRs) mentioned that they are tasked with maintaining records of individuals who have migrated, either partially or completely, from their respective Gram Panchayats. They gather this information from Sahiyas, Anganwadi Workers (AWWs), villagers, the Gram Pradhan, and the Gram Panchayat register. When asked about the number of migrants during their tenure, the analysis of the table provided indicates a total of 72 migrants across all Gram Panchayats.
- Regarding the main barriers faced by women in accessing and retaining employment opportunities, 5 EWR said that there are number of factors responsible for the same which are as follows: ***lack of access to quality education and skills training, gender-based discrimination and biases in the workplace, unavailability of affordable childcare services Limited access to financial resources and credit, cultural norms restricting women's mobility and autonomy.***

- When questioned about their stance on the empowerment of adolescent girls, the women Mukhiyas provided the following responses: 2 Mukhiyas emphasized the importance of allowing girls to decide their age of marriage, 12 Mukhiyas highlighted the significance of enabling girls to pursue their careers, Only 1 Mukhiya mentioned the importance of empowering girls to express their demands in Gram Sabha meetings, All 20 Mukhiyas stressed the importance of empowering girls to make decisions regarding their rights and entitlements.
- When asked women mukhiya that whether girls of their GPs leave their home to work in other cities 75% responded yes girl do go to other cities to work from their respective GPs. On asking whether they maintain data of such girls, 11 mukhiya said that they maintain the data in a register and keep it in GP office. All the women mukhiya responded that they are aware of trafficking of girls from Jharkhand.
- 65.0% of the responses suggests that the majority of women Mukhiyas have not encountered any incidents of trafficking of girls or rescue of girls during their tenure, 30.0% of the responses, indicates that a significant minority of women Mukhiyas have noticed incidents of trafficking of girls or have been involved in the rescue of girls during their tenure 5.0% of the responses indicates that a small percentage of women Mukhiyas are unsure whether such incidents have occurred in their tenure, possibly due to lack of awareness or information.
- Suggestion from women mukhiya regarding of support Gram Panchayat seeks to have to ensure empowerment of adolescent girls from Government as well as civil society. Women Mukhiyas gave number of suggestions, some of them are as follows:
 - Training should be provided for skill development at the Panchayat level.
 - Training on skill development during meetings and rallies.
 - Prevention of child marriage.
 - There should be no discrimination among adolescent boys and girls.
 - Community meetings and awareness programs in the village.
 - Skilling programs for girls for empowerment and advancement of girls.

D. Opinion of District Skill Officer

- In terms of ongoing skill development initiatives within the district, the DSO noted the existence of various programs. They highlighted the presence of Skill Development Centers under the Jharkhand Skill Development Mission (JSDM), where candidates receive training in trades such as Self-Employed Tailoring,

Sewing Machine Operations, and General Duty Assistance. Additionally, regular district-level job fairs are organized, accompanied by awareness programs aimed at registering candidates with the district employment exchange.

- When asked about specific skill development initiatives for female candidates, it was mentioned that certain courses like Self-Employed Tailoring and Sewing Machine Operation are tailored primarily for girls. In districts like Pakur and Dumka, where educational standards are lacking and economic conditions are challenging, girls and women face limited opportunities despite their interest. For instance, bamboo crafts and timber products are areas of interest for many villagers, but due to issues with marketability and scalability, these trades have not been implemented as desired.
- Regarding challenges and barriers in promoting skill development DSO said that there are two major barriers in promoting skill development mission are Poverty and the culture of people living here. Poverty is the root cause and people are not able to think apart from meeting the basic daily requirements for their survival. Culture of tribal groups discourage the girl child in pursuing skill development as parents are reluctant to send girl child to the residential programs and working them in industries which are male dominant.
- On Areas which have shown the most significant improvement and opportunities for further growth, he said that the increased participation of youth specially girls are the positive outcomes of all these initiatives. This has resulted in changing the standard of living of the communities. The areas of opportunities are bringing new trades and giving employment opportunities within the state if not district. The growth will happen once youth start taking these skill development mission seriously and aligning themselves with them.

E. Opinion of Skill Training Agencies

- According to skill training agencies, the key sectors offering livelihood opportunities for women are Apparel, Retail, Logistics, Agriculture & allied services etc.
- Regarding industry visit training agencies said that district do not have big industry and trades in which program are run candidates get placed outside the state. In some course OT facilities is provided and we invite expertise/mentors from industry who guide them about the future prospect of the program. During the course we try to bring at least one such session. Online sessions with industry personnel are conducted frequently so that candidates understand the demands and requirements of employers.

- Regarding challenges and barriers for women and adolescent girls in assessing skill development programs, they said that the socio-cultural aspect expects the women to pursue traditional roles. The parents of adolescent girls give more priority on domestic responsibilities rather than skill development and they are discouraged to pursue different career paths. Financially also the families are very poor and becomes difficult for them to afford the fees and transportation charges. In some of the tribal communities' women and adolescent are prohibited to go out and therefore having access to skill programs becomes difficult for these communities. The discrimination based on gender poses a big challenge for adolescent girls since they are not given equal opportunities when it comes to choose career path.

F. Opinion of Employers

- Regarding POSH committee, employers said that there is no such committee at the store level. All are governed through Head office, but all employees have a unified toll-free number where they register their grievances.
- Employers said that female candidates get the maternity benefits and have working hours relaxation. Also, organization takes utmost care regarding the security of female candidates.
- On demand and efficacy of women workforce, they said that Cashier, Sales associate, Sales Promoter and Customer support executive are the job roles which are in high demand for Women workforce. Both male and female are efficient in their job. There are issues in hiring female candidates like releasing them early from stores.
- Regarding challenges in entry level jobs, they said that There are limited talent pool and the candidates do lack the basic soft and interpersonal skills. Therefore, finding the right candidates with requisite organizational needs is a tough job. The mindset of the candidates is also fluctuating therefore retention becomes big issues in this area. They lack accountability, client interactions and professionalism. Communication is also below par the organizational needs, but we give ample support and time to nurture them. The competency of the workers is determined by the skill sets which they possess, and we do screening of the candidates before hiring them. We review the performance on a weekly basis and find any needs then we train the candidates for increasing the competency.

G. Opinion of NGOs/Civil Society

- On Initiatives aimed at supporting the empowerments and inclusion of women in the workforce, NGOs said that we are offering counselling sessions and

workshops to help women where explores career options and make informed decisions about their futures. Life skill education is part of many programs as it is first step towards employment engagement.

- On prioritization of the needs of women workforce in its programs and services, NGOs representatives said that we identify and prioritizes the needs of women through community assessments, stakeholder consultations, and feedback from program participants. We also conduct regular monitoring and evaluations of our programs to assess their impact and identify areas for improvements. Additionally, we actively seek inputs and collaborations from community members, local leaders, and other stakeholders to ensures that our programs are responses to the needs of the communities we serve.
- According to NGOs the barriers/vulnerabilities prevalent among women workforce in the communities are early marriage and pregnancy, lack of accesses to healthcare and reproductive services, limited mobilities and transportation options, economic dependencies and lacks financial independences, social stigmas and discriminations based on gender and caste.
- On future innovation, NGOs said that with the increase' in digitization of the economy, there is a need to equips women with the digital skills they need to access online employment opportunities, starts and grows their businesses, and participates in the digital economy. More technology-enabled learning tools can make our programs more accessible.

H. Opinion of District Social Welfare Officer

- Regarding current program/initiatives for adolescent girl, DSWO said that Numerous programs are in place to support the economic development and well-being of adolescent girls. These initiatives encompass educational, skill-building, and livelihood support, primarily targeting underprivileged adolescent girls. For instance, the SABLA yojana aimed to provide training on livelihood and life skills to enable economic independence among adolescent girls. Additionally, the TEJASWINI project undertook various endeavours to guide adolescent girls towards better career paths and challenge stereotypes. BETI PADHAO BETI BACHAO is one of the ambitious schemes which targets education of girls. Under this scholarship is also given. KISHORI CARDS are made which tract the health, nutrition, education and skill aspirations of adolescents. This card is filled by adolescents with the support of SHG members.
- Regarding challenge and need of the program, DSWO said that adolescent girls grapple primarily with the obstacle of inadequate access to quality education. The financial constraints within families hinder their ability to pursue basic

education and participate in skill development programs. Moreover, they face additional challenges such as restricted educational opportunities, limited economic prospects, societal biases, and the threats of gender-based violence and exploitation. Effectively tackling these issues necessitates focused interventions that delve into the underlying causes and empower adolescent girls to surmount the barriers to their well-being and advancement.

- On trafficking and rehabilitation DSWO said that Conducting community outreach sessions to elucidate the concept of human trafficking and elucidate how traffickers exploit girls. Through awareness generation and campaign activities information about schemes are being done. Collaborating with organizations offering support to victims of human trafficking, such as emergency shelters and counselling centres. Establishing a dedicated helpline for reporting incidents of human trafficking and seeking assistance. Our SAKHI ONE CENTRE which provide the necessary support to women facing physical, sexual, emotional, psychological and economic abuse where they are facilitated with support and redressal irrespective of age, class, caste, education status, marital status, race and culture keeps the data of girls who have been rescued so far and all are available online.
- In every district Anti Trafficking Units are there in police stations. The DSWO office has a major role to coordinate with the unit in case of trafficking issues. Regular trainings are being conducted for the personnel of units and functionaries of department.
- On collaboration and partnership, DSWO said that the training calendar of DoWCD is shared with Panchayat Raj department so that trainings related to role of PRIs in addressing the issues of children and adolescent is imparted. This is imperative as the subject is under their jurisdiction and they are accountable for the same. The district social welfare office works closely with other stakeholders such as schools, NGO's or government agencies as they are aware that outreach of awareness programs, education and skill initiatives will have lesser impact if they do not work in close association.

I. Conclusion and Recommendation

- The situation of adolescents and young women in Dumka and Pakur are drawn from a feasibility study of 200 adolescent girls in the age group of 14 to 18 years and young women in the age group of 19 to 35 years residing in these households.
- The findings have suggested that many adolescents and young women are not equipped with the resources and assets necessary to make informed choices in

life and also make successful transition from adolescent to adulthood and further as a empowered financially independent young women.

- The finding also provides a picture into the kind of program design that should be implemented in the districts which will further give sustainable and scalable outcomes. This program design based on the findings will also serve as benchmark through which to measure changes in adolescent life that result from interventions over the next few years. It is anticipated that intervention on one aspect i.e. adolescent empowerment will have impact on her transition to adulthood and further as a financial self-reliant young woman.
- **Adolescent Girl Empowerment**
- **Ensuring quality and interesting education:** Interventions to support the schools with interesting curricula and training of teachers for introducing innovative methods of teaching. School and community-based counselling and other opportunities must be made available to the girls to retain their interest in pursuing their aspirations and guiding them in subjects where they should focus to reach their goal.
- **Supplementary coaching:** Supplementary coaching is recommended to be a part of program strategy. This will help girls to overcome their academic problems. Educated youths can be hired and given training in innovative techniques of teaching and further they can be engaged as tutors for supplementary education.
- **Eliminating School to Work Transition:** It is recommended that community awareness of child labor should be made part of communication strategy. The community should be made informed about the benefits of school over wage work for their girls.
- **Ingrain equal Gender Role attitude and life skills in adolescents:** It is recommended that program must communicate to adolescents the opportunity to gain exposure to new ideas which nurture their personality, their communication skills and helps them to make informed choices in life. This will also build their confidence to raise voice for their rights and entitlements. Program strategy should have an approach towards creating space to strengthen support systems. It is recommended that programs should technically support the programs like Scheme for Adolescent girls (SAG), UDAAN which aim at building leadership skills.
- **Equipping Adolescents with information and skills to enable safe transition in life:** It is recommended that as part of communication interventions, adolescent sexual and reproductive health should be focused so

that the right information about sexual and reproductive health is conveyed. This will also support in decreasing many health-related ailments.

- **Promoting No Tolerance for gender-based violence:** It is recommended to include life skill education and sexuality education curricula which promote equitable gender relation at the sibling, peer and marital partner. The communication approach should focus on unacceptability of any kind of gender-based violence in house and promote peaceful conflict resolution.

Women Workforce Participation

- **Support towards School to Work Transition:** It is recommended that the program should have an approach in equipping the adolescents in their secondary school with life skill education, career counselling, information about skill development programs of government so that after school if they want to pursue any technical training, they have a choice.
- **Marketable livelihood skill and mentorship:** It is recommended to initiate comprehensive skill training and support programs which not only provide vocational skills but also acquaint the women with marketable career options. Soft skills and support activities like making a CV and appearing for interview should be focused.
- **Counselling Sessions:** is recommended that counselling sessions with the support of frontline workers/teachers/mentors should be organized in the Gram Panchayats. Repeated rounds of sessions are recommended which will also help in building trust of women. Through counselling career aspirations of young women can be mapped and skill training mentor strategies can be formed.
- **Skill training centre at the Gram Panchayat level:** It is recommended to prepare the skill centre at the GP level for trades which require tool kits easily available like tailoring, beauty and health, soap and shampoo and trades related to agriculture and allied.
- **Encourage women for Agriculture and allied activities:** It is recommended that business skill training of women in their existing resources should be there. Technical support like vaccination of animals, feed preparation, shed construction, bank linkage and business entrepreneurship skills should be focused.

CHAPTER I

Introduction

1.1 Introduction

By 2030, the world's population is predicted to be 8.6 billion, with more than 1.3 billion young people. According to UNICEF, 63 million adolescents (ages 10 to 19) are not in school. According to the ILO, 267 million young people (ages 15-24) are not in employment, education, or training (NEET), and they are three times as likely to be unemployed than adults. Over 75% of young workers are in informal employment, and many experience substandard working conditions. Many young people require more skills, networks, and opportunities to thrive in their communities and industries. There is a shortage of skilled labour to meet employer demands. The ILO estimates that approximately 75% of the world's 1.8 billion young people lack the skills needed for the labour market.

According to India's 2011 census, 365 million individuals, or over a third (30.1%) of the population, are young people aged 10-24, with 253 million being adolescents aged 10-19 and 232 million being youth aged 15-24.¹ Investment in the youth will determine whether India will meet the SDGs, attains population stabilization and harnesses the benefits of demographic dividend. Investments made in adolescent wellbeing today yield triple dividends—in terms of adolescent health and wellbeing today, the health and wellbeing of this cohort of adolescents in adulthood, and the health and wellbeing of the next generation as as healthy and educated parent bear and rare healthy educated and skilled children. (Patton et.al 2016). The four SDGs i.e. 3, 4, 5&8 address the need to address various dimensions of young people's life.²

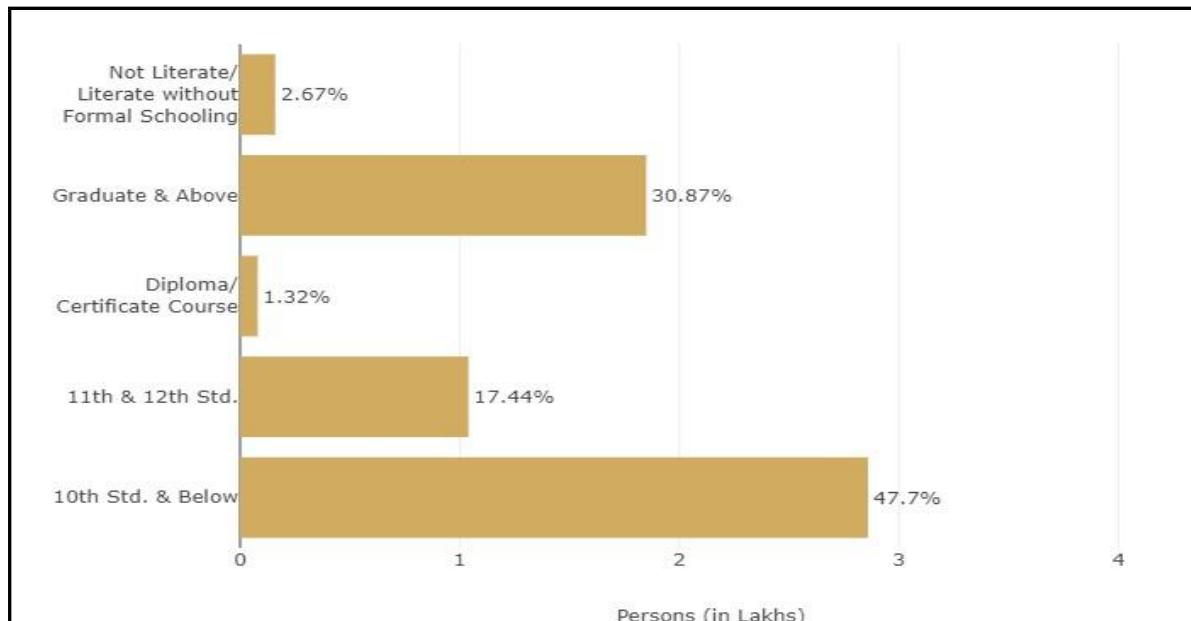
In Jharkhand in 2011, the total youth population in the age group of 15 to 29 years 26%. The share of females is 48.3% in state. In 2021, the share of youth increased to 29%. It is projected that the contribution share will decrease to 26.5% in 2031 and again a dip to 24% in 2036. At this rate, the elderly population will be on rise. The labour force participation for rural areas in 2020-21 in the age group 15 to 29 years is 68% and females it is 37.3%. The unemployment rate in the age group 15 to 29 years in the year 2020-21 is 7.2% and for females it is 0.4%. 42.24% of rural youths have pursued secondary and above education in Jharkhand. The Gross Enrolment Ratio in 2019-20 for females has been 20.9%.

The total labor force of Jharkhand is 142.35 Lakhs of which 131.03 Lakhs is in the working age group of 15-59 years of which the maximum unemployed is in the age group of 21-30 years i.e. 57 percent. If we talk about the educational status of the

¹Office of the Registrar General and Census Commissioner 2015

² Lancet Commission's Report on Adolescent Health and Development

working age population i.e. 15-59 years, the majority population falls under the educational qualification 10th and below i.e. 48% (PLFS Dashboard 2019-20).



Enrollment by level of Education and Gender (UDISE Report_Jharkhand_2021-22

Government has introduced policies and schemes for workforce development and adolescent empowerment programme like National Youth Policy 2014/2020/2022, the National Health Policy 2017, the Right of Children to Free and Compulsory Education Act 2009, the National Policy on Skill Development and Entrepreneurship, and the Prevention of Child Marriage Act 2006, the Rashtriya Kishor Swasthya Karyakram (RKS) in health and the Samagra Shiksha Abhiyan in education. Similarly, there have been schemes initiated by the state government also to increase the work participation ratio through holistic development of youths.

As per the multi-dimensional poverty index report (NITI AAYOG) for 2021, 41.2% of the Jharkhand population is poor. Poor economic conditions and unemployment force families to send their young children, especially girls, to work as domestic helpers, and some of the families fall prey to human trafficking. The unsafe migration of girls under the pretext of work or marriage makes them vulnerable to human trafficking. As per the State CID report, around 656 cases were registered between 2015 and 2022, of which 1574 people were victims of human trafficking. As per the NCRB 2022 annual report, Jharkhand is among the top 8 states with 81% of human trafficking.

1.2 The Assignment

The Adolescent empowerment and women workforce development program as envisaged by NEEDS is mainly a set of coordinated efforts and initiatives aimed at enhancing the skills, knowledge, and employability of the workforce in Dumka and Pakur district. The goal of programs is to align the skills of the workforce with the evolving needs of the job market and industries. Workforce development is crucial for

economic growth, as it ensures that young women are equipped with the skills required for current and emerging employment opportunities.

In the workforce development context, empowerment of young girls is imperative to consider. Along with skills, there are other aspects of development which need to be enhanced in adolescent girls. This enhancement makes them more informed and confident to take decisions in life. The aspects which need to be focused are education, adolescent health and hygiene, her entitlements towards her betterment through government schemes, her rights as a gender equal citizen. Enhancing all these with proper skill development makes her a strong empowered and informed citizen.

To understand the overall context in Jharkhand for implementing and sustaining "Workforce Development Program" and "Adolescent Girl's Empowerment Program" NEEDS a not-for-profit organization and NOMI Network engaged URJA ARROWHEAD a action research institution to conduct a feasibility study in five (5) blocks of Dumka and Pakur focusing on :

- Observing and capturing the aspirations and opinions of youths in the age group 18 to 35 years towards being self-reliant after adequate skill training.
- Observing the skill employment trend in the district and the opinion of employers
- Understanding the status of Adolescent Girls wrt. health, nutrition, sanitation, responsiveness towards self-development

1.3 Objective of the Study

- i. To assess the skill demand and employment needs of the youth
- ii. To assess the community willingness and expectation for workforce development and Adolescent Empowerment programmes.
- iii. To assess the expectations of employers to meet the industry workforce demands.
- iv. To assess the proximate factors influencing workforce development and Adolescent Empowerment programmes.

1.4 Scope of Work

- i. Design appropriate survey tools in form of structured questionnaire for the target audience.
- ii. Pre-testing of tools and incorporation of testing results by revising the tools
- iii. Integrate qualitative and quantitative data collection methodology and survey tools.
- iv. Orient and train the enumerators.
- v. Process and analyze collected survey data.
- vi. Organise all data in database in MS excel and SPSS.
- vii. Preparation of study report, final version

1.5 Organisation of the Report

The report consists of six chapters including the current introductory chapter (as Chapter 1). The structure of the report is as follows:

- Chapter 1: Introduction
- Chapter 2: Methodology
- Chapter 3: Socio Economic Profile of the Districts
- Chapter 4: Major Findings on Women Workforce and Adolescent Girl
- Chapter 5: Key Informant Interview
- Chapter 6: Conclusion and Recommendation
- Annexure I: List of Respondents (Women Workforce)
- Annexure II: List of Respondents (Adolescent Girl)
- Annexure III: List of Respondents (Elected Women Representatives/Mukhiyas)
- Annexure IV: List of Respondents (District Administration, Employers, NGOs and Skill Development Agencies)
- Annexure V: List of Photographs

CHAPTER II

Methodology of Feasibility Study

2.1 Conceptual Framework of the study

The framework underlying this study measures the status of existing knowledge and responsiveness of adolescent girls and young women towards their own rights and entitlements towards education, health, sanitation, marriage and employment. Markers of a successful transition from child to adolescent and then to adulthood include: the completion of at least secondary school education, with appropriate learning outcomes; access towards health and sanitation facilities, the acquisition of livelihood skills and preparation for skilled economic activity; informed, safe and consensual entry into marital relations. Cutting across all of these, finally, is the exercise of institutions in life choices. Influencing the achievement of these outcomes and the nature of these transitions are a range of individual, family and community level proximate factors, and are conditioned by context. At the individual level are a set of adjacent factors that adolescents must satisfy or a range of assets that adolescents must acquire.

At the individual level these include:

- i. Completion of age-appropriate education with adequate literacy skills
- ii. Attainment of livelihood skills and remunerative employment
- iii. Knowledge about safe health promoting behavior wrt safe hygiene practices, reproductive health and general health also
- iv. Responsiveness towards decision making authority at home, freedom of mobility, self-efficacy and access to financial resources.
- v. Attitude towards gender and democratic norms of society
- vi. Peer circle and presence of trusted people in life

At parent, family and community context, these include:

- i. Parental-child relations, and more specifically, gender equal socialization practices, the extent to which parents control the life of their daughters, the extent to which they provide a supportive environment to their daughter, the intimacy of their communication. The family's own economic status also plays a role.
- ii. Exposure to the media and communication technologies, including social media and mobile phones.

- iii. Access to the health system, including facilities and providers; to high-quality schools and colleges and employment opportunities, and finally, a safe and supportive community environment.

All of these effects are conditioned by the overall social structure and programme context prevailing in the state and country, such as, the strength of age and gender-hierarchical norms, the overall level of poverty and the availability and quality of programmes and schemes for the young.

This chapter deals with the methodology of feasibility study. This includes identification of target group, methods of data collection and procedure.

2.2 Identification of Target Group

The target group i.e. adolescent girl of age 14-18 years and women workforce of age group 19-35 years were identified and surveyed from Dumka and Pakur district.

2.3 Approach & Methodology

The study intended to observe and analyze the overall current situation of adolescent girls wrt to their education, health, sanitation, their communication with their family members and the views of family members towards empowerment of girls. It also focused on capturing the status of access to practice their rights towards the development indicators. Similarly, wrt women work force participation, the study focused on employed as well as young women aspiring to become employed. The questions focused on views of young women towards work aspirations or capturing the overall development in women due to employment. The interviews also tried to observe the challenges faced at work place or challenges towards acquiring employment. Gender sensitive work environment at work place was also focused.

In the empirical study, In-depth interviews (IDI) and Key Informant Interviews (KII) with key stakeholders was conducted. Individual responses were obtained based on stakeholder specific schedules. Empirical study focused on observing:

A. Work Force Development

- i. Views of parents towards skilling girls in any kind of trade which makes them self-reliant.
- ii. Captured the existing market of trends in trade for young woman in the age group of 18 to 35 years.
- iii. Observed the employment scenario/trend in district: whether the young women are willing to go outside district or state for work purpose.
- iv. Captured the views of adolescent girls and young women towards their skill development and willingness to work for financial empowerment.
- v. Observed the priority of girls and women wrt trade in which they are willing to take skill training.

- vi. Understand the views of girls and women wrt entrepreneurship or wage employment.

B. Adolescent Empowerment

- i. Views of local community towards Adolescent Empowerment and her accessibility to her rights.
- ii. Observed the views of guardians towards their daughters wrt accessibility to education, health services and skill development.
- iii. The views of girls towards their rights and entitlements especially SRHR, Skill education, their response towards marriage and their interest towards self-empowerment were captured for analysis
- iv. Woman Mukhiyas as leaders and how their leadership skills have improved the participation of adolescent girls in gram sabhas or how their leadership has been effective in addressing the issue of health, nutrition, sexual rights /how their involvement as elected representative has improved the health and welfare of young girls in their panchayats.
- v. Observed the views of Mukhiyas/EWRs being responsive towards issues which affect majorly women and children. How has the role of EWRs affected the social economic culture in rural areas.
- vi. Documented the views of frontline workers who are providing services to adolescent girls on health: ASHA workers.
- vii. Examined the views of Government functionaries especially from Health /WCD and Skill Development and understand the reach of government programs and challenges faced.

Focus Group Discussions: FGDs were also a major part of the assessment study. FGDs were done with the federation members, frontline workers in GPs i.e. Anaganwadi Sewikas, Asha Workers, SHG members of Aajeevika Mission and Elected Women Representatives.

Key Informant Interview: KIIs were a major part of the assessment study. KIIs were done with the district administration i.e. District Skill Officer, District Social Welfare Officer, Skill Training Agency, NGOs, and Employers.

2.4 Data Collection Procedure

2.4.1 Study Instruments: The entire study on IDIs was conducted with the help of structured questionnaires on KOBOTool. In both the district, the individual IDIs on Adolescent Girl and Women Workforce were studied. The interview schedule assessed the status of the target group as per the objectives of the study. Three sets of respondents were focused for IDIs:

- Adolescent Girls for girls empowerment program
- Young women for women work force program

- Elected Women Representatives for both the programs.

The KIIs were conducted with District Social Welfare Officer, District Skill Officer, NGOs, Skill training agencies and employers

2.4.2 Brief of study instruments: IDIs

Adolescent Girls Empowerment: had three sections. Section A captured the general information about the respondent i.e. adolescent in the age group of 14 to 18 years i.e. age, education, members in family, earning members in family, family occupation and average household income. Section B catered responses towards health, hygiene and sanitation practices adopted and Education and aspirations. Section C focused on response towards family environment catering questions on communication with family members, comfort level in communication, support of any members in any decision wrt to continuing higher studies or aspiring for employment. Section D captured the responses of parent/guardian towards empowerment of girls. The questions captured views on education for girls, response towards marriage age of girls, empowerment through skill training, responses towards allowing girls for pursuing career.

Women Work Force Participation: The IDI captured view of both employed and aspiring young women. Section A captured general background of women on education, family members, income in household, earning members, dependent members and sources of income Section B focused on employed women. The questions aimed at capturing kind of employment, number of hours in office, quality of working environment at workplace, any kind of gender discrimination, flexibility of working hours, crèche facility if women has children, importance of skill trainings, views of family members towards employment of women and how working has changed the status of women in home as well as in society. Section C for the for aspiring women aimed at which sector they wish to get employed, awareness on skill development training /schemes of government, any awareness on skill training given at school/college institutions, response of family towards employment, willingness of family to allow women to pursue skill training training and employment, challenges in accessing training and changes they envision being employed.

IDIs with Elected Women representatives: this cadre was considered one of the major target audiences as being elected member the mukhiya is responsible for the overall development of her gram panchayat. Empowerment of girls/women/youth and general social welfare and justice are the domains where the elected members must work and fulfill the demand of the community. Being a female leader she can have a positive impact on the adolescent empowerment initiates and well as being responsible for generating conducive environment for employment of women. The IDI focused on capturing the current knowledge or perception of mukhiya towards empowerment of

girls and women. Is the panchayat taking any kind of effective measures to generate awareness in community towards girl education, access to her rights and entitlements, pursuing initiatives for skill development of women etc.

2.4.3 Key Informant Interviews:

District Social Welfare Officer: views of DSWO were captured to observe the initiatives of government towards empowering adolescent girls through awareness drives and flagship programs, challenges in rural areas for the community as well as the government.

District Skill Officer: aimed at observing the status of DDUGKVV in skill training, participation of women in skill training, most preferred skill by women, awareness generation drives by department to encourage women to take up skill trainings.

NGOs/CBOs: the discussion with civil society organizations focused on understanding the programs being executed for adolescent girls wrt health, education, reproductive health, skill and employment. As the work of civil society organization is very much integrated development and concentrated in limited area, the experience of team is different. KIIs aimed to know the challenges in execution of programs, acceptability of program by the community and support from the PRIs.

Employers: discussion with employers aimed at preference of women in their industry, training or orientation given to women once employed, facilities given to girls/women in workplace, attrition rate of women from work and reason for the same, flexibility in work hours and challenges or benefit employing females.

All questionnaires were prepared in English and Hindi. Questionnaires were pre-tested and when the findings were satisfactory, then it was used for the main survey.

2.4.4 Data collection methods: A team of trained surveyors was constituted for the study. The team was then exhaustively trained for the data collection process. The team was thereafter left for the data collection work under the supervision of one supervisor. The role of the supervisors was to monitor the data collection, validate the work done by the surveyors, build their capacities during the work and ensure the quality of data that was collected. Each target group was interviewed separately. The supervisors captured the information on KII and FGD with the support from district team.

2.4.5 Data compilation and analysis: Quantitative data were tabulated and analyzed using statistical software packages like SPSS. The qualitative information was compiled by stakeholders wise to assess the trends.

2.5 Reconnaissance Survey

Pretesting of the questionnaires and survey tools were done during the second week of April 2024 and necessary corrections were incorporated in the survey tools.

2.6 Field Survey

The Impact assessment survey started on the 13th April 2024. The survey was completed in the first week of May 2024. Officials of NEEDS and Nomi Network were informed by URJA ARROWHEAD LLP survey team regarding the study.

2.7 Sample Size

Target groups were randomly selected from 10 blocks of 2 districts of Jharkhand i.e. Dumka and Pakur. 100 Adolescent Girl and 100 Women Workforce were covered under the study. 20 Elected women representatives and 20 Women Mukhiyas were also covered from both the study areas. 10 FGDs were conducted from both districts.

Table 2.1 District Wise Distribution of Target Group for Women Workforce

S. No	Description	Blocks	GPs (2 per Block)	HH Number (5 HH per GP)
In-Depth Interviews				
1	Young Woman 18-35 yrs	10	20	100
2	Elected Woman Mukhiyas	10	20	20
TOTAL IDIs				120
Key Informant Interviews				
S. No	Description	District	Numbers of Agencies	Number of Representatives
1	Skill Training Agency	2	6	6
2	Employers	2	4	4
3	Government Functionaries (DSO)	2	2	2
4	NGO/Civil Society	2	2	2
TOTAL KIIs				14

Table 2.2 District Wise Distribution of Target Group for Adolescent Girl

S. No	Description	Block	GP (2 per block)	HHs (5 Per GP)
In-Depth Interviews				
1	Adolescent Girls and Parents	10	20	100
2	Woman Mukhiyas	10	20	20
TOTAL IDIs				120
Key Informant Interview (KIIs)				
S. No	Description	District	Numbers of KI	Total
1	District Social Welfare Officer/CDPO	2	2	2
2	NGOs	2	2	2
TOTAL KIIs				4

Table 2.3 Summary of Survey

S.N.	Item	Nos.
1	No. of Districts	2
2	No. of Blocks	10
2	No. of IDIs with Adolescent Girl	100
4	No. of IDIs with Women Workforce	100
5	No. of IDIs with Elected Women Representative	20
6	No. of IDIs with Women Mukhiya	20
7	KII with District Skill Officer	2
8	KII with Skill Training Agency	6
9	KII with Employers	4
10	KII with NGOs/Civil Society	2
11	KII with District Social Welfare Officer	2
12	FGDs with Sahiya/Anganwari Supervisors/Ward Members/SHG Members	10

CHAPTER III

Socio Economic profile of Districts

3.1 Introduction

Dumka and Pakur are districts under the Santhal Pargana division of the state. Both the districts are tribal dominated districts with 42% (Pakur) and 43% (Dumka) of tribals, hence are under schedule 5 of the constitution. The socio-economic condition of Dumka and Pakur significantly contributes to the vulnerability of women and girls to exploitation. Vulnerability of women due to lack of informed choices, poverty, limited opportunities, and limited access to basic services lead them to threats of trafficking, child marriage and forced labour. The other existing factors which substantiate the vulnerability of women and girls are traditional customs and rituals, patriarchy, discrimination in property and no decision-making authority with women. The vulnerability of women and young girls in both the districts contribute to high rates of unsafe migration leading to trafficking in many forms.

Agriculture is the main source of livelihood in rural Jharkhand. Agriculture in the state is highly dependent on monsoon and every year drought is declared in maximum districts. This has serious repercussions on the households which forces the members to migrate for livelihood. Migration increases the vulnerability of women and girls towards trafficking and forced labour. As per the multi-dimensional poverty index report (NITI AAYOG) for 2021, 41.2% of the Jharkhand population is poor. Poor economic conditions and unemployment force families to send their young children, especially girls, to work as domestic helpers, and some of the families fall prey to human trafficking. The unsafe migration of girls under the pretext of work or marriage makes them vulnerable to human trafficking. As per the State CID report, around 656 cases were registered between 2015 and 2022, of which 1574 people were victims of human trafficking. As per the NCRB 2022 annual report, Jharkhand is among the top 8 states with 81% of human trafficking.

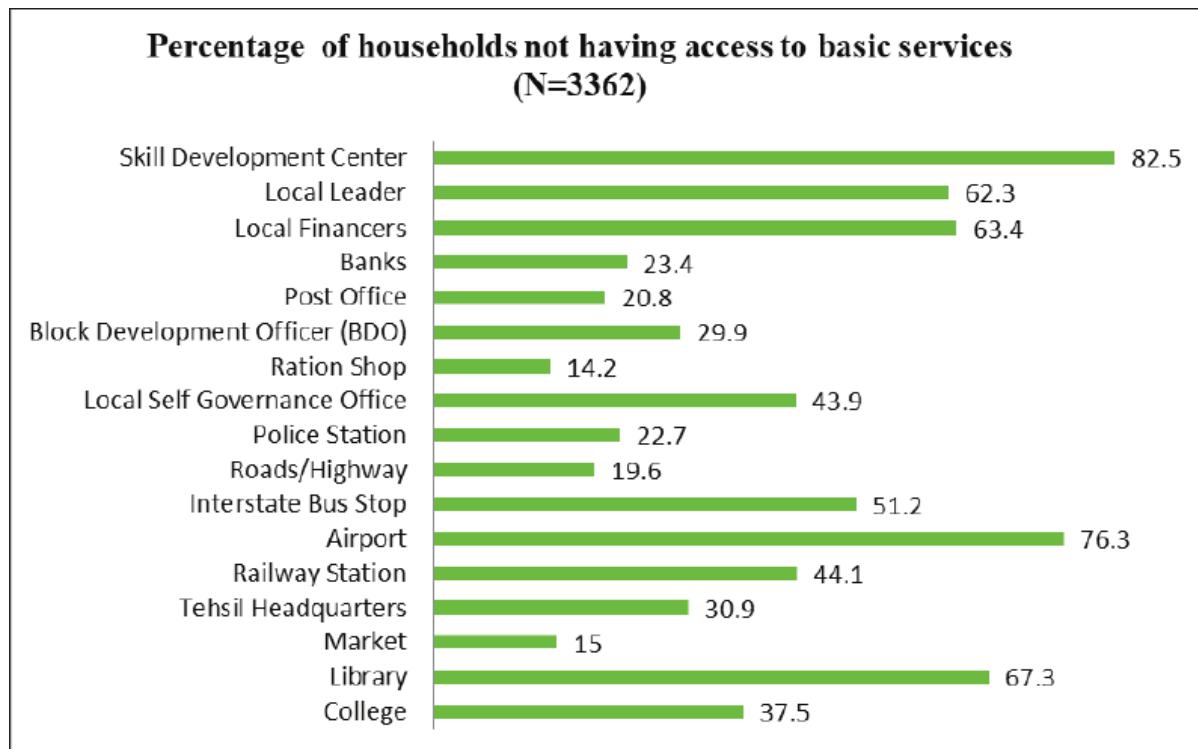
There are 24 Anti Trafficking units in the state. Prevention, Protection and Prosecution the three aspects of human trafficking are under the work jurisdiction of AHTU. Despite AHTU the cases of trafficking and unsafe migration from the state are rampant. There is an organised nexus from trafficking of women and children.

There are vulnerabilities in the district that are also based on basic services to the community. According to a research study by TATA INSTITUTE FOR SOCIAL SERVICES in the year 2019 "HUMAN TRAFFICKING IN JHARKHAND", 5 districts and 3362 households were covered. Various types of trafficking were identified, and the vulnerabilities of districts based on basic services, awareness on welfare schemes and migration were observed and analyzed.

The figures below from the report of TISS reflect the reasons of vulnerability which lead towards unsafe migration and trafficking in the state of Jharkhand.

Community based vulnerabilities

Figure 3.1 Access to basic services



Both the above figures reflect the limited access to welfare schemes and basic services which make the women and children vulnerable to trafficking and others towards unsafe migration. A substantial number of HHs above 50% have access to banks but around more than 30 % are dependent on local financiers for money related issues. It is a known fact that repayment of debt to local financiers is a major issue with rural households. The debt trap increases the vulnerability of people and further there is prominent chance that the women or children of that household might be trafficked.

Education status is also an important marker of vulnerability. Education has an inverse effect on vulnerability because it ensures more competitive employment for the people and increases a person's awareness about social circumstances, and in turn mitigates their chances of stepping into the trap and lure of traffickers. There are several reasons which force children in the age group of 6 to 14 years to drop out of education like: transport facility to school, looking after small kids in house and limited basic service in schools for girls. ***Poor educational background/drop out from school and being skilled in managing the household chores and responsibilities increases the likelihood that the girls are ready to take on domestic work to support their family.***

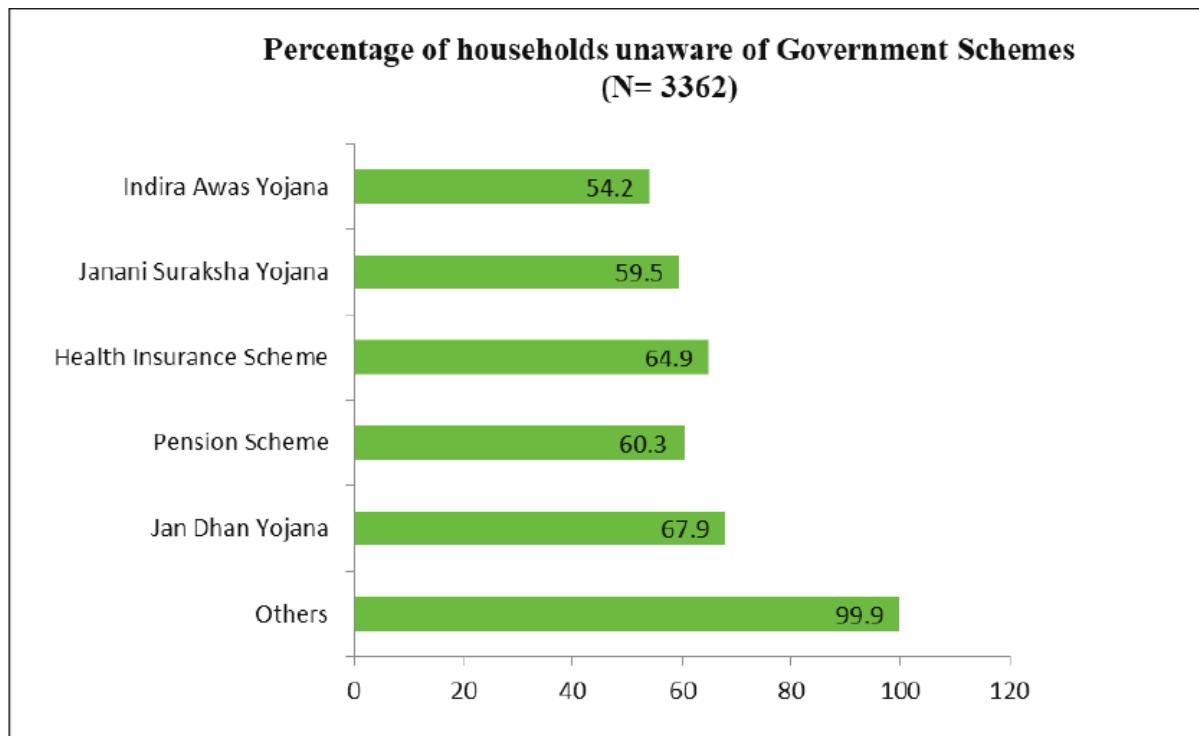
Besides the accessibility of the households to basic services and social forms of discrimination and exploitation, various cultural and traditional practices of Jharkhand

also make community, especially children and women vulnerable. One of the major social nuisances in practice is WITCH HUNTING. The number of women fall prey to this malicious practice. According to NCRB 2022 report every year 200 women suspected of practicing witch hunting are killed by the local community. Villagers blame such women for failure of crops, family illness and any kind of calamity. Incidences of which hunting are also somewhere linked to trafficking. Single women and widow are mostly targeted for practicing witch hunting. Recently the state has enforced anti-witch hunting law, but the desired results are distant.

3.2 Household based vulnerabilities

Vulnerability of households in terms of poverty, lack of basic services and limited access to entitlements also forces the family to indulge in alternative livelihood options which many a times puts them in the vicious circle of unsafe migration and trafficking. Inaccessibility of basic services and entitlements are more prevalent in tribal communities as they live in many hard-to-reach areas.

Figure 3.2 Awareness about government schemes



To eradicate the vulnerability because of poverty, the government launched development flagship schemes but the reach of schemes to the community is limited.

3.3 Pattern of Migration in State

In Jharkhand, migration is seasonal and mostly it is post-harvest. During this season, the tribal community migrate with family to work as daily wage labourers. This situation occurs due to lack of livelihood options in their native village. As per the Economic

Survey report 2017 titled “*Migration from Jharkhand Highest in Country: Economic Survey*” Jharkhand lost close to 50 lakh people in the working age between the years 2001 to 2011. One of the major reasons for unavailability of jobs in Santhal districts is the Samthal Pargana Tenancy Act. 1949 which prohibits the tribals from transferring or selling land to non-tribals. This prohibits the opening of industries and good companies. Government owned land is also not used for public purposes or opening new avenues. The limited opportunities and seasonal agriculture force unsafe migration and trafficking.

Hence the socio-economic vulnerability of tribal women is leading to massive unsafe migration and trafficking. Through comprehensive skill development strategy and access to services is required for women, adolescent girls.

3.4 District Profile of Dumka District

3.4.1 Background Profile

Dumka district is one of the twenty-four districts of Jharkhand state in eastern India. After the formation of the new Jharkhand State, Dumka District was further divided, and Jamtara Sub- Division was upgraded as a separate District. This district covers an area of 3716.02 km². The district has a population of 1,321,442 (2011 Census).

It is one of the most spectacular districts of Jharkhand state that has the epitome of being the sub- Capital of this State. Dumka – as the name suggests is a district surrounded by lofty hills and exotic forest. This land of temples is also a famous health hill resort situated at a height of 472 ft. above sea level. It has an excellent climate and beautiful scenery all around it. Dumka is a notable place with its rich and varied temples and shrines. In Dumka district total area covered under forest is about 120763 Acres or 48305.2 hectares which is mostly barren. It is a place of rich tradition, heritage and historical significance.

Dumka is surrounded by forests. Mayurakshi river is the major river of the Dumka District and is around 250 km long. The river has its source in Trikut Hill. It flows through Jharkhand and then through the districts of Birbhum and Murshidabad in West Bengal before flowing into the Hooghly River.

For administrative purposes the district has been divided into 1 sub- division and 10 nos. of Blocks/Tehsils- Dumka, Gopikandar, Jama, Jarmundi, Kathikund, Masaliya, Ramgarh, Ranishwar, Saraiyahat and Shikaripara. As per the Census 2011 out of total population of Dumka, 6.82% people lived in urban regions while 93.18% in rural areas. The average literacy rate in Dumka for urban regions was 83.72 percent in which males



were 89.16% literate while female literacy stood at 77.62%. Similarly in rural areas of Dumka, the average literacy rate was 59.28 percent. Out of which literacy rate of males and females stood at 71.65% and 46.72% respectively. Also, the Sex Ratio of Urban areas in Dumka district is 895 while that of rural areas is 983.

3.4.2 Demographic Profile of Dumka District

The rural population in Dumka district is 93.18%, making the district a highly rural dominated area. Similarly, the population of the Scheduled Tribe here is 43.2% of the total population. The Santhal tribe community is the dominant tribe in the district.

Table 3.1 Demographic profile of the district

Indicator	Dumka	Jharkhand
Total Population	1321442	3,29,88,134
Decadal rate of growth of population (2001-2011)	19.39%	22.4%
Rural Population	93.18 %	75.9%
Female Population	49.41%	48.6%
Female population in the age group of 16-24 years	8.29%	15.9%
Rural population in the age group of 16-24 years (As % of total population)	7.66%	15.9%
Sex ratio	977	948
SC population	6.02%	12.0%
ST population	43.22%	26.2%
Literacy rate	61.02%	66.4%
Female literacy rate	48.82%	55.4%
Workforce participation	47.28%	39.7%
Female workforce participation	19.50%	29.1%
Main workers (As % of total population)	17.97%	20.1%
Female workers (As % of total population)	4.97%	9.8%
Marginal (As % of total population)	29.31%	19.0%
Female marginal (As % of total population)	14.53%	19.2%
Non-workers (As % of total population)	52.72%	60.3%
Female non-workers (As % of total population)	29.91%	70.9%

Source: Census 2011

According to Table 3.1, the percentage of non-workers in the district is 52.72%, which is on a higher side. Similarly, the percentage of female non-workers in the district is 29.91%, which again is higher. Dumka district needs to provide its populace with skill training under various trades for their benefit. There is a grave need for skilling and

providing proper education to enable them with proper employability. The district also needs to be equipped with the infrastructure and training needs of these youths.

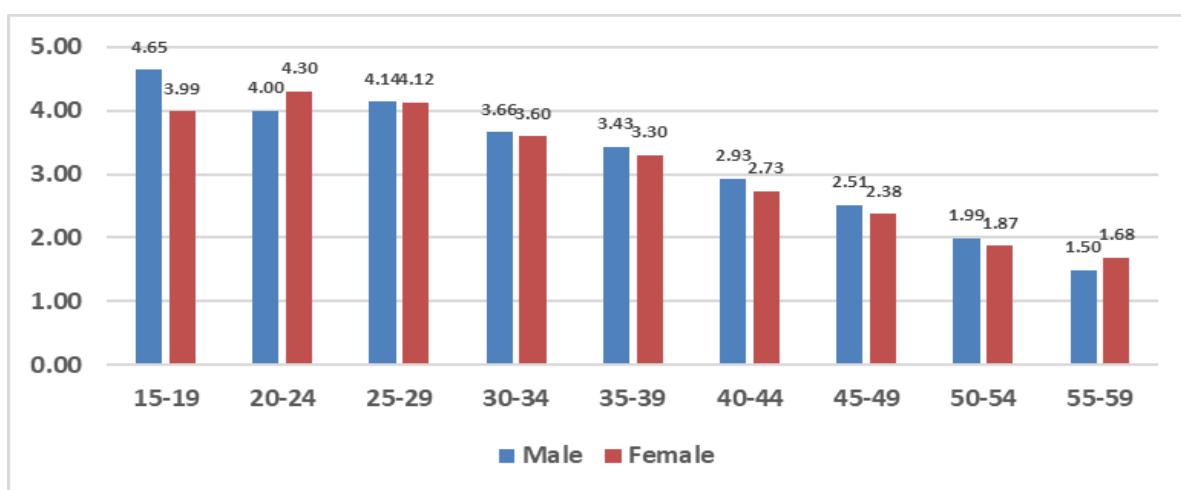
Table 3.2 Block wise ST Household details and Income

Block	ST HHs	% of ST HHs	No. of HHS with Monthly Income			% of HHs with monthly income		
			< 5000	5000 - 10000	> 10000	< 5000	5000 - 10000	> 10000
Dumka	15161	45.67%	12862	853	1446	38.75%	2.57%	4.36%
Gopikandar	7745	85.53%	7107	462	176	78.49%	5.1%	1.94%
Jama	14449	51.36%	13573	475	401	48.24%	1.69%	1.43%
Jarmundi	9023	26.43%	8089	806	128	23.7%	2.36%	0.37%
Kathikund	9806	64.51%	9115	387	304	59.97%	2.55%	2%
Masaliya	15699	59.51%	14691	737	271	55.69%	2.79%	1.03%
Ramgarh	16386	47.99%	15446	680	260	45.24%	1.99%	0.76%
Ranishwar	9817	43.63%	9255	449	113	41.13%	2%	0.5%
Saraiyahat	5891	18.35%	5459	313	119	17.01%	0.98%	0.37%
Shikaripara	17380	62.58%	16486	549	345	59.36%	1.98%	1.24%
Total	121357	46.21%	112083	5711	3563	42.68%	2.17%	1.36%

Source: SECC

The above table reflects the income status of ST household in district. 42 % of the ST households are not able to make more than 5000/- per month. The figures show the urgent need to make income enhancement interventions which best suits the local environment of the people. Agriculture is the mainstay of the community which is practiced in a traditional way. The number of marginal agricultural labourers is high in the ST population.

Figure 3.3 Population data for Dumka by Gender



According to Figure 3.1, Dumka district has most of its population, both male and female, below the age group of 24 years (between 15-19 & 20-24 years). Therefore, indicating that it has a skill-able youth populus waiting to be tapped.

The gender wise population of the Dumka district, as shown in the above graphical representation, is equally distributed in the age group below 29 years. Majority of the population is within the said group. This chunk of the population is the target audience for most of the skilling initiatives by either the Government of India or any Civil Society Organization (CBO).

3.4.3 Socio-Economic Profile of Dumka District

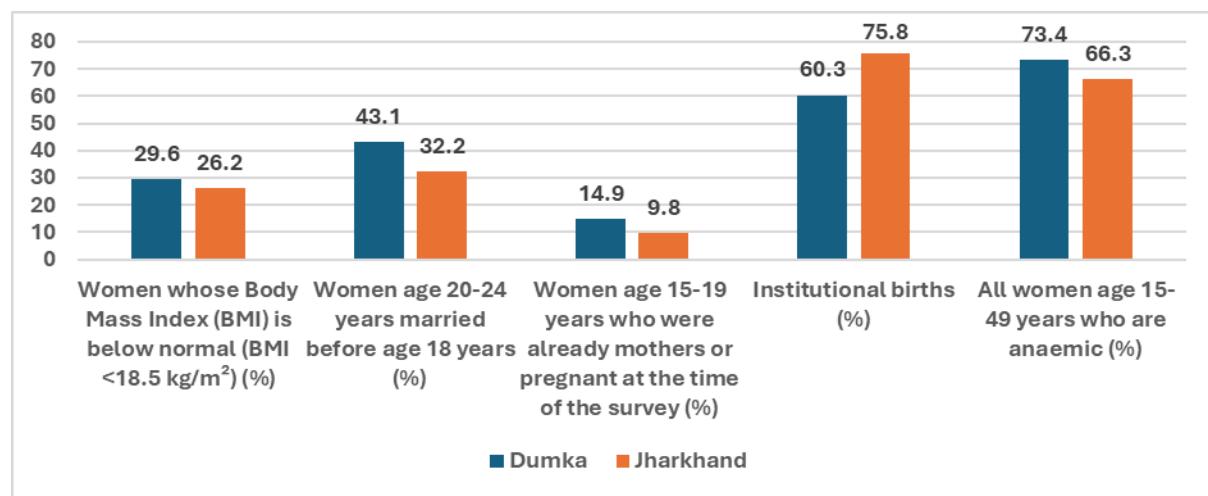
Health Profile

The performance of Dumka district with regards to Health indicators and facilities available is better as compared to the state or other districts. However, there is still need for an abundance of improvement. The health facilities available in the district are as follows:

Table 3.3 Health infrastructures available at the district (NFHS 5)

Name of the Infrastructure	No. of Infrastructure available
Sadar Hospital	1
Referral Hospital (Jarmundi)	1
PHC	34
CHC	9
Sub Health Centers	248
Private hospitals	11

Figure 3.4 Health Indicators of Dumka district related to women



Source: NFHS-5

As presented in the figure above, while Dumka performs less than the state in all the indicators, almost 73.4% of women in the 15-49 group were anemic, which is at the high as the state/national level and suggests a public health challenge. In addition, 43.1% of women in the age group of 20-24 were married before the age of 18, which is

almost 33% more than the state. Dumka proportion of underweight women (29%) is almost 13% higher than the state's figure.

Literacy and Education Profile

Dumka's overall literacy rate is almost at par with the literacy rate of the state (higher), the district- level literacy rate for Scheduled Tribe females is lower than the state level figures. Female population age 6 years and above who ever attended school is 59.7% which is lower than the state percentage 64.5% (Source NFHS 5).

The literacy rate as per the census 2011 of Dumka district is 66.84 % as compared to the rate of literacy of Jharkhand in the same census with 66.4%. The percentage of female literacy is 53.23% as compared with 55.42% of the state level. The total percentage comparison of rate of literacy between the males and females of the district in the same year is 79% to 53%.

To curb the literacy gap between the genders, Dumka district has 2590 government schools located at different block of the districts. The school comprises of primary, middle, secondary and higher secondary.

There are 2590 government schools in including Primary, Secondary and Higher Secondary schools in Dumka district. Government Programs on skill development are implemented in 23 training centers in the district. There are 1 university and more than 7 colleges in Dumka district which includes 1 Law, 1 Engineering and 1 B.Ed college.

The skill training infrastructure in the district include Skill Training Centers run by JSLPS, Jharkhand Skill Development Mission (JSDM and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Kaushal Gurukul.

Economic Profile

Dumka is the future silk city of India. As we all know that it is the India's largest Producer district of cocoons. Silk is a natural Protein fiber and it can be woven into textiles. The protein fiber of silk is produced by certain insect larvae to form cocoons.

All the 10 blocks of Dumka Produces cocoons but 6 blocks namely Kathikund, Gopikander, Shikaripara, Ranishwar, Masalia and Sariyahat are the main producers. In this Financial Year, about 79674735 cocoons have been produced till now. Dumka has also produced disease free 1827457 cocoons. Ironically there is no industry or small-scale industry to prepare silk fiber of silk clothes. Bhagalpur is Known as silk city but Bhagalpur doesn't produce cocoons. There is enormous scope to set up big industry or small-scale industry in three blocks i.e Khatikund, Gopikandar and Dumka block of Dumka District.

Dumka is rich in minor minerals such as Feldspar, Quartz, Stone (Decorative/ Ornamental/ Stone chips), Granite gneiss and Sand. Charnockite is also reported in

some part of Jarmundi block. Granite gneiss and Amphibolite are mainly found in several places of Jama, Jarmundi, Saraiyahat, Masalia block. Apart from this, Coal is also found in some part of Gopikandar, Kathikund and Shikaripara block. Pocketed deposit of China clay is also reported. The Chota-nagpur granite gneiss is the main country rock. It has been intruded by Basic rocks (Rajmahal trap). Basic intrusive is mostly available in the eastern part of the area.

Besides mining industry there are also many other industries in operating Dumka. Amongst them agro based industry, wooden based industry and repairing & servicing industry and steel fabrication industry, Grain and Oilseed Milling Industry, Clay Product and Refractory Manufacturing Industry are major ones. They too generate immense employment and revenue for the district. Most of these industries, however, fall in the category of medium and small-scale industry.

Table 3.4 Participation in the workforce

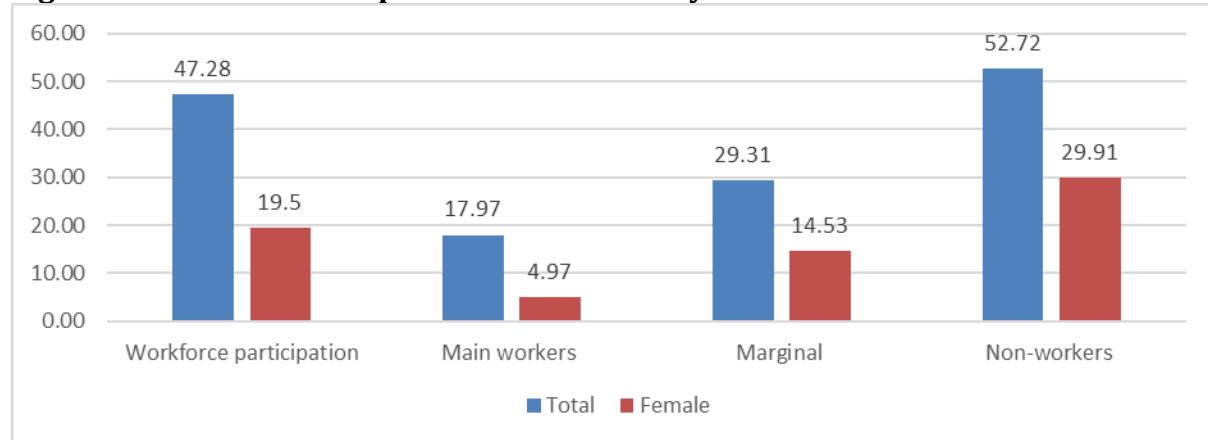
Indicator	Percentage
Workforce participation	47.28%
Female workforce participation	19.50%
Main workers (As % of total population)	17.97%
Female main workers (As % of total population)	4.97%
Marginal (As % of total population)	29.31%
Female marginal (As % of total population)	14.53%
Non-workers (As % of total population)	52.72%
Female non-workers (As % of total population)	29.91%

Source: Census 2011

According to the above table, the workforce participation in the district, out of the total population, workforce participation is 47.28%. The female workforce participation is 19.50%. If compared together, the percentage difference is very high in the total participation and the female participation. The main workers out of the total population are 17.97% and the female main workers participation is 4.97%. The percentage of marginal workers in the district is 29.31% as compared to 14.53% of female marginal workers.

Though the number of workers, both male and female, in the district are more, but the number of non- workers, especially female workers is high. The percentage of non-workers out of the total population is 52.72% and the percentage of female non-workers is 29.91%.

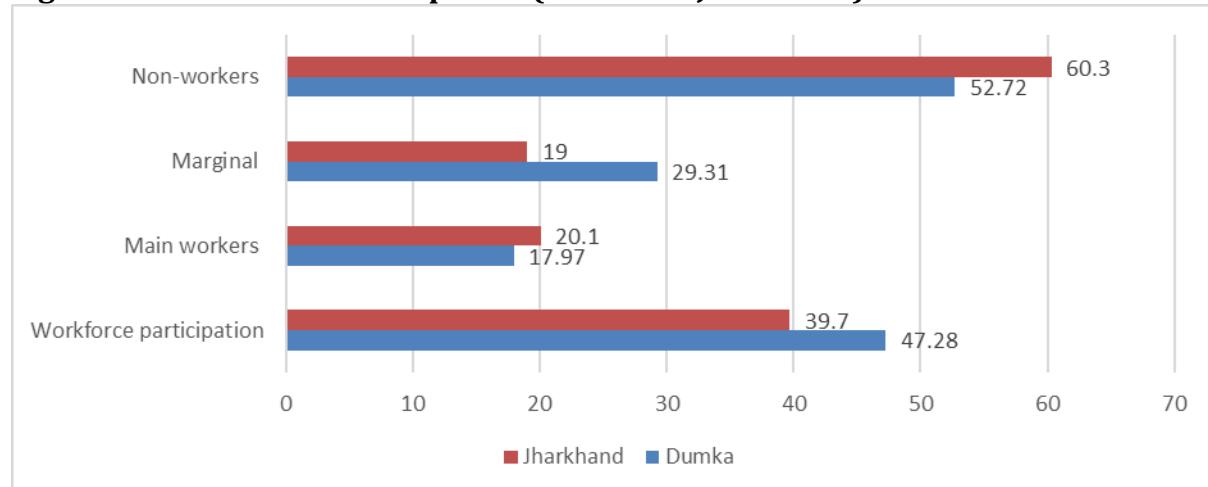
Figure 3.5 Female Participation in the Economy of Dumka district



Source: Census 2011

Female workforce participation in the district is less than the total workforce participation. The number of non-workers in the female category is 56.73% of the total non-worker, which is also higher in its same sub-category. It is very important for the district to introduce a skilling initiative that would encompass the entire eligible workforce.

Figure 3.6 Workforce Participation (Dumka vs Jharkhand)



Source: Census 2011

The comparison created in the above graph depicts an average picture of Dumka district as it has performed better in all the four comparative categories. Though, the numbers shown above are average than the state, it is still noticeable that the number of non-workers in the district are high. They are mostly in the age group of 15-49 years, which is the target audience for any skilling/training agency, be it PMKVY or DDUGKY.

Youth who are currently pursuing education have evinced their interest in securing wage employment, while the youth within the NEET category have shown interest on both wage employment and self- employment. AGYW who are already married have

keen interest on self-employment, as the social system enables them to engage in economic activity only within the community.

SHG Presence in the District

The SHG penetration detail in the district is given in the table below:

Table 3.5 SHG details of Dumka

S. No.	Block	SHGs Type				Total
		New	Revived	Pre-Nrlm	Total	
1	Dumka	1120	46	112	1278	15712
2	Gopikandar	225	104	171	500	5573
3	Jama	955	154	15	1124	13755
4	Jarmundi	1703	18	36	1757	21818
5	Kathikund	873	19	47	939	12070
6	Masaliya	1321	64	131	1516	18864
7	Ramgarh	1353	0	147	1500	18552
8	Ranishwar	1007	25	19	1051	12609
9	Saraiyahat	926	119	47	1092	13288
10	Shikaripara	1441	189	44	1674	19338
Total		10924	738	769	12431	151579

Source: <https://nrlm.gov.in/>

Potential MSME of the District

As per report of Ministry of MSME Dumka district has got potential in agro based, readymade garments, mineral & Metallurgical & Engineering based units, Electrical Machinery and Transport equipment service enterprises (Packaged food industry, Printing press, Photostat & Lamination, Beauty Parlour, T.V. Repairing), Art & Craft industries etc.

Training Programmes may be organized for unemployed & interested youths on readymade garments, wooden based furniture's, repairing and servicing. They may be provided escort services to set up repairing units at different block areas with bank loan under PMEGP etc. There is also good potential for setting up cold Storages.

Table 3.6 List of MSME industries in the Dumka district

Sl.	Industry	No. of Units
1	Agro Based	155
2	Jute and Jute Based	16
3	Readymade garments & embroidery	310
4	Wood/wooden based furniture	509

5	Chemical/Chemical based	54
6	Mineral based	08
7	Engineering units	45
8	Metal based (Steel fab.)	199
9	Repairing and Servicing	270
	Leather based	125
	Rubber, Plastic & petro based	20
10	Others	546

Source: <http://dcmsme.gov.in>

3.5 District Profile of Pakur District

3.5.1 Background Profile

Pakur district is one of the twenty-four districts of Jharkhand state, India, and Pakur is the administrative headquarters of this district. Pakur sub-division of Sahibganj district was carved out on 28 January 1994 to constitute Pakur District. The district, with a population of 900,422 (census 2011), and covering an area of 686.21 km², is situated on the north-eastern corner of Jharkhand state. The district is bounded on the north by Sahibganj district, on the south by Dumka district, on the west by Godda district, and on the east by the Murshidabad district of West Bengal.



Pakur in its emergence and inception had been a cluster of ponds and orchards surrounded by deep forest and hard rocks under the range of Rajmahal hills. It had previously been Raj in its new dimension under the British rule. Pakur was earlier a Sub-Division of Santhal Parganas district of Bihar. It was upgraded to the status of district on 28 January 1994. Upon reorganization of Bihar state, India, in 2000 into two separate states, namely, Bihar and Jharkhand, Pakur district came under the administrative control of the Jharkhand state. Pakur is located at 24.63°N 87.85°E. Pakur has an area of 11.08 square kilometres (4.28 sq mi). The district comprises of six development blocks viz. Pakur, Hiranpur, Littipara, Amrapara, Maheshpur and Pakuria.

As per Census 2011 out of total population, 7.5% people live in Urban areas while 92.5% lives in the Rural areas. The average literacy rate in urban areas is 66.5% while that in the rural areas is 47.3%. Also, the Sex Ratio of Urban areas in Pakur district is 962 while that of Rural areas is 991. The total literacy rate of Pakur district is 48.82%. The male literacy rate is 45.73% and the female literacy rate is 32.58% in Pakur district.

3.5.2 Demographic Profile of Pakur District

The rural population in Pakur district is 92.50%, making the district a highly rural dominated area. Similarly, the population of the Scheduled Tribe here is 42.1% of the total population. The Santhali tribe i.e. Mal paharia and Sauria Paharia community is the dominant tribe in the district.

Table 3.7 Demographic profile of the district

Indicator	Pakur	Jharkhand
Total Population	900,422	3,29,88,134
Decadal rate of growth of population (2001-2011)	28.15%	22.4%
Rural Population	92.50%	75.9%
Female Population	49.73%	48.6%
Female population in the age group of 16-24 years	8.51%	15.9%
Rural population in the age group of 16-24 years (As % of total population)	7.78%	15.9%
Sex ratio	989	948
SC population	3.16%	12.0%
ST population	42.10%	26.2%
Literacy rate	48.82%	66.4%
Female literacy rate	40.52%	55.4%
Workforce participation	44.93%	39.7%
Female workforce participation	18.94%	29.1%
Main workers (As % of total population)	27.99%	20.1%
Female workers (As % of total population)	9.35%	9.8%
Marginal (As % of total population)	16.94%	19.0%
Female marginal (As % of total population)	9.60%	19.2%
Non-workers (As % of total population)	95.07%	60.3%
Female non-workers (As % of total population)	30.78%	70.9%

Source: Census 2011

According to Table 1, the percentage of non-workers in the district is 95.07%, which is on a higher side. Similarly, the percentage of female non-workers in the district is 30.78%, which again is higher. Pakur district needs to provide its populace with skill training under various trades for their benefit. There is a grave need for skilling and providing proper education to enable them with proper employability. The district also needs to be equipped with the infrastructure and training needs of these youths.

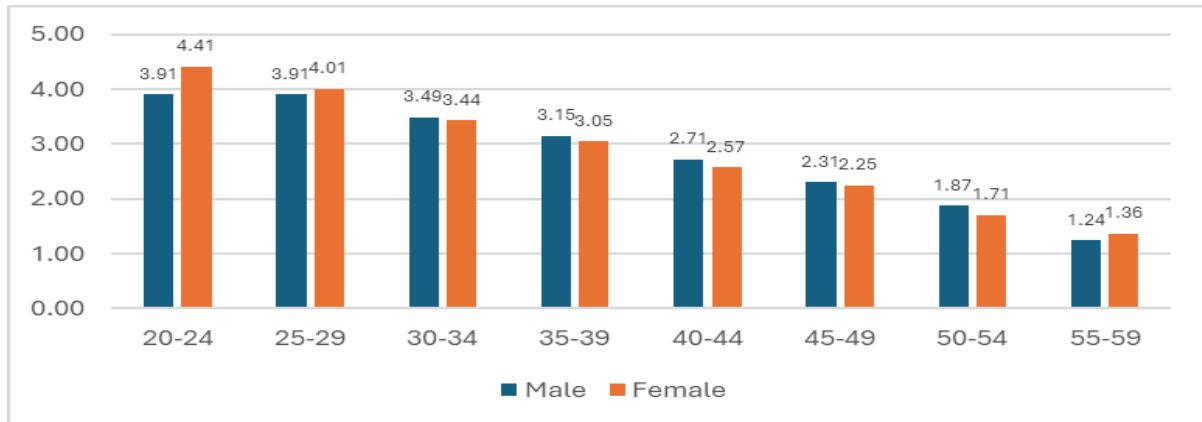
Table 3.8 Block wise ST Household details

Block	ST HHs	% of ST HHs	No. of HHS with Monthly Income			% of HHs with monthly income		
			< 5000	5000 - 10000	> 10000	< 5000	5000 - 10000	> 10000
Amrapara	11184	85%	10842	194	148	82%	1%	1%
Hiranpur	6740	41%	6442	225	73	39%	1%	0%
Littipara	16014	74%	15144	662	208	70%	3%	1%
Maheshpur	22087	49%	20046	1641	400	44%	4%	1%
Pakur	7545	14%	7130	294	121	13%	1%	0%
Pakuria	15132	65%	14455	435	242	62%	2%	1%
Total	78702	45.3%	74059	3451	1192	42.62%	1.99%	0.69%

Source: SECC

42.6% of the ST households are able to make less than Rs. 5000 per month which highlights that maximum households are engaged as marginal labours. Agriculture is the prime livelihood practiced by the community but in a traditional way. Skill training in agriculture and allied sector is a potential domain which can enhance the income of the households.

Figure 3.7 Population data for Pakur by Gender



Source: Census 2011

According to Figure 4.1, Pakur district has most of its population, both male and female, below the age group of 29 years (between 25-29 years). Therefore, indicating that it has a skill-able youth populace has good potential.

The gender wise population of the Pakur district, as shown in the above graphical representation, is equally distributed in the age group below 29 years. Majority of the population is within the said group. This chunk of the population is the target audience for most of the skilling initiatives by either the Government of India or any Civil Society organization.

3.5.3 Socio-Economic Profile of Pakur District

Health Profile

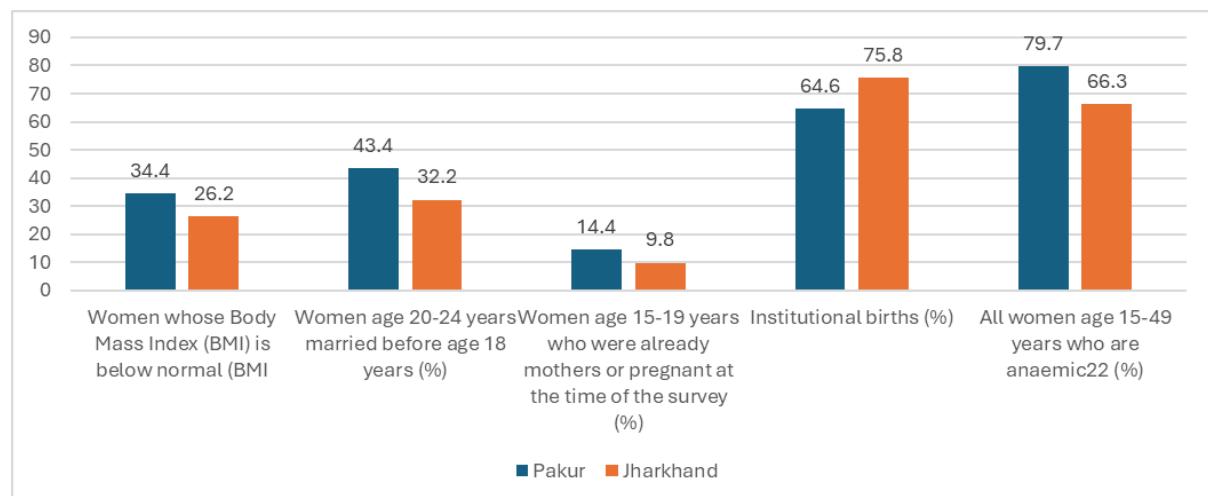
The performance of Pakur district with regards to Health indicators and facilities available is not better than any district in the state. Hence, it is imperative for the government as well as civil services organisations to invest in health and infrastructure to address the need of the community. The health facilities available in the district are as follows:

Table 3.9 Health infrastructures available at the district

Name of the Infrastructure	No. of Infrastructure available
CHC	6
PHC	15
Government Hospital	1
Sub Health Centers	121
Private hospitals	04

Source: NFHS-5

Figure 3.8 Health Indicators of Pakur district related to women



Source: NFHS-5

As presented in the figure above, while health indicators in the district are of serious concern. 80% of women in the 15-49 group were anemic, which is at the high as the state/national level and suggests a public health challenge. In addition, 43.4% of women in the age group of 20-24 were married before the age of 18, which is lower than the state/national level. Pakur proportion of underweight women (34%) is little higher than the state level figure.

Literacy and Education Profile

The literacy rate as per the census 2011 of Pakur district is 48.82 % as compared to the rate of literacy of Jharkhand in the same census with 66.4%. The percentage of female literacy is 40.52% as compared with 55.42% of the state level. The total percentage comparison of rate of literacy between the males and females of the district in the same year is 57% to 40%.

To curb the literacy gap between the genders, Pakur district have 1065 government schools located at different block of the districts. The school comprises of primary, middle, secondary and higher secondary.

3 schools offer Vocational Education courses under RMSA in the district. There are 1065 government schools in Pakur district. Government Programs on skill development are implemented in 11 training centers in the district. There are more than 5 colleges in Pakur district.

The skill training infrastructure in the district include Skill Training Centres run by Jharkhand Skill Development Mission (JSDM and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Kaushal Gurukul.

Economic Profile

The District of Pakur had been the land of Paharias & Santhals. The Santhals are the single largest section of the population though they are not uniformly spread in the district. Their biggest concentration is the Damin-i-Koh (Skirts of hills) where they form nearly two third of the population. Besides the Santhals there is another important tribe Paharias living in this district on the hill tops. They are the oldest recorded inhabitants of this area. Very little is known about the primitive tribe of this district retaining their most ancient civilization and culture.

The district is predominantly agricultural in character. The main occupation of the people is cultivation. The indigenous people of the district are either working as agricultural labourers or cultivators. Kharif and Rabi are the main agricultural season. The cultivable area is 75505 hectares, while 16117.08 hectares are fallowing land. Per capita cultivable land holding is 01.446 hectare. The soil is red, sedentary, and suitable for paddy crops and rabbi crops like kurthi, Arhar, and Barbatti. It is also suitable for maize, wheat, gram, Masoor, Mustard, rapeseed & vegetables. Commercial crops like jute, sugarcane, onion and potato are also grown here. Orchards are also maintained to produce fruits such as mango, papaya, guava, and jackfruits.

Among the minerals found here coal, china clay, fire clay, quarter, silica sand and glass sand. However, a lot of infra structural constraints stand in the way of development of mineral industry. But in respect of mines, Pakur is famous for stone industry. Approximately 585 mines & 800 crushers are in operation with the support of one lac

labour force in present time. The stone industry is paying eight to nine crore rupees per year as royalty to Government in addition to commercial taxes. The quality of Pakur black stone chips is excellent for constructional purpose. Black stones of Pakur are also exported in South Asian countries.

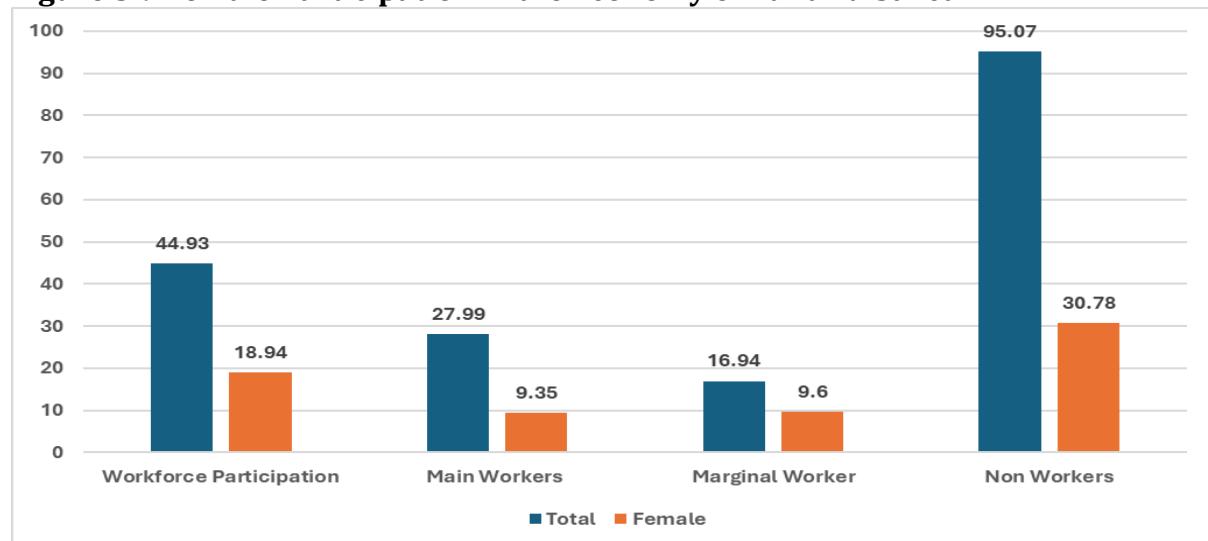
Table 3.10 Participation in the workforce

Indicator	Percentage
Workforce participation	44.93%
Female workforce participation	18.94%
Main workers (As % of total population)	27.99%
Female main workers (As % of total population)	9.35%
Marginal (As % of total population)	16.94%
Female marginal (As % of total population)	9.60%
Non-workers (As % of total population)	95.07%
Female non-workers (As % of total population)	30.78%

Source: Census 2011

According to the above table, the workforce participation in the district, out of the total population, workforce participation is 44.93%. The female workforce participation is 18.94%. If compared together, the percentage difference is very high between the total participation and the female one. The main workers out of the total participation are 27.99% and the female main workers participation is 9.35%. The percentage of marginal workers in the district is 16.94% as compared to 9.60% of female marginal workers. Though the number of workers, both male and female, in the district are more, but the number of non- workers, especially female workers is high. The percentage of non-workers out of the total population is 95.07% and the percentage of female non-workers is 30.78%.

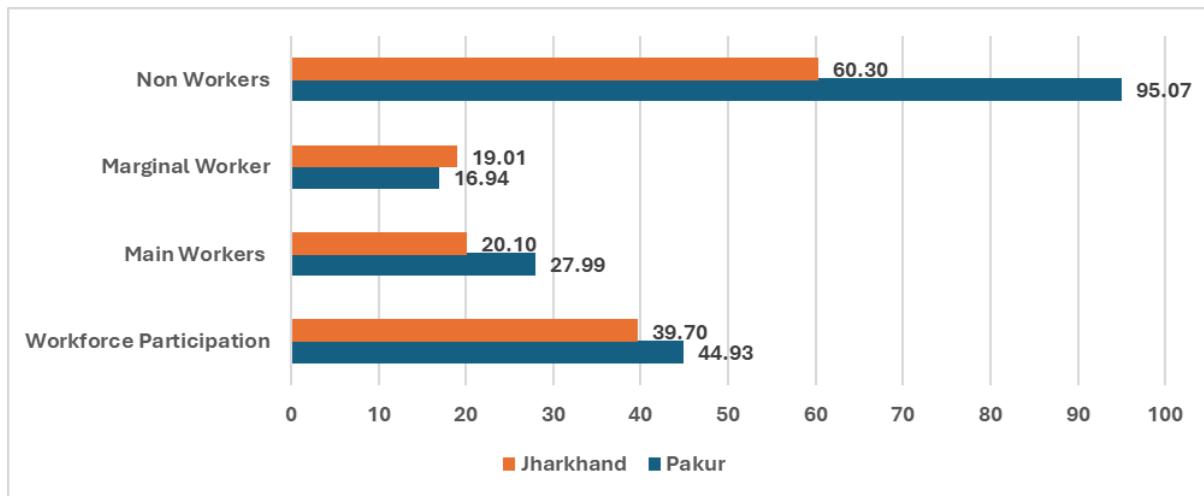
Figure 3.9 Female Participation in the Economy of Pakur district



Source: Census 2011

Female workforce participation in the district is less than the total workforce participation. The number of non-workers in the female category is also high. It is very important for the district to introduce a skilling initiative that would encompass the entire eligible workforce.

Figure 3.10 Workforce Participation (Pakur vs Jharkhand)



Source: Census 2011

The comparison created in the above graph depicts an average picture of Pakur district as it has performed better in all the four comparative categories. Though, the numbers shown above are average than the state, it is still noticeable that the number of non-workers in the district are high. They are mostly in the age group of 15-49 years, which is the target audience for any skilling/training agency, be it PMKVY or DDUGKY.

Youth who are currently pursuing education have evinced their interest in securing wage employment, while the youth within the NEET category have shown interest on both wage employment and self- employment. AGYW who are already married have keen interest on self-employment, as the social system enables them to engage in economic activity only within the community.

SHG Presence in the District

The SHG penetration detail in the district is given in the table below:

Table 3.11 SHG details of Pakur

S. No.	Block	SHGs Type				Total	Members
		New	Revived	Pre-Nrlm	Total		
1	Amrapara	687	3	56	746	9,859	
2	Hiranpur	934	3	11	948	12,160	
3	Littipara	1,373	25	75	1,473	18,013	
4	Maheshpur	2,468	86	12	2,566	31,924	

5	Pakur	2,410	25	27	2,462	31,042
6	Pakuria	1,250	78	26	1,354	16,885
Total		10924	9,122	220	207	9,549

Source: <https://nrlm.gov.in/>

Potential MSME of the District

As per report of Ministry of MSME Pakur district has got potential in cotton textiles, mineral based, engineering units, Electrical Machinery and Transport equipment etc.

Pakur district falls under 'Central and Northeastern Plateau' of agro-climatic zone. Agriculture is the predominant economic activity in the district and paddy is the major crop grown all over the district. About 80% of the district population earn livelihood from agriculture and provides raw materials to the small and village industries and also been supporting the allied sector. The district is divided into two geographical regions, one comprising Littipara block with old sedimentary soil deficient in nutrients and other like Maheshpura, Pakur, Hiranpur and Pakuria blocks which have fertile and alluvial soil. Foods processing based MSMEs have good potential at Pakur.

Training Programmes may be organized for unemployed & interested youths on repairing of Power Tillers / tractors and farm equipments. They may be provided escort services to set up repairing units at different block areas with bank loan under PMEGP etc. There is also good potential for setting up cold Storages.

Table 3.12 List of MSME industries in the Pakur district

Sl.	Industry	No. of Units
1	Agro Based	34
2	Cotton Textiles	374
3	Wood/wooden based furniture	10
4	Chemical/Chemical based	70
5	Mineral based	190
6	Engineering units	192
7	Electrical Machinery and Transport equipment	112
8	Others	264

Source: <http://dcmsme.gov.in>

CHAPTER IV

Major Findings

Chapter outline: The chapter captures the views of respondents and their family towards women work force participation and Adolescent Empowerment. The responses have been projected objective wise based on IDIs, KIIs and FGDs.

SECTION A: Women Workforce Participation

4.1 Introduction

India has made many commitments to address the skilling needs of the country, which is evident from the National Policy on Skill Development and Entrepreneurship, 2015 which calls for quality skill building opportunities particularly of its youth. Notwithstanding these commitments, unemployment remains high, particularly among the youths.

The transition into economic activity takes place for many during adolescence and for many, it is premature, seasonal and in unskilled occupation. In this chapter, we explore the economic activity profile of young women in the age group of 19 to 35 years. In particular the chapter focuses on their participation in economic activity and the kinds of occupation in which they are engaged, employment seeking and awareness of and access to facilities and programmes intended to support employment generation. The chapter also explores the career aspirations of young women and the extent to which livelihood skill building opportunities have been accessed, the extent to which the unmet need of skill training remains and the array of skills in which these young women seek training. The chapter also summarises young women activity status-in school/college, remunerated employment, participation in livelihood skill training program before joining employment.

Altogether 100 young women at the age group of 19-35 years were studied with the help of a structured In-depth interview schedule. The study area was Dumka and Pakur districts of Jharkhand. From both the district's 5-5 blocks were covered under the study and from each blocks the target groups were randomly selected from 2-2 Gram Panchayats respectively. Thus, from one block 10 women workforce were studied covering 5-5 from each Gram Panchayats of that block.

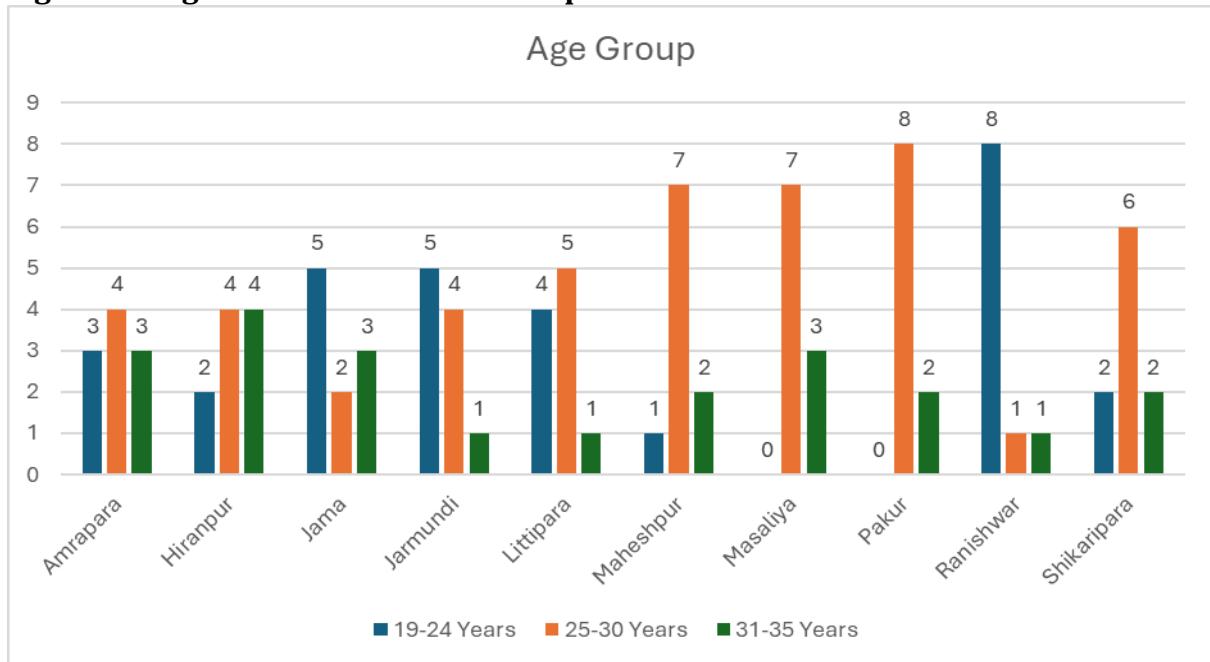
4.2 General Profile of the Respondent

In this section respondents' general profile has been discussed which includes age religion, caste, family type, marital status, family income, educational profile of the respondents. The respondent profile will help us to understand their social and economic condition.

4.2.1 Age wise classification of the respondent

Regarding the age group of respondents, it was found that the out of 100 interviewed women workforces, most of the respondents i.e. 48 were from the age group of 25 to 30 years. About 30 respondents belonged to the age group of 19 to 24 years. 22 interviewed respondents found were in the age group of 31-35 years.

Figure 4.1 Age wise distribution of respondent



4.2.2 Religion and Caste distribution of beneficiary

On categorizing the respondent's religion, it was found that 73 (72.3%) respondents belonged to Hindu religion, followed by 21 (20.8%) Muslim and 6 (5.9%) belongs to Christian. Respondents also reported about sarna religion but till date sarna religion is not listed in population census so all of them fall under Hindu religion.

Figure 4.2 Religion wise distribution of respondent

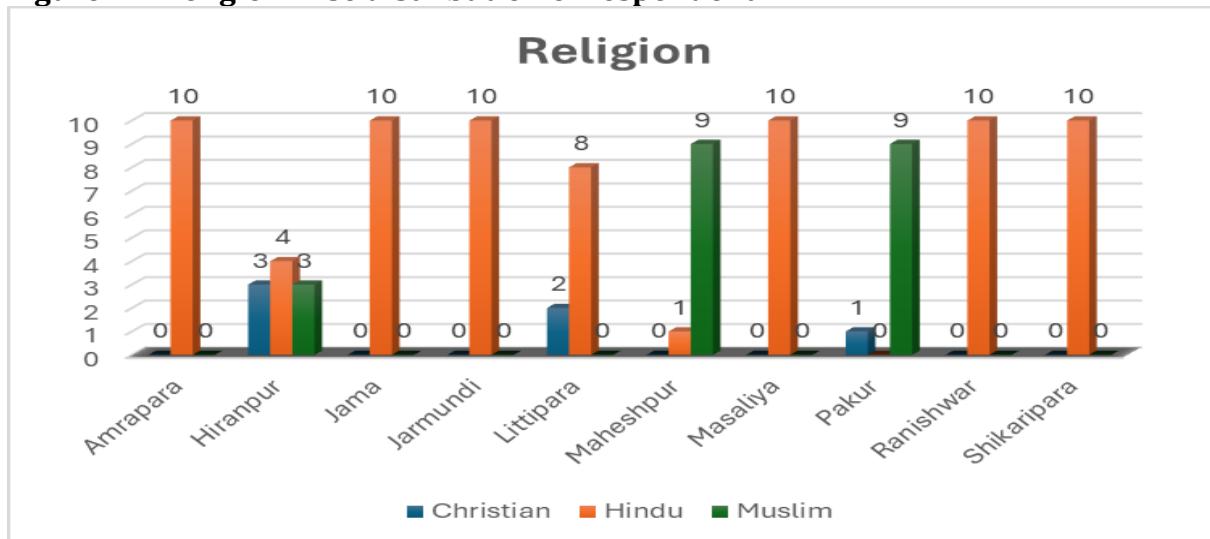
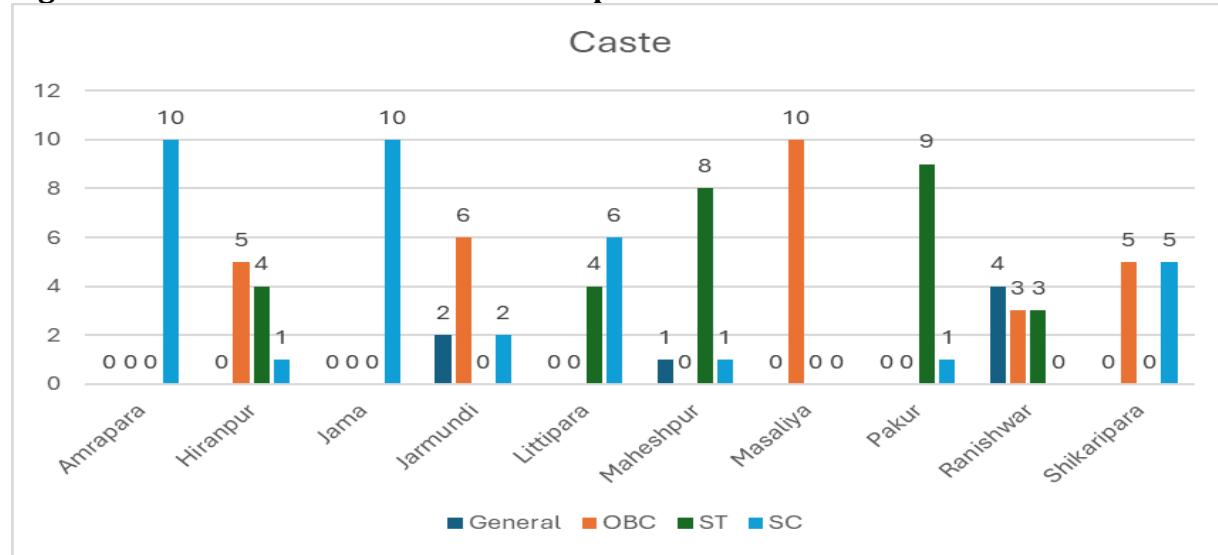


Figure 4.3 Caste wise distribution of respondent



Since both the districts fall under schedule area, hence schedule tribe population was found to be in majority. Categorization of respondents on the caste basis, it was found that majority 36 (35.6%) were from ST category, 29 (28.7%) from OBC, 28 (27.7%) from SC category and rest 7 (6.9%) from general category.

4.2.3 Family status of the respondent

Regarding the type of family of respondents, it was found that nearly 56.4% (57) respondent had Joint family and 42.6% (43) percent respondents were found to have nuclear family. Regarding marital status it was found that 82 (81.2%) respondents were married whereas 15 (14.9%) were unmarried. 1 respondent were found to be widow respectively.

Figure 4.4 Distribution of family

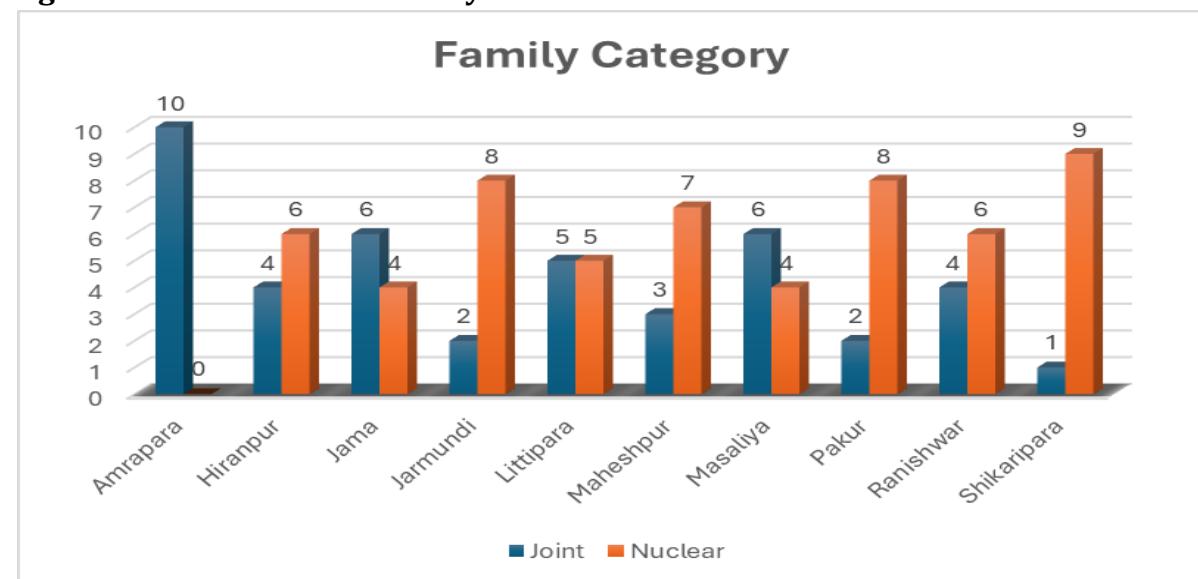


Figure 4.5 Marital status of the respondent

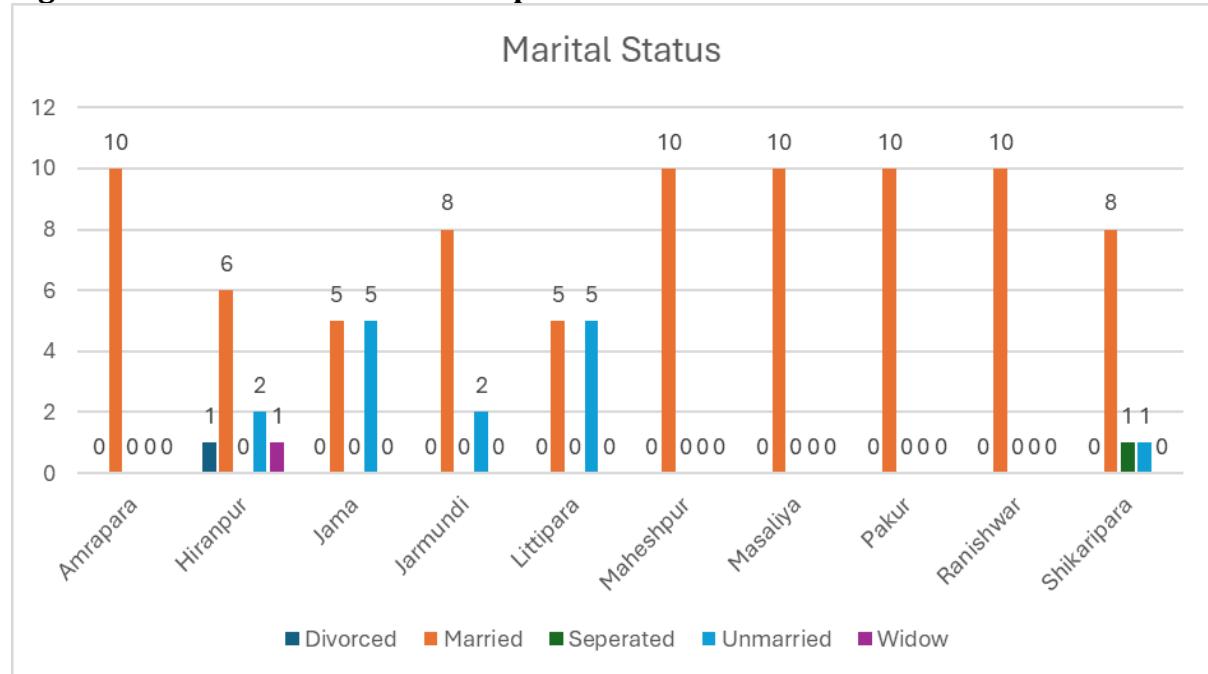


Table 4.1 Average monthly income of the respondent family

Block	10000-15000	5000-10000	<5000	>15000
Amrapara	7	1	0	2
Hiranpur	3	3	0	4
Jama	2	7	0	1
Jarmundi	2	7	0	1
Littipara	3	3	3	1
Maheshpur	1	8	0	1
Masaliya	0	1	9	0
Pakur	5	5	0	0
Ranishwar	3	5	0	2
Shikaripara	2	6	1	1
Total	28	46	13	13
	27.7%	45.5%	12.9%	12.9%

Regarding the respondent average monthly income, it was reported that majority of the respondent family 46 (45.5%) falls under the category of monthly income between 5000-10000, whereas 28 respondent family income is in between 10000-15000. Only 13 respondent family income is above 15000 per month. The 13-respondent family monthly income is very less i.e. below 5000 per months. This respondent family has to struggle a lot to earn their livelihood and is in a vulnerable situation.

Figure 4.6 Average Monthly Income of respondents.

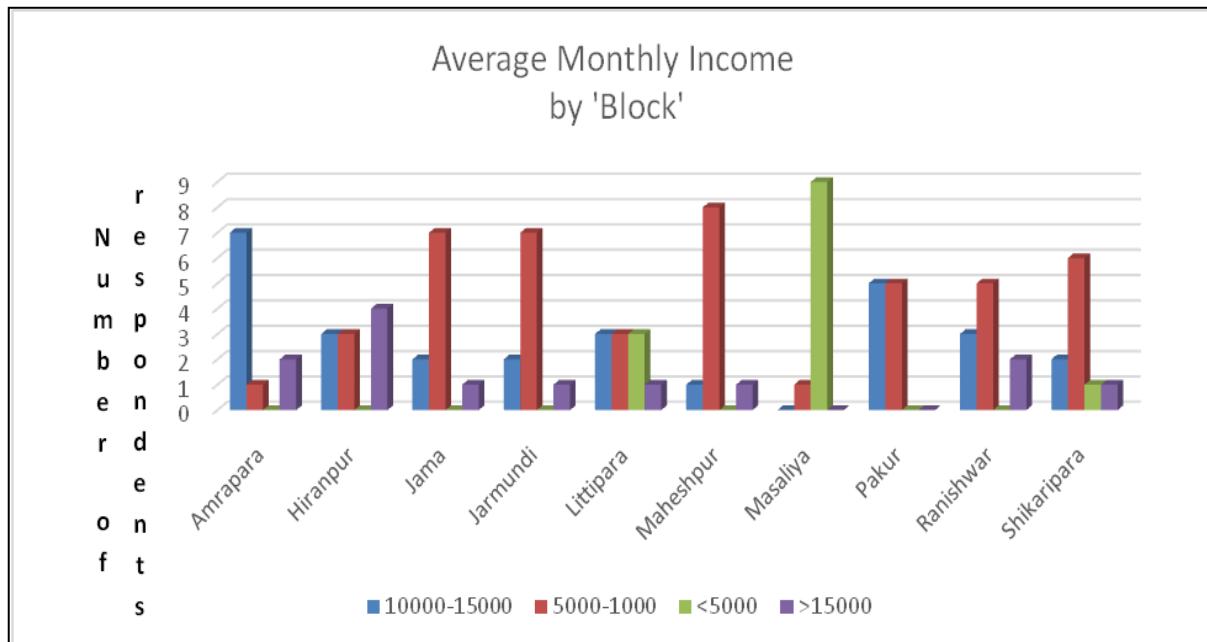
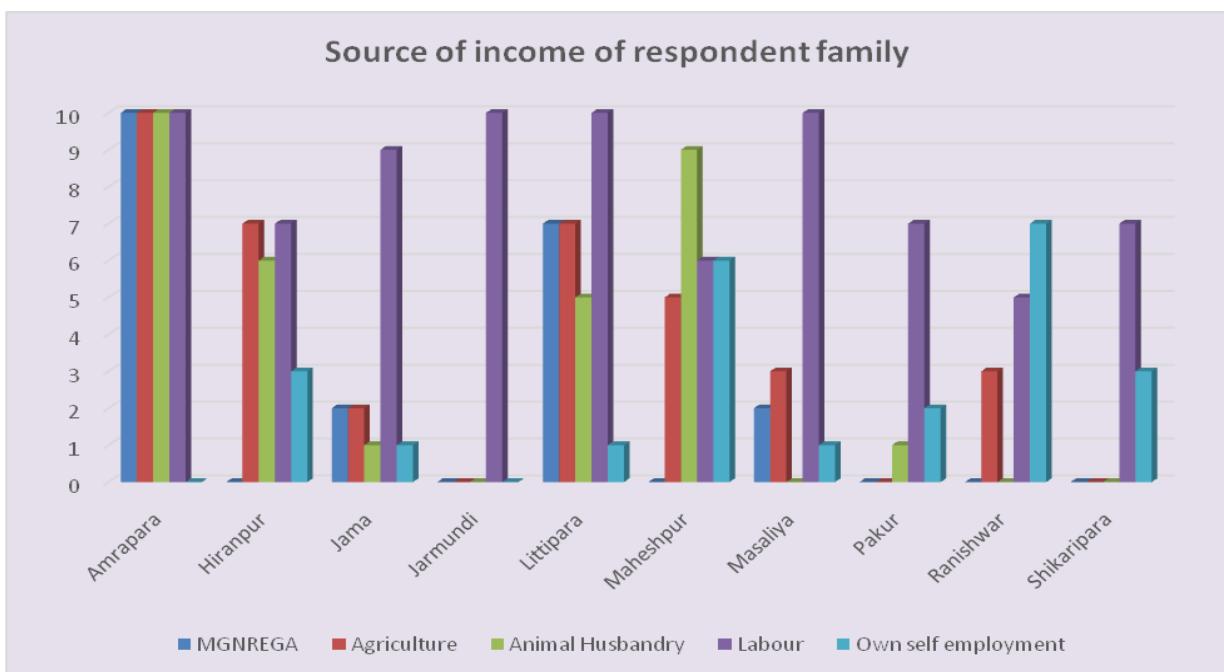
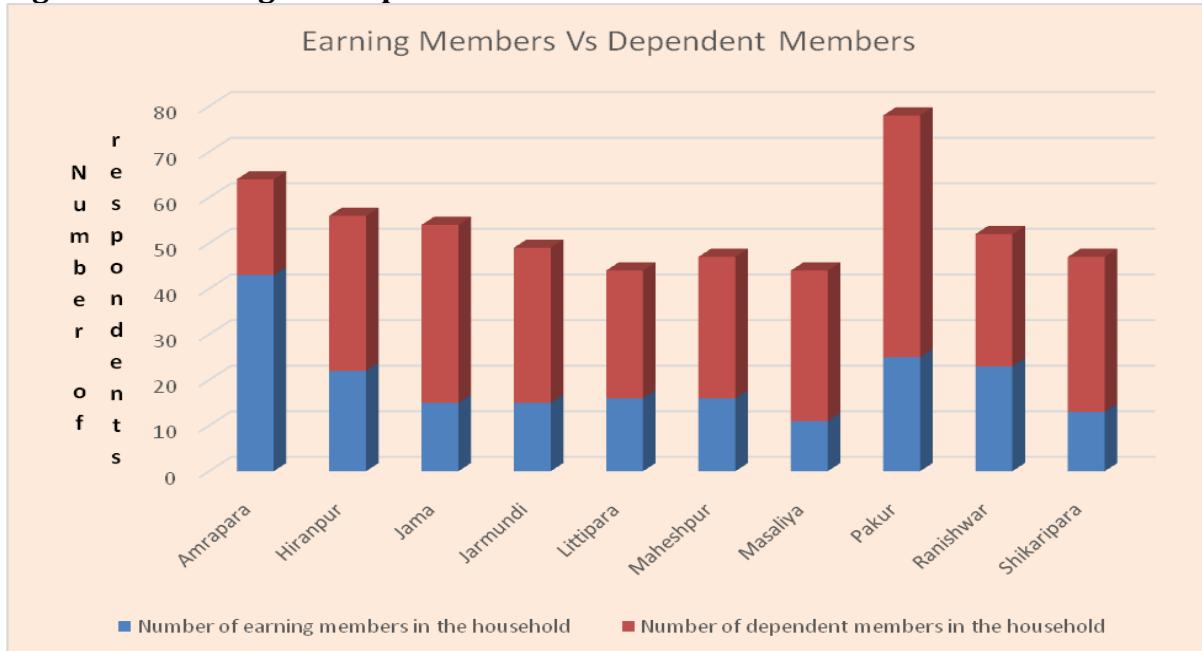


Figure 4.7 Sources of Income in the family



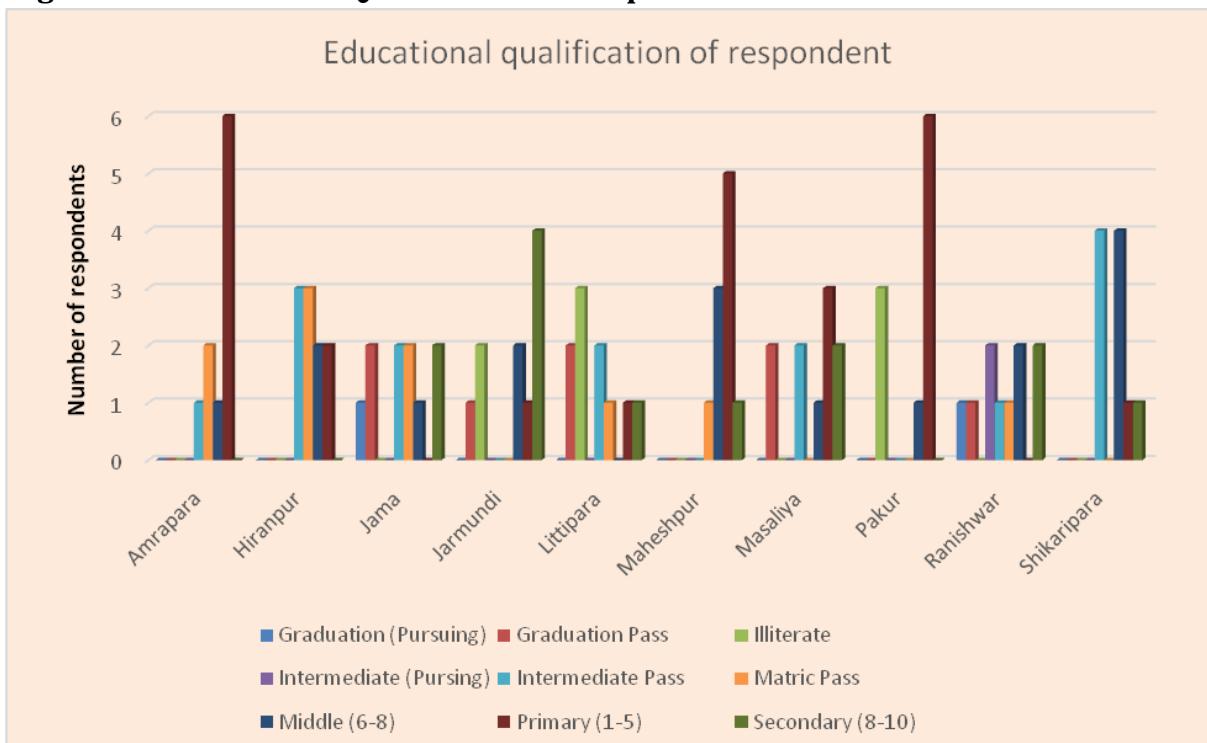
Casual laborer in agricultural field or construction work was found to be major source of income in the household followed by agriculture practice. Animal rearing/husbandry was secondary or the second source of livelihood in the families. The figure depicts that a respondent family earn their livelihood from more than two-three source

Figure 4.8 Earning and dependent members



In 100 captured interviews, it was found that dependent members (337) in the family were double than the earning member (199). This also highlights large family size. Large family size also has effect on poverty health and expenses on health services.

Figure 4.9 Educational Qualification of respondents



The representation above clearly reflects that education is not a priority of households. Out of 100 interviewed, 25 completed their primary education and 17 out of this completed middle school remain suited for semiskilled job training. Among the rest, 10

have completed high school (matriculation) followed by 15 intermediates. 8 respondents were found to be graduates and 2 are pursuing graduation.

Objective 1: Views of parents towards skilling girls in any kind of trade which makes them self reliant.

Out of 100 respondents interviewed through IDIs, 69 respondents were found to be non-working and 31 were engaged in work.

Figure 4.10 Employment Status

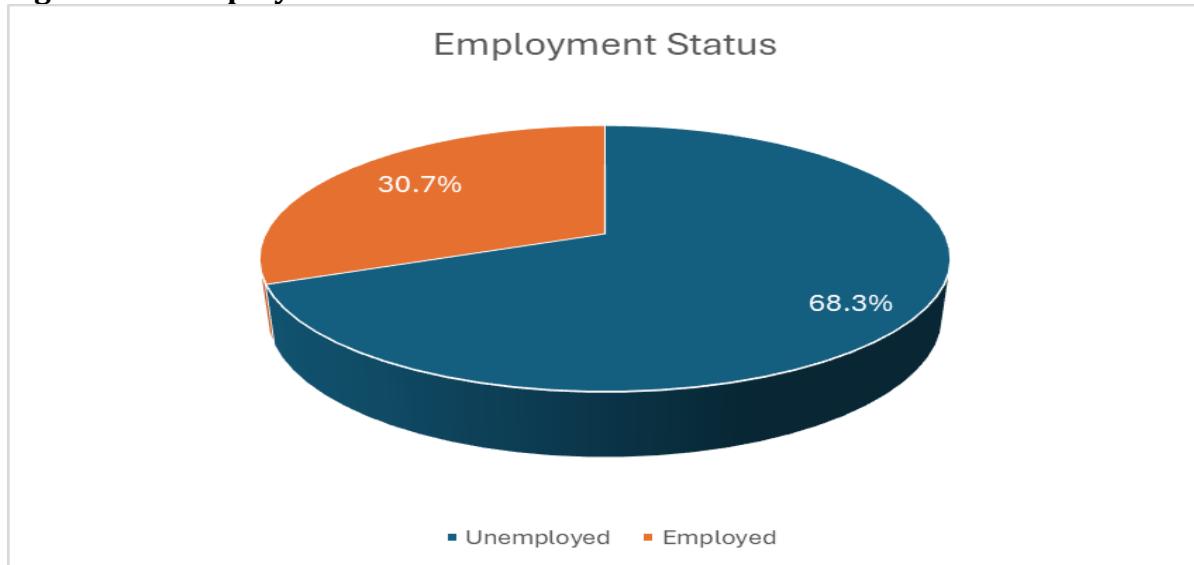


Table 4.2 Working hours of part time worker

Block	Average Hours/Day	Number of Respondent
Hiranpur	3.50	6
Maheshpur	3.56	9
Pakur	8.00	1
Ranishwar	2.00	1
Total	3.71	17

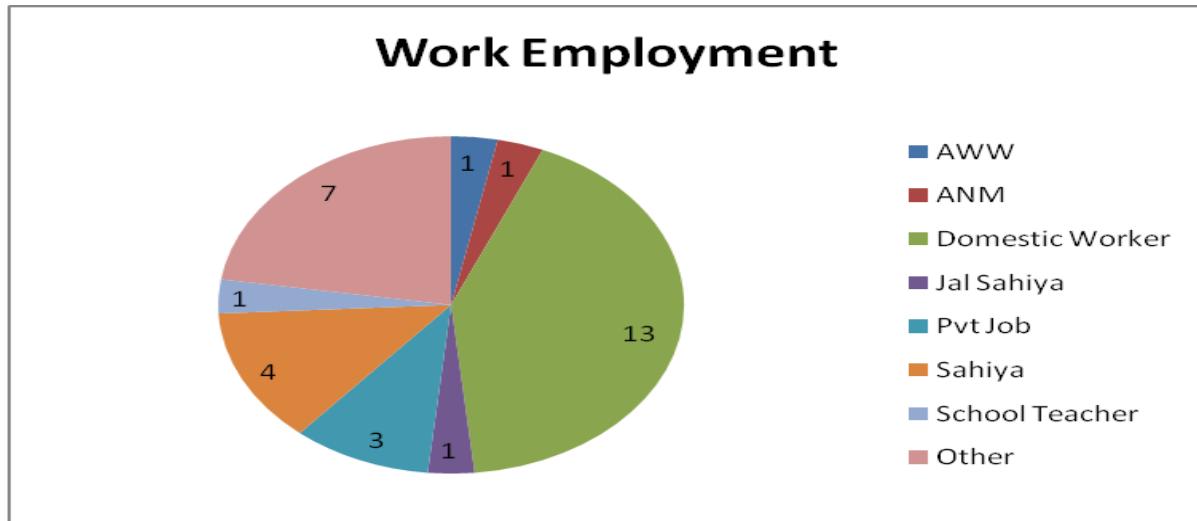
Among 31 working respondent, 14 were engaged in full time job whereas, 17 are doing part time job. The part time job doing respondents were mainly from Hiranpur, Maheshpur, Pakur and Ranishwar block. These average time they devoted in part time work was around 4 Hours a day.

Out of 69 aspirant women towards employment, 60 women said that their parents/spouse are willing to allow them for skill training program to meet their career aspirations. Getting skill training outside their native place, 48 respondents said that their parents/spouse will allow them to take skill training outside their native place and 12 said they won't get permission to take up skill training outside their native place. Hence, the response of young women towards the trust they have on their guardian was also observed.

Objective 2: Observe the employment scenario/trend in district: whether the young women are willing to go outside district or state for work purpose.

The job role employment of respondents reveals that a majority of 13 respondents out of 31, worked as domestic workers in other households. There was 1 Aaganwadi worker, 1 schoolteacher, 1 ANM, 4 Jal Sahiya, 3 in private job.

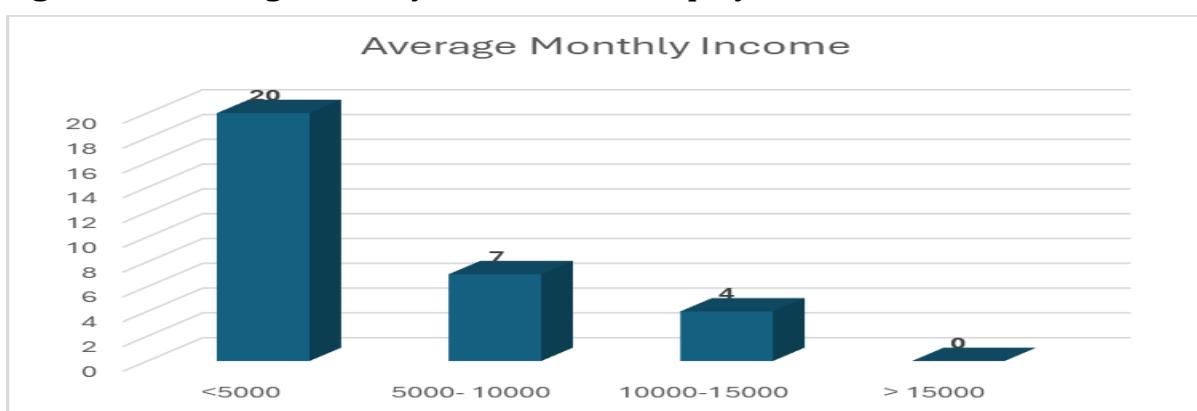
Figure 4.11 Job Role employment



Out of total 31 working respondents, 12 reported that they are working for more than 5 years. 11 reported that they have been working for around 1-2 years. 5 reported working for more than 3 years and 3 reported that they have been working for less than 1 year. Most of the respondents are working in and around their village and block. Few said that they go to work in another block but within the district. One respondent works in Tamil Nadu in textile industry.

The share of domestic work is higher in comparison to other jobs. This also reflects that the community is unaware of various avenues of employment and access to skill job training also seemed limited.

Figure 4.12 Average Monthly Income of the employed women



The average monthly income of working respondents reveals that 20 respondents earned less than 5000 in a month followed by 7 who earned between 5000-10000 and only 4 respondents have monthly income above Rs. 10000. Low payment in their respective job profile also reflects that the women are unaware of the minimum daily wages prevalent in the state.

Figure 4.13 Skill training received by employed women



Out of 31 working young women, 12 working young women received skill training. 9 respondents have got training under the government skill training programme and 3 have received it from the private sector. ***The ANM respondent received ANM training from a private institute and paid Rs 30000/- for 2 years course.*** After much provocation, the respondents answered that access to skill training offered by the government is a challenge. Travelling to training centers that are too residential training is a challenge. Many a times parents don't allow it due to distance. Arrangement of transport for the girls and women for skill training can be a positive factor for increasing participation. Regarding information about job opportunities, the personal references worked.

There were 13 women engaged in domestic work and 3 in private company, expressed their views on gender equality and expectation from their families towards skilling girls:

- Women should know their rights and entitlement.
- During the skill training, sessions should be on life skill education and women related laws also.
- Families should encourage girls and women to engage in skill training for self-employment as well as general employment.
- Skill training centers should be accessible to girls/women or transport facility should be there. Local dialect should be used in training.
- Self-employment should be encouraged.

Response towards Change in personality of working women

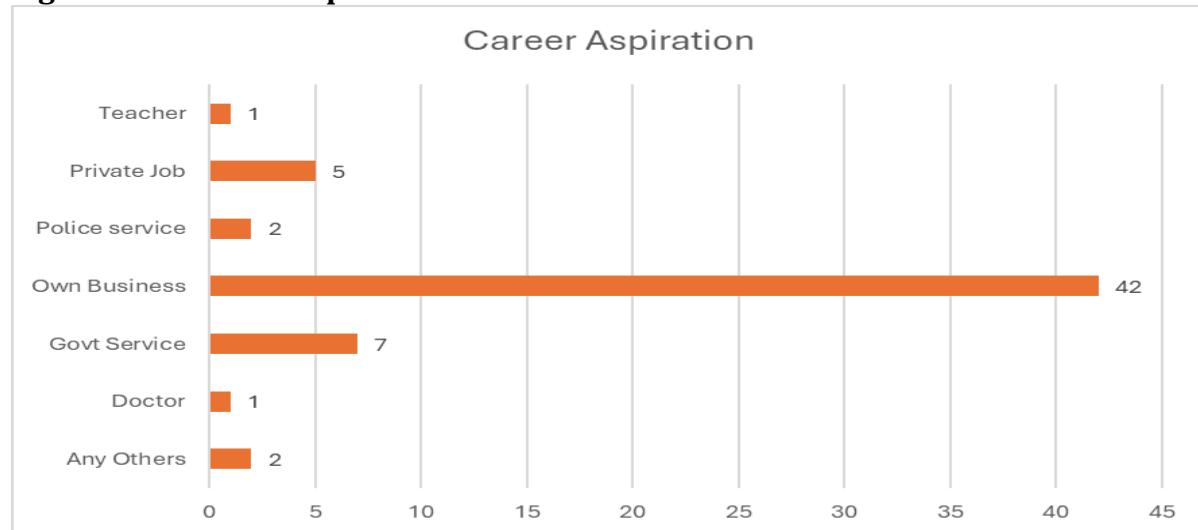
Though the working respondents were majorly engaged as domestic household workers but due to earned money, they felt empowered. According to working women, money brings change in attitude of family members also. In some households, their contribution earned respect and say in decision making. The domestic workers shared that if accessibility to skill training is easy, they would prefer to be self-employed. The four respondents who are engaged in private jobs mentioned that working in office has changed their personality and their engagement with larger community has made them self-reliant and empowered towards rights and entitlement.

The single respondents who were Jal Sahiya, Sahiya and Anganwadi worker also shared their views on women being employed. Their engagement in their respective roles has enhanced their knowledge in their respective roles.

Responses of Aspirant Women towards employment

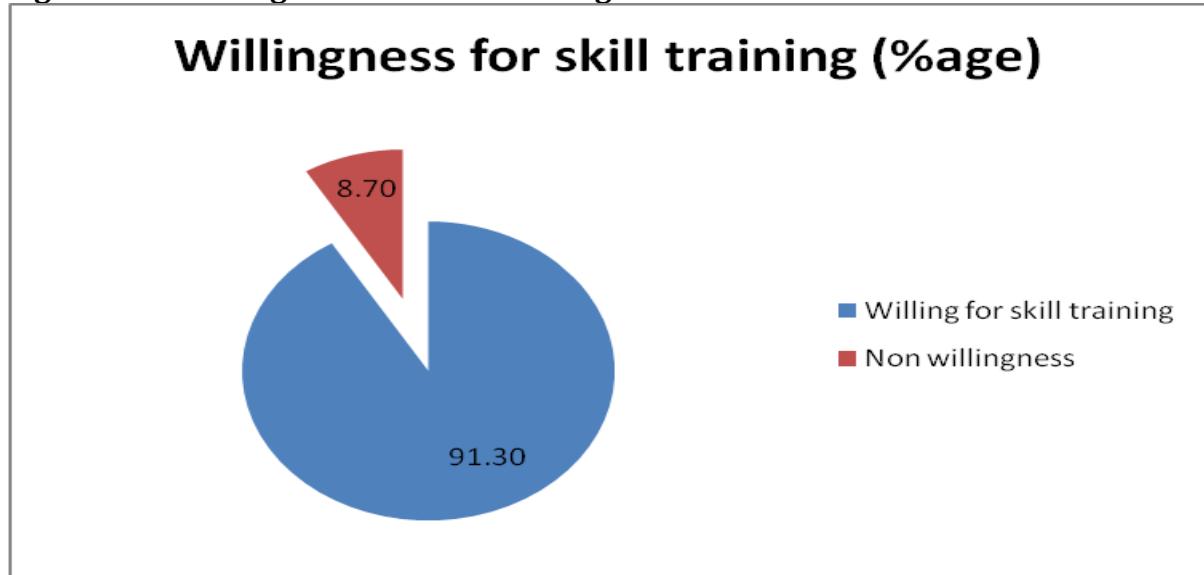
Out of 100 interviewed women, 69 respondents were unemployed. These respondents have the aspirations to be employed. Questions aimed at capturing responses of young women who had at least completed their secondary education and wanted to earn and contribute to their family income.

Figure 4.14 Career Aspirations of women



60 said that they want to pursue a career in their life. 9 didn't show much interest in getting employed. On asking, what are their career aspiration, 42 respondents said that they want to do their own business related to animal husbandry, tailoring and beauty related, 7 said that they want to do government job, 5 want to do private jobs wrt computer related office work, 1 wants to become teacher, 2 want to go in police service. ***In the women work force development, maximum respondents were married hence they preferred own business/self-employment.***

Figure 4.15 Willing towards skill training



Regarding pursuing the skill training for meeting their career aspirations, 63 showed interest in skill training. There were 3 respondents who have denied getting employed but shown interest in skill training. It was found that 17 respondents have enrolled in skill training with a government skill training program/private training agency. *The women enrolled in government skill training program were found to be registered under TEJASWINI project of Jharkhand Women Development Society under apparel designing and also agriculture and allied services.*

Table 4.3 Category wise willingness for skill Training

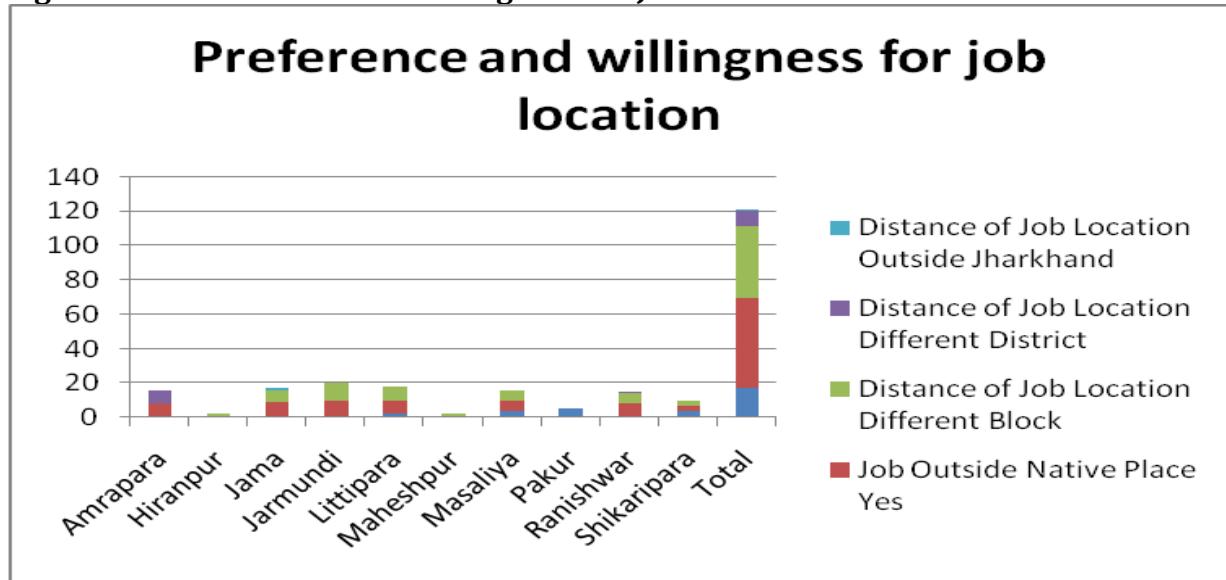
Caste	No	Yes
General	0	7
	0.0%	7.0%
OBC	1	22
	1.0%	22.0%
SC	5	6
	5.0%	6.0%
ST	0	27
	0.0%	27.0%
Total	6	62
	6.0%	62.0%

A significant majority of the respondents (62 out of 68, or 91.2%) expressed an interest in pursuing skill training. Only a small minority (6 out of 68, or 8.8%) indicated that they would not pursue skill training. Caste wise analysis is revealed below:

- General Caste: All respondents (7 out of 7) are interested in pursuing skill training.
- OBC: A high percentage (95.7%) are interested in skill training, with only 1 respondent not interested.

- SC: There is a relatively balanced interest with 54.5% showing interest and 45.5% not interested in skill training.
- ST: All respondents (27 out of 27) are interested in pursuing skill training.

Figure 4.16 Preference and willingness for Job location



On doing job outside the native place, 52 said that if they get job outside their native place, they will join and they will convince their parents allowing to join the job. Regarding the place of job location, 42 said that they are comfortable doing jobs in different block, 9 said that can go for work to other districts in Jharkhand and 1 respondent said she is ready to relocate to other state too.

Table 4.4 Category wise preferred location for skill training/employment

Caste	Different Block	Different District	Outside Jharkhand
General	5	1	0
	5.0%	1.0%	0.0%
OBC	16	0	0
	16.0%	0.0%	0.0%
SC	4	0	0
	4.0%	0.0%	0.0%
ST	16	8	1
	16.0%	8.0%	1.0%
Total	41	9	1
	41.0%	9.0%	1.0%

Most General caste respondents are willing to move to a different block for skill training/employment, with a small percentage willing to move to a different district and none willing to go outside Jharkhand.

All willing OBC respondents prefer to stay within a different block, with no willingness shown to move to a different district or outside Jharkhand.

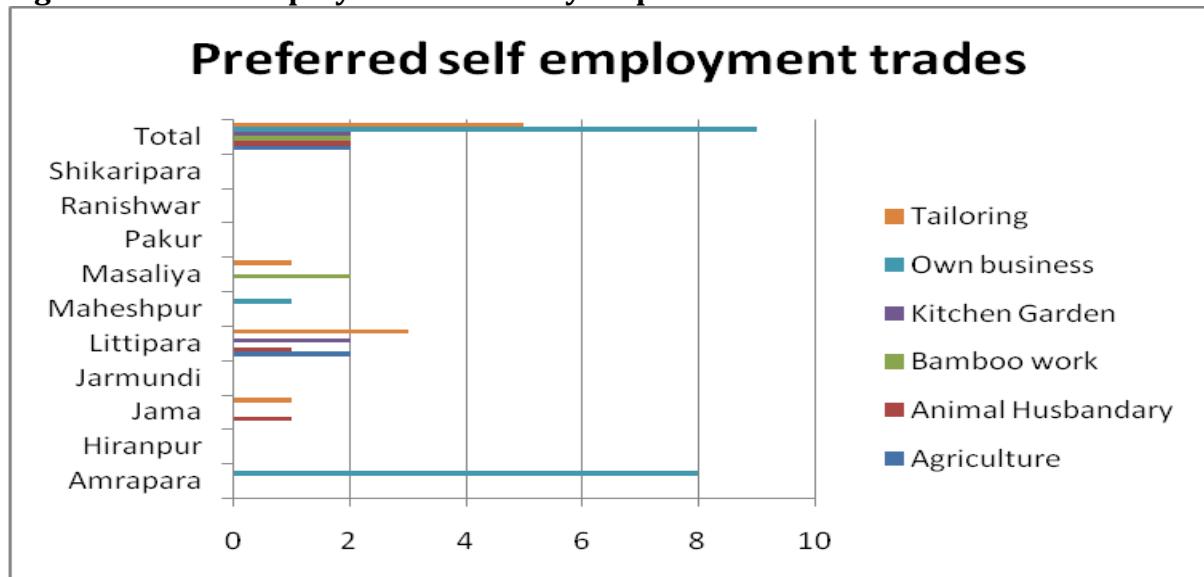
SC respondents show a willingness to move to a different block only, similar to the OBC respondents, with no inclination to move to a different district or outside Jharkhand.

ST respondents are more willing to move compared to other castes. They show a notable willingness to move to different blocks and districts, with a small percentage willing to go outside Jharkhand.

Most respondents, irrespective of caste, prefer staying within the same block for skill training/employment. There is a low willingness to move to a different district, with the ST caste being the exception, showing some willingness to move to different districts. The willingness to move outside Jharkhand is extremely low across all castes, with only 1 respondent from the ST caste showing such willingness.

Objective 3: Observe the priority of girls and women wrt trade in which they are willing to take skill training

Figure 4.17 Self Employment Trades by respondents



Out of 31 respondents, 22 have also reported their interest in Self Employment Activities. The respondent has shown interest in agriculture, animal husbandry, bamboo work, own business, tailoring, kitchen garden. Responses from Hiranpur, Jarmundi, Pakur, Ranishwar and Shikaripara were nil. The women were found to be uninformed about skill training avenues and it could be felt that the access to training or information is limited. Nine (9) respondents said they wanted to do their own business but were not able to articulate their interest in any trade.

Table 4.5 Community wise preference of self-employment trade

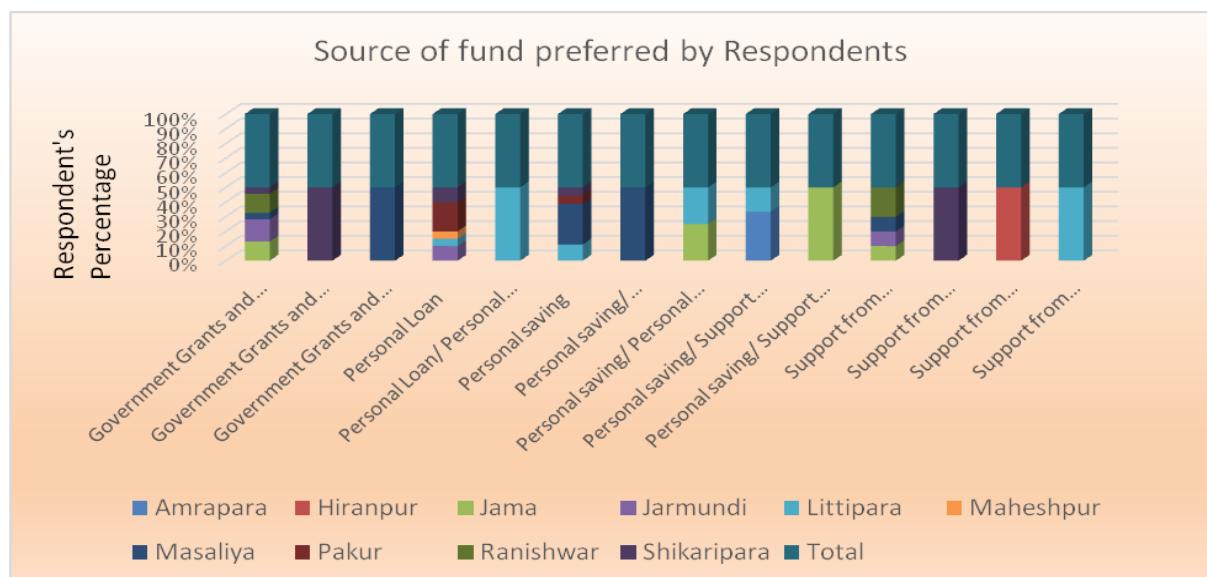
Caste	Agriculture	Animal Husbandry	Bamboo work	Kitchen Garden	Own business	Tailoring
General	0	0	0	0	1	0
	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%
OBC	0	0	2	0	0	1

	0.0%	0.0%	2.0%	0.0%	0.0%	1.0%
SC	0	0	0	1	0	2
	0.0%	0.0%	0.0%	1.0%	0.0%	2.0%
ST	2	2	0	1	8	2
	2.0%	2.0%	0.0%	1.0%	8.0%	2.0%
Total	2	2	2	2	9	5
	2.0%	2.0%	2.0%	2.0%	9.0%	5.0%

The above table shows that ST category has diverse interests compared to other castes. ST group shows a broader range of interests across multiple trades including Agriculture, Animal Husbandry, Kitchen Garden, Own Business, and Tailoring.

Except for the ST group, there is a complete lack of interest in Agriculture and Animal Husbandry among General, OBC, and SC groups. SC category have small interest in Kitchen Garden (1%) and Tailoring (2%). OBC category have some interest in Bamboo work (2%) and Tailoring (1%).

Figure 4.18 Response towards sources of fund for self employment trades

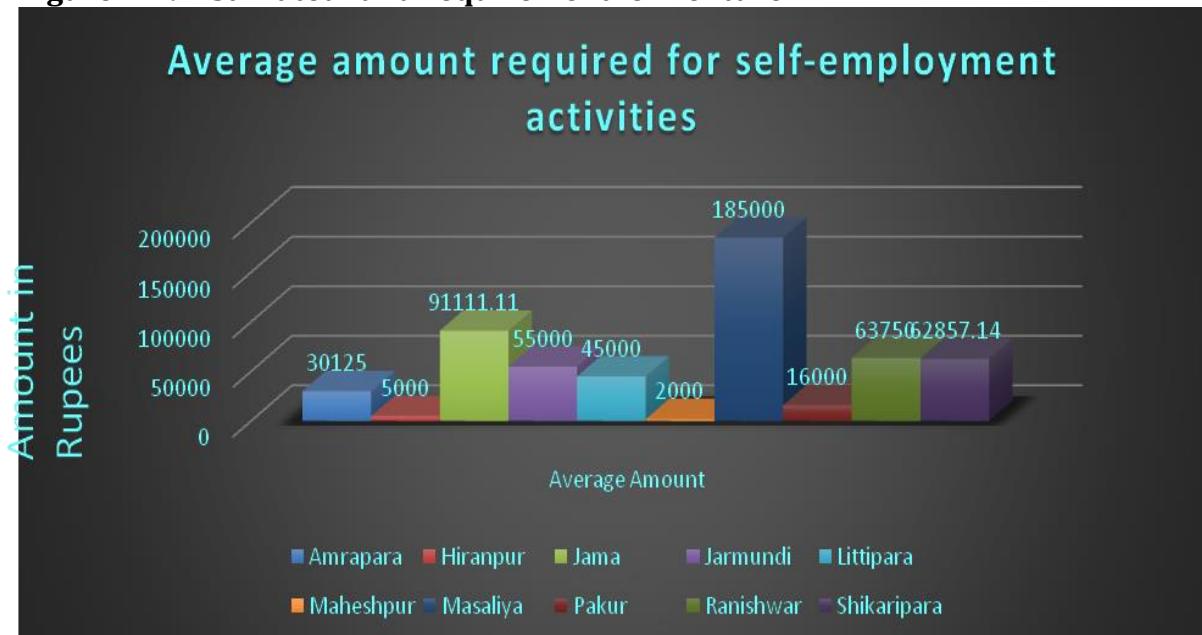


The figure above highlights the responses of young women who have interest in starting their own venture. Arranging funds is a major issue for ventures. 23 aspirants wished to link their venture with government grants, followed by 12 who preferred taking support from family and friends and 10 respondents had personal savings. It was overwhelming to see the women articulating to fund their venture.

It was noted that if the women are given access to proper skill training and entrepreneurship development training, they will be able to enhance their economic condition.

The aspirants need to be informed about the various financial support launched by government through low interest loans and subsidies.

Figure 4.19 Estimated fund requirement for venture



On asking the respondent regarding the amount required to start the self-employment activities, respondent reported varied amount for varied self-employment activities. The total average amount reported was approx. Rs.71000.

Objective 4: Understand the views of girls and women wrt entrepreneurship or wage employment.

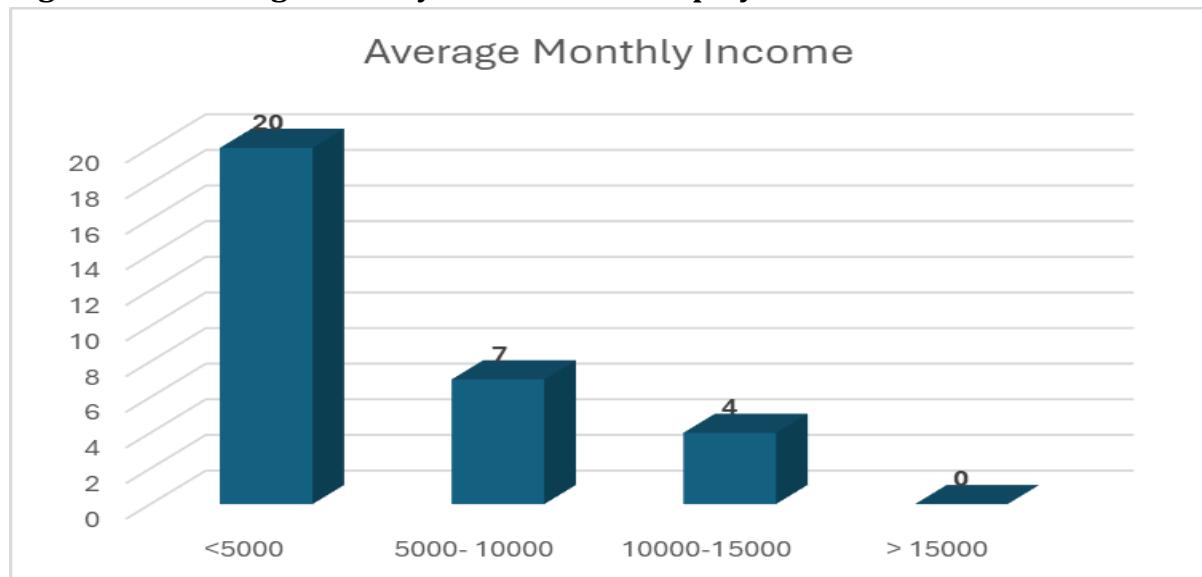
This response was qualitatively sought through the IDIs. It was observed that the age group for women work force was 18 to 35 years which comprised more married women in the age group of 21 to 35 years. Women were found to be working as well as aspirant to become a working individual, but wage employment mostly was preferred by unmarried individuals as they could explore trades through skill training and was willing to move from their native places. Married women on the other hand preferred entrepreneurship. This was majorly as their movement was more controlled by family and customs. Secondly, all married women were found to be member of SHGs hence for them starting self-venture through SHG loan was easy. Self-venture also allowed them to manage their household chores and children in specific.

Objective 5: Capture the views of adolescent girls and young women towards their skill development and willingness to work for financial empowerment

As mentioned in the above finding, out of 100 respondents, 69 were unemployed but aspiring to work whereas 31 were engaged in employment activities. 13 respondents

were domestic workers, and few engaged as sahiya, jal sahiya and anganwari worker and 3 were doing private jobs.

Figure 4.20 Average Monthly income of the employed women



The average monthly income of working respondents reveals that 20 respondents earned less than 5000 in a month followed by 7 who earned between 5000-10000 and only 4 respondents have monthly income above Rs. 10000. Despite low wages, the respondents were found to be confident and accepted that work has changed their personality.

According to working women, money brings change in attitude of family members also. In some households, their contribution earned respect and say in decision making. The domestic workers shared that if accessibility to skill training is easy, they would prefer to be self-employed. The four respondents who are engaged in private job mentioned that working in office has changed their personality and their engagement with larger community has made them self-reliant and empowered towards rights and entitlement.

The single respondents who were jal sahiya, sahiya and anganwadi worker also shared their views on women being employed. Their engagement in their respective roles has

Suggestions for the parent departments:

- The departments should focus training more on communication skills in local dialect.
- More regular subject trainings should be organized.
- Exposure visit to other states should be organized which will enhance knowledge and other skills. Observing work in other states also is a rich learning.

Objective 6: Capture the existing market of trends in trade for young woman in the age group of 18 to 35 years.

To capture the existing market trends in trade for women and also the preference of trade of women, key informant interview tool was used to capture the response of District Skill Development officer, representative of Employers and Skill training agency.

1: Mr. Ramesh Prasad Singh, the district skill officer of Pakur district and additional charge of Dumka district. The opinion and views of DSO was documented on the following aspects viz. current skill development initiatives, challenges and barriers, collaboration and stakeholder engagement, assessment and evaluation, future direction an innovation.

Highlights of KII:

There are various skill development schemes executed in both the districts under Jharkhand Skill Development Mission namely:

- Saksham Jharkhand Kaushal Vikas Yojana (SJKVY): aims to provide wage/self-employment linked skill training which is compliant with National Skill Qualification Framework (NSQF). The goal is to provide industry validated and market relevant skill training. In Dumka 2 centres and in Pakur 1 centre is operating.
- Mega Skill Centre: through PPP mode as centre of excellence in 10 districts including Dumka
- DDUGKVY: through JSLPS this scheme is operating to train the youths in Automotive, capital goods, electronics & electrical, apparel, food processing, tourism and hospitality etc. Two centres are operating in Dumka.

Current skill development initiatives

- Regarding the market research survey on trade demand within the district, the DSO explained that typically, trades are identified based on candidates' comfort levels and their ease of access, considering their educational backgrounds.
- In terms of ongoing skill development initiatives within the district, the DSO noted the existence of various programs. They highlighted the presence of Skill Development Centres under the Jharkhand Skill Development Mission (JSDM), where candidates receive training in trades such as Self-Employed Tailoring, Sewing Machine Operations, and General Duty Assistance. Additionally, regular district-level job fairs are organized, accompanied by awareness programs aimed at registering candidates with the district employment exchange.

- When asked about specific skill development initiatives for female candidates, it was mentioned that certain courses like Self-Employed Tailoring and Sewing Machine Operation are tailored primarily for girls. In districts like Pakur and Dumka, where educational standards are lacking and economic conditions are challenging, girls and women face limited opportunities despite their interest. For instance, bamboo crafts and timber products are areas of interest for many villagers, but due to issues with market linkage and scalability, these trades have not been implemented as desired.
- Parents' preference regarding training location is influenced by tribal culture, which typically discourages families from sending girl candidates outside their villages. Consequently, they tend to favour non-residential training options. Although most of our programs are residential, these cultural considerations often result in candidates returning to their families.

Recommended trade for Adolescent and young women: District Level Market Assessment Study by PWC in the year 2020-2021 for Tejaswini Project.

Sector	Sub sector	District
Food Processing	Jam Jelly Ketchup processing technician Packing Machine Worker Pickle Making Technician Baking	Dumka
Tourism and Hospitality	Food and Beverage service trainee House Keeping Food and Beverage Production (Trainee Chef) Steward	Dumka
Information Technology	Data entry operator Business Correspondent Life Insurance Agent	Pakur
Community workers	E-Sewikas@Pragya Centers Counsellors	Pakur and Dumka
Sericulture	Tussar Weaver Silkworm seed producer Sericulturist	Dumka
Handicraft	Bamboo basket maker Agarbatti Maker/Packer	Pakur and Dumka
Health	Frontline Health workers Nursing Blood bank technician	Dumka
Medicinal Plant Grower	Nurseries	Pakur

4.3 Focus Group Discussion Highlight

Opinion/Views Related to Women Workforce.

The opinion/views of group members regarding women workforce were captured and documented on following aspects: employment opportunities available for women in your Panchayat, Skill training opportunities, migration, common challenges faced by women in accessing and sustaining employment, suggestion for empowering women in workforce.

Employment opportunities available for women in your Panchayat

- Opportunities are scarce in our panchayat. Even within the MNREGA program, the available work tends to be male-dominated and unsuitable for women. Some of us are involved in agricultural activities, but the prevalent water crisis limits our scope. In certain villages, women are primarily engaged in domestic work, cleaning services, and daily wage labor.

Skill training opportunities for women in your Panchayat

- Women and girls have received minimal training, primarily focused on making agarbatti, but these sessions were of short duration. The training has not been organized systematically, and the sessions conducted thus far have not yielded fruitful results.

Migration

- There is some female migration for work, but the numbers are relatively low.
- Women typically travel to Burdwan in West Bengal to work in agricultural fields. Some also migrate to southern states like Kerala and Tamil Nadu.
- Women do not notify the Gram Panchayat (GP) or the block office before departing for employment in other areas. They make the decision independently.
- When females migrate, they stay in contact with local agents of the destination state or area. Occasionally, they seek assistance from women who have previously worked there and gather information from them.

Challenges faced by women in accessing and sustaining employment.

The primary challenges encountered by women in accessing and maintaining employment include:

- Insufficient education levels, primarily due to poverty.
- Workplace targeting of women, leading to various forms of mistreatment and rights violations, instilling fear in them about seeking employment.

- Limited awareness of skill development initiatives among women, resulting in a lack of necessary skills for sustained employment. Building a skilled workforce is crucial for employment sustainability.
- Sociocultural constraints within tribal communities that confine women to traditional roles, such as household activities, and hinder their ability to pursue alternative employment. Balancing work and family responsibilities often leads to significant mental stress, impacting job sustainability.
- Lack of community support and inadequate coordination among women's groups, leaving women feeling unsupported and underrepresented.

Suggestion for women workforce empowerment

- Women are eager to work but the lack of infrastructure and support mechanisms has hindered their ability to do so. The support and resources needed include:
- Women require appropriate guidance and mentorship. Due to low levels of education, they are unaware of suitable local employment opportunities.
- Training and educational support can enhance the skills and capacity-building of women in the community, thereby improving quality and productivity.
- Women need coordination with government agencies and NGOs to increase outreach and involve more women in the workforce. These organizations can provide essential mental support.
- Many women aspire to pursue self-employment, but the lack of financial assistance prevents them from venturing into new enterprises. Government schemes and subsidies are insufficient, highlighting the need for increased financial support to enable women to participate in the workforce.

SECTION B: Adolescent Girl Empowerment

4.4 Introduction

This section elaborates the findings based on the survey administered on Adolescent Girls. The questionnaire focused on response of girls towards their wellbeing in terms of education, health, personal hygiene, career aspirations, and their communication comfort level with their family and the challenges which they feel restrict the girls for aspiring good life. Altogether 100 adolescent girls in the age group of 14-18 years were studied with the help of a structured In-depth interview schedule. In each district 5 blocks were covered with 2-gram panchayats in each block. 10 adolescent girls from each GP were targeted as primary respondent. Before starting the interview with the adolescent, consent was taken from her in presence of guardian.

Adolescent girl empowerment programs in India are crucial for several interconnected reasons:

- **Gender Equality:** These programs help to address deep-rooted gender inequalities by providing girls with the skills, knowledge, and opportunities needed to compete on an equal footing with boys. In many parts of India, girls face discrimination in education, health, and employment.
- **Education and Skill Development:** Empowerment programs often focus on improving educational outcomes and providing vocational training. This is critical as educated and skilled girls are more likely to secure better jobs, contribute to economic growth, and lead independent lives.
- **Health and Well-being:** Adolescent girls in India often face challenges related to health, including malnutrition, lack of menstrual hygiene management, and limited access to reproductive health services. Empowerment programs can provide health education and services, improving overall well-being and reducing the risk of early pregnancies and health complications.
- **Reducing Child Marriage:** Child marriage remains a significant issue in India. Empowerment programs educate girls and their communities about the legal and health ramifications of early marriage and provide alternatives through education and vocational training.
- **Economic Growth:** Empowering adolescent girls contributes to economic development. Educated and healthy girls are more likely to participate in the workforce, start businesses, and contribute to the economy, leading to broader economic benefits.
- **Social Change and Leadership:** These programs can cultivate leadership skills and self-confidence, encouraging girls to participate in community decision-making processes and advocacy, leading to broader social change.
- **Preventing Violence and Exploitation:** Empowerment programs can provide girls with the knowledge and resources to protect themselves from various forms of violence and exploitation, including human trafficking, sexual abuse, and domestic violence.
- **Creating a Supportive Environment:** By involving communities and families, these programs can foster a supportive environment for girls to thrive. Changing attitudes and norms regarding the value and role of girls can lead to sustainable and long-term societal changes.

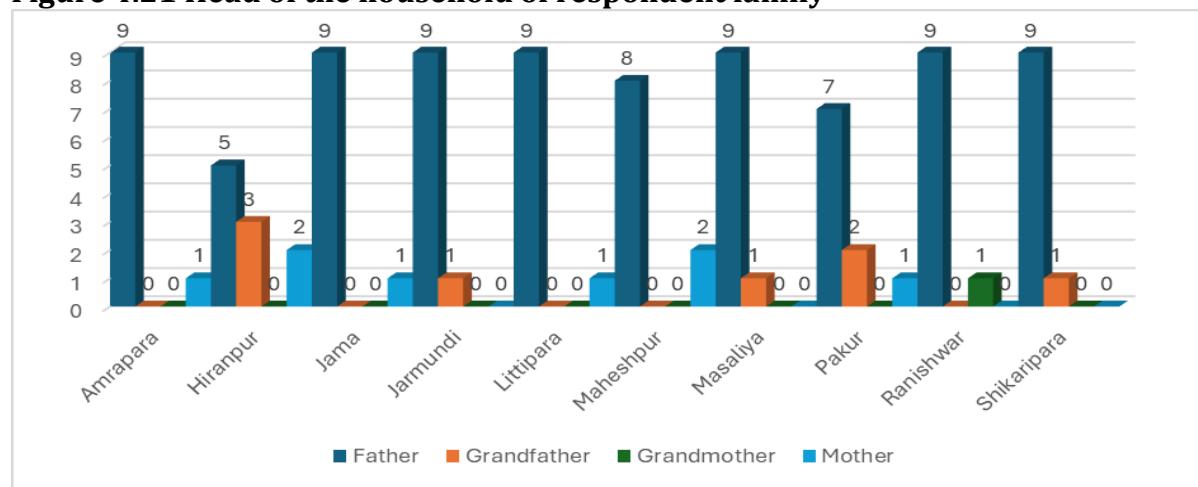
4.5 General Profile of the Respondent

In this section respondents' general profile has been discussed which includes age religion, caste, family type, family income, educational profile of the respondents. The respondent profile will help us to understand their social and economic condition.

4.5.1 Household head of the respondent family

Out of 100 adolescents, 83 respondents (83%) informed that their family is headed by their father followed by 8 respondents whose family was headed by mother. In 8 more families it was headed by grandfather where family decisions related to marriage or rituals were taken by them. This clearly reflects that decision making rested on the male members.

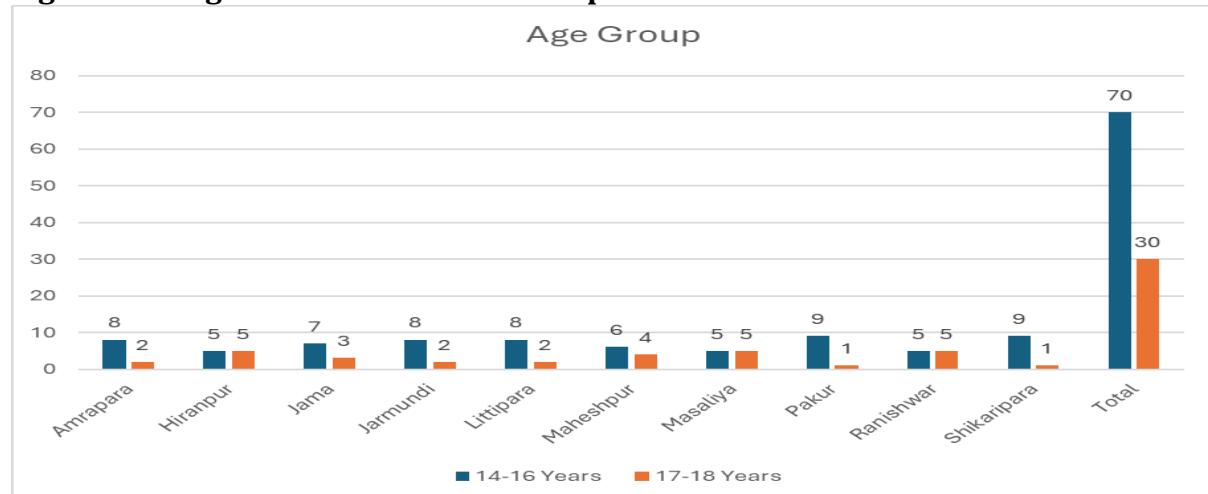
Figure 4.21 Head of the household of respondent family



4.5.2 Age wise classification of the respondent

Regarding the age group of respondents, it was found that the out of 100 interviewed women workforces, most of the respondents i.e. 70 were from the age group of 14-16 years. 30 respondents belonged to the age group of 17-18 years.

Figure 4.22 Age wise distribution of respondent



4.5.3 Religion and Caste distribution of beneficiary

On categorizing the respondent's religion, it was found that 78 respondents belong to Hindu religion, followed by 20 Muslim and 2 belong to Christianity. Respondents also reported about sarna religion but till date sarna religion is not listed in population census so all of them fall under Hindu religion. Categorization of respondents on basis of caste it was found that the majority belonged to schedules tribe i.e. 36, followed by other backward caste i.e. 25. 36 respondents were from scheduled caste and 3 from general category.

It is to be noted that both the districts i.e. Dumka and Pakur come under the jurisdiction of schedule 5 which is predominated by tribals. In both the districts, primitive vulnerable tribes are also found who follow their own religion mentioned above i.e. Sarna. As per census 2011, Pakur has more 45% Hindu population and 35 % Muslim population followed by 8 % Christianity whereas Dumka is predominated by Hindu population of 79% followed by 6 % Muslim population and Christianity followed by 4%.

Figure 4.23 Religion wise distribution of respondent

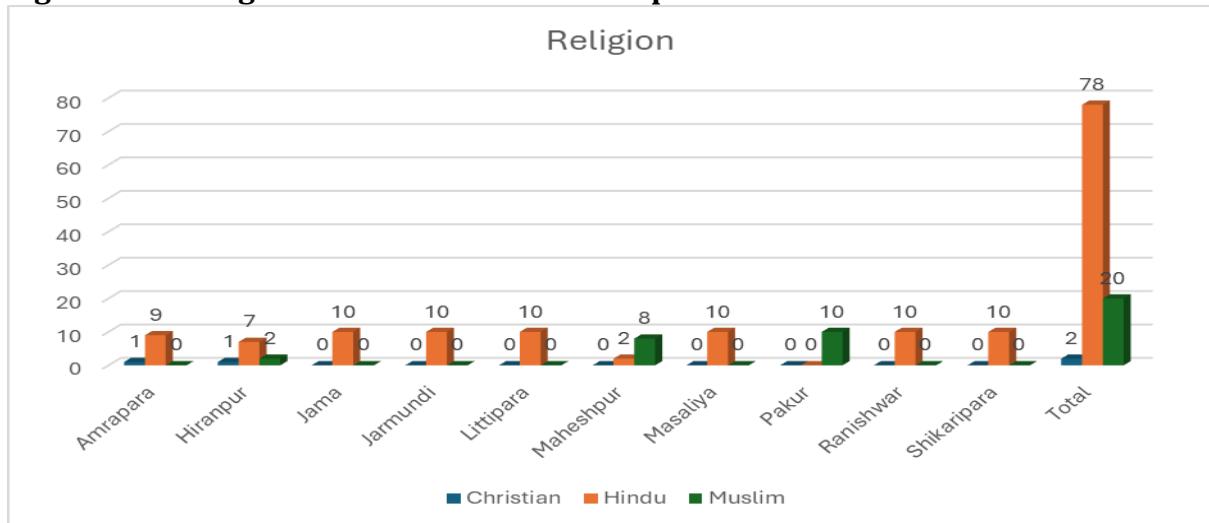
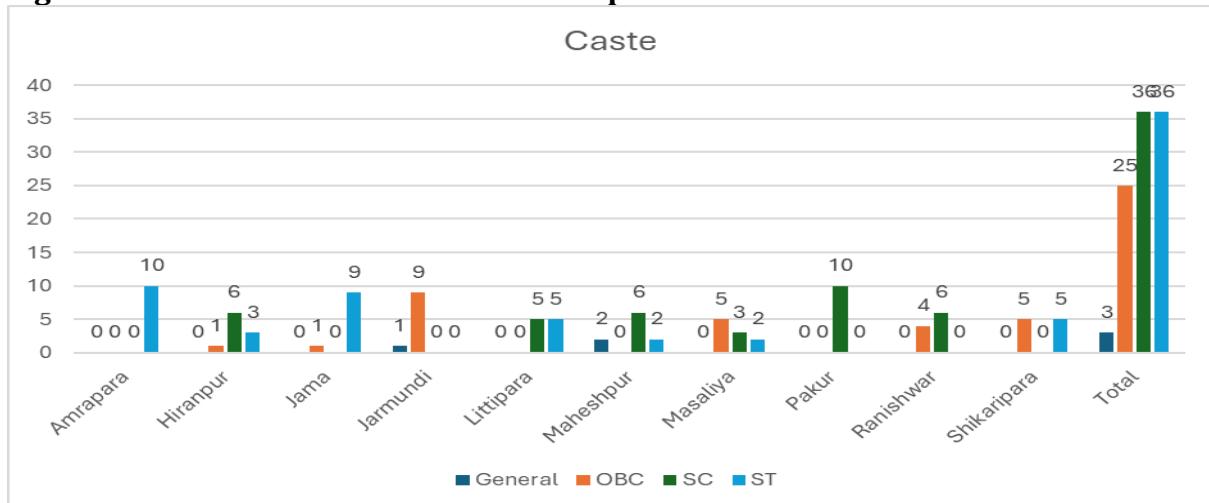


Figure 4.24 Caste wise distribution of respondent



4.5.4 Family status of the respondent

Regarding the type of family of respondents, it was found that both 50-50 respondent belong to joint & nuclear. None of the girls were found to be married but girls in the age group of 16 to 18 years respondent that elderly family members are of the view that girls should be married by 16 or 17 years. Early marriage views were found to be more prevalent in joint families where elderly family members took decisions.

Figure 4.25 Distribution of family

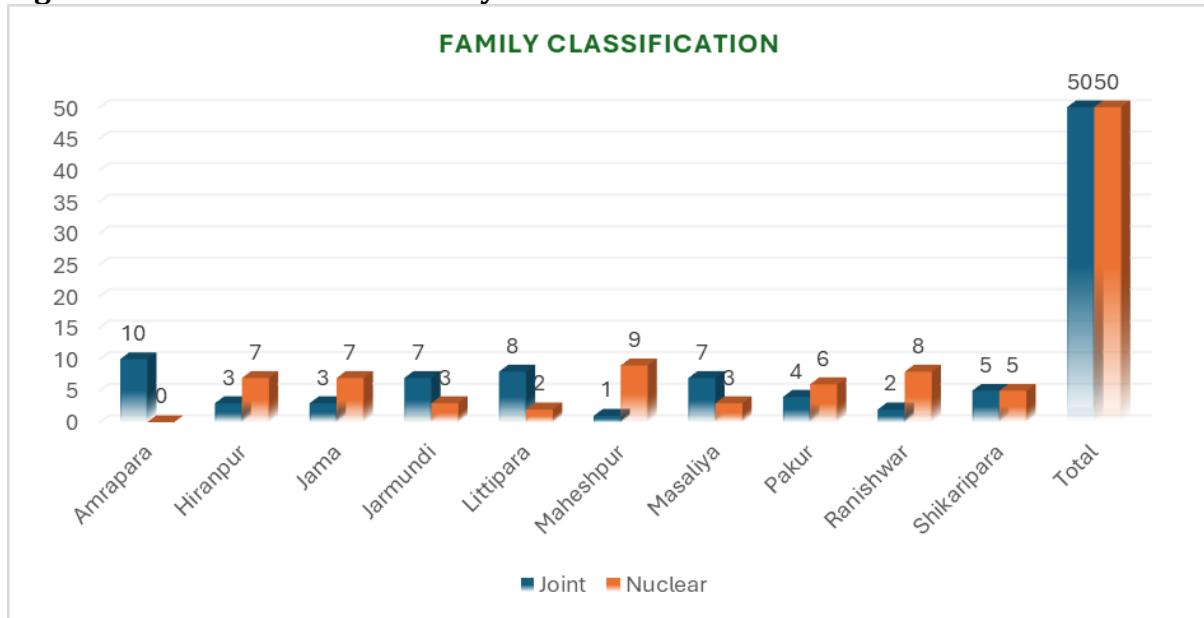
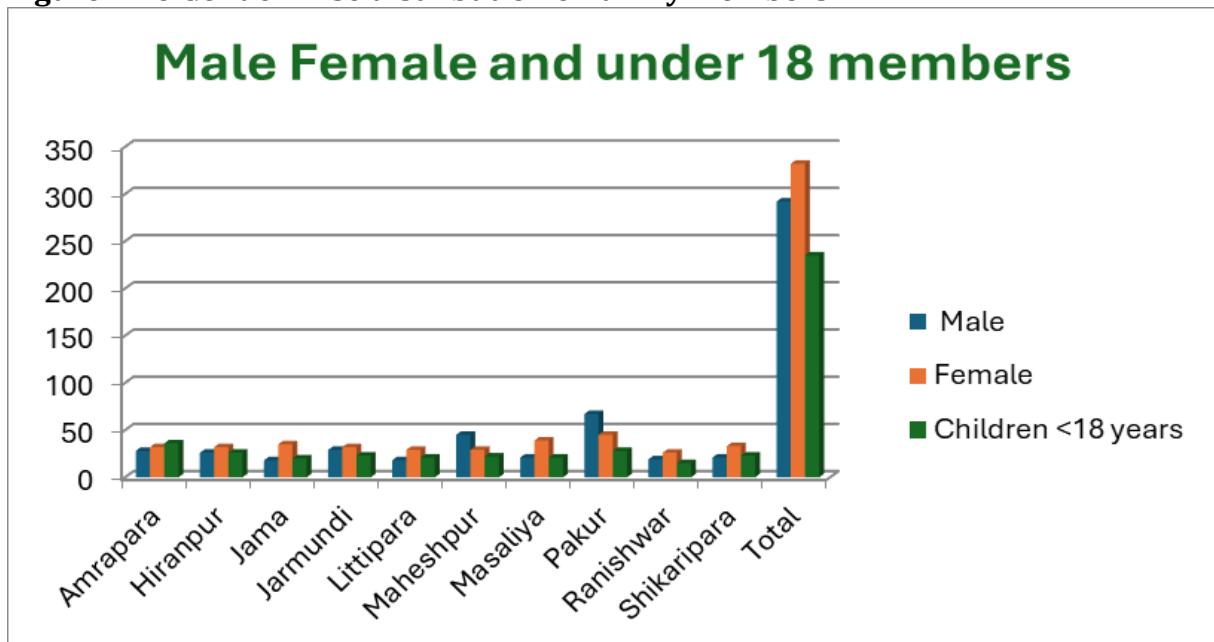


Figure 4.26 Gender wise distribution of family members



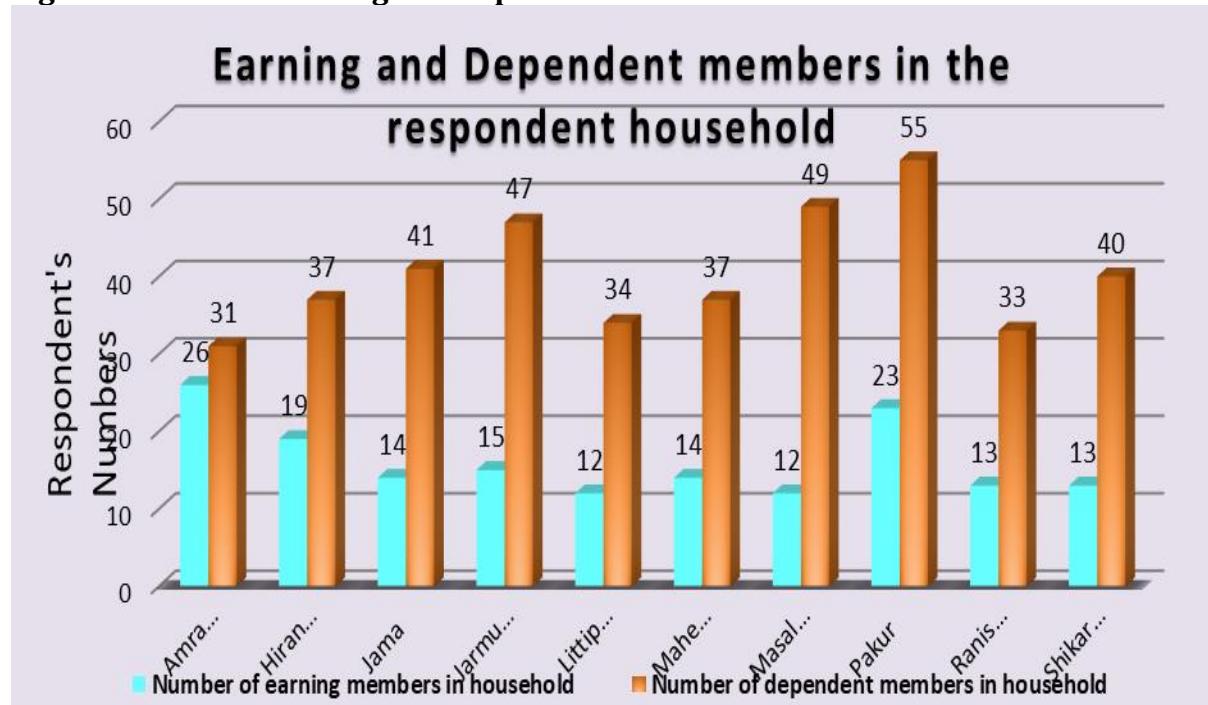
The figure above and the represented table 6.2 represents that number of female members is higher in families and also number of under 18 children was also found to be high. The number of male family members in the respondent households was 292

and female members were 332. Children under 18 years were 235 in numbers. The higher number of U18 children also highlights the dependency rate on earning members of the family.

Table 4.6 Number of family members in the respondent household

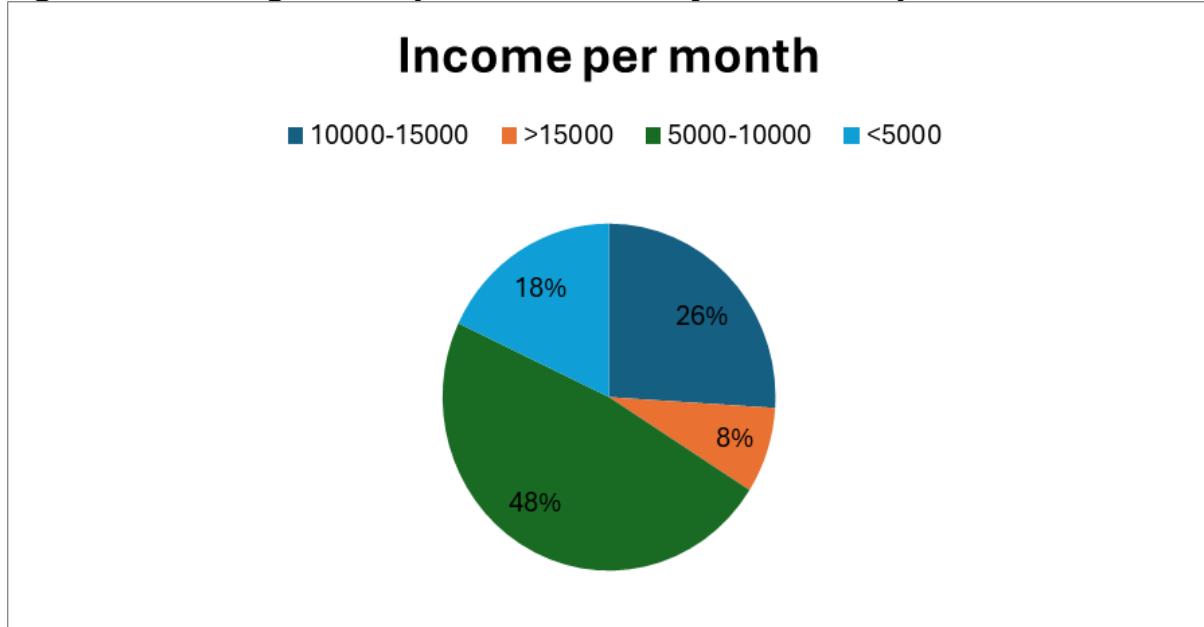
Block	Male	Female	Children <18 years
Amrapara	28	32	36
Hiranpur	26	32	26
Jama	18	35	20
Jarmundi	29	32	23
Littipara	18	29	21
Maheshpur	45	29	22
Masaliya	21	39	21
Pakur	67	45	28
Ranishwar	19	26	15
Shikaripara	21	33	23
Total	292	332	235

Figure 4.27 No. of earning and dependent members in household



The above figure highlights the ratio of earning members vs dependent members. In the 100 households interviewed, 161 earning members were there and more than double were dependent members. In every household on an average 2 members were found to be earning and, in every household, at least four members were dependent hence this also highlights the plight of poverty and economic burden in the family.

Figure 4.28 Average monthly income of the respondent family



- 48 families reported a monthly income between 5000-10000,
- 26 families reported a monthly income between 10000-15000.
- 8 families reported a monthly income above 15000.
- 18 families reported a monthly income below 5000.

Little less than half of the respondents mentioned that the average earning of the household is between 5000 to 10000 and as mentioned above per family has 4 dependents. This economic status of the family shows that there is urgent need to initiate income enhancement activities through skilling family members especially women and youth and also introduce interventions in agriculture and allied services through graduate approach.

4.5.5 Educational status of the respondent

Among 100 interviewed respondents, 97 respondents reported that they are regular students and 3 have dropped out from their regular education. 31 respondents are studying in class 8 at present, 22 are in matriculation, 10 and 9 are in 11th standard and 12th standard respectively. 3 respondents dropped their studies after 5th, 6th and 12th standard.

Table 4.7 Educational qualification of the respondent

Block	Regular Student (Standard)							
	5	6	7	8	9	10	11	12
Amrapara	0	2	4	1	3	0	0	0
Hiranpur	0	0	0	1	3	3	3	0
Jama	0	0	1	4	0	4	0	1
Jarmundi	0	0	0	3	2	4	0	1

Littipara	0	1	1	2	0	6	0	0
Maheshpur	0	0	0	0	6	0	4	0
Masaliya	1	0	0	4	0	2	1	2
Pakur	0	0	0	9	1	0	0	0
Ranishwar	0	0	0	3	0	1	1	5
Shikaripara	0	0	0	4	3	2	1	0
Total	1	3	6	31	18	22	10	9

Objective 1: Observe and analyze the views of girls towards their rights and entitlements especially SRHR, Skill education, their response towards marriage and their interest towards self-empowerment.

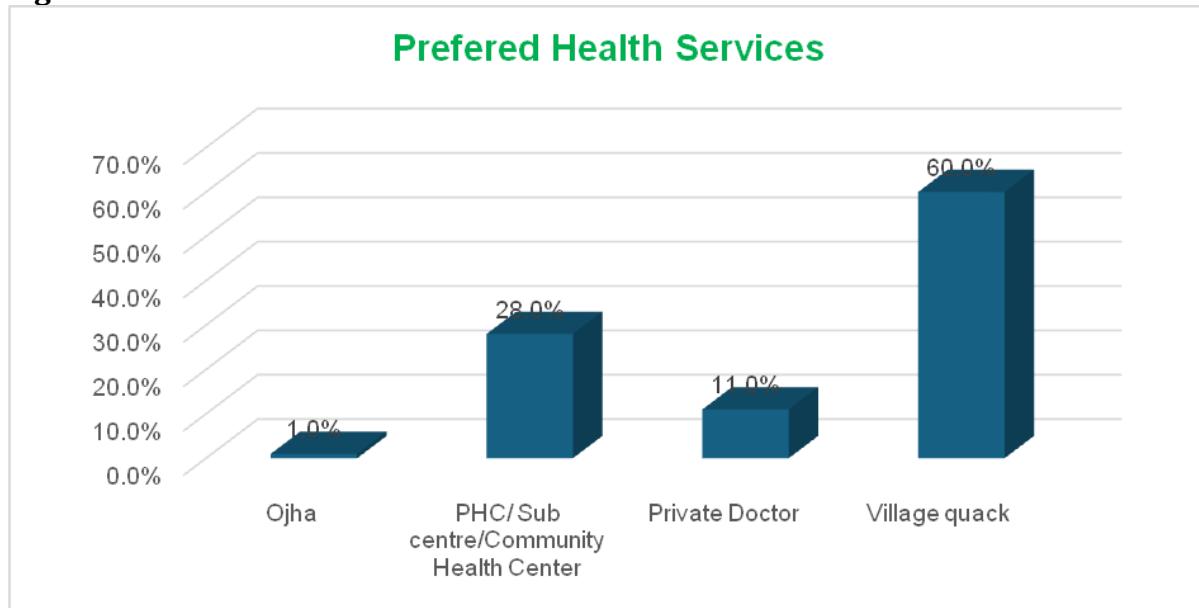
The above objective caters two parts: views of girls towards their sexual reproductive health rights and their responsiveness towards marriage and self-empowerment. The finding generated from the data captured highlight the response of girls towards their preference of health seeking services, personal sanitation practices (MHM), education and skill development preferences, the communication comfort with family members and marriage preferences.

Health and personal hygiene are crucial aspects of adolescent girls' lives, impacting their physical well-being, emotional health, and overall quality of life. Proper hygiene practices, such as regular bathing, dental care, and hand washing, help prevent the spread of infections and diseases. Adolescent girls need access to menstrual hygiene products and education about menstrual health to manage their periods hygienically and comfortably.

Lack of access to menstrual hygiene products and proper sanitation facilities can lead to health issues like urinary tract infections and reproductive tract infections. Developing healthy habits during adolescence sets the foundation for a lifetime of good health. Encouraging adolescent girls to prioritize their health and hygiene now can reduce their risk of chronic diseases later in life and improve their overall quality of life as adults. Focusing on the health and personal hygiene of adolescent girls is essential for their well-being, confidence, and future success. By providing education, resources, and support, we can empower adolescent girls to take control of their health and thrive during this critical stage of development.

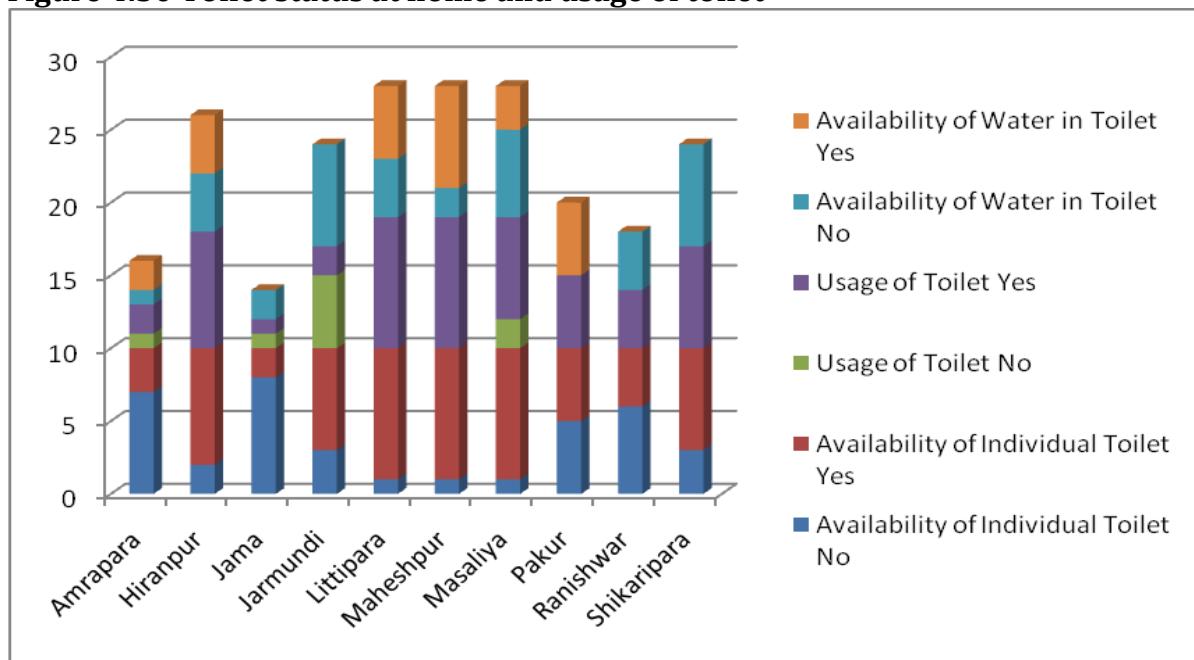
Apart from the above, well informed adolescents are also capable of keeping their views strongly when it comes to marriage and also being self-reliant through good employment.

Figure 4.29 Preference of health services



As mentioned, both the districts are predominated by tribal population and there is dependency of tribes on forest herbs for treatment of ailments. Existence and importance of tribal healers is very much in the villages. Out of 100 respondents, 60 respondents preferred tribal healers/quacks for general ailments i.e. fever/cough/body ache. 28% reported visiting to PHC/ Sub centre/Community Health Center, 11% respondent said that they visit to private doctor. From the interview it was clear that unless and until the issue is grave, the preferred line of treatment is the tribal healers and quacks. Visiting PHCs/CHCs also involves travel time and cost of medicine which generally is not preferred for general ailments.

Figure 4.30 Toilet status at home and usage of toilet



Two major flagship programs give access to basic service of water and sanitation to households i.e. Swacch Bharat Abhiyan and Jal Jeewan Mission. Both schemes complement each other. In the administered villages, more than 60 percent of the families had individual toilet and 37 percent are yet to construct toilet. Limited basic services pose challenge in many routines works and in case of adolescent girls it affects their general health and hygiene. The unmet need of 37% of household wrt toilets is many the status is considered at the district level.

Table 4.8 Status of toilet and water

Block	Availability of Individual Toilet		Usage of Toilet		Availability of Water in Toilet	
	No	Yes	No	Yes	No	Yes
Amrapara	7	3	1	2	1	2
Hiranpur	2	8	0	8	4	4
Jama	8	2	1	1	2	0
Jarmundi	3	7	5	2	7	0
Littipara	1	9	0	9	4	5
Maheshpur	1	9	0	9	2	7
Masaliya	1	9	2	7	6	3
Pakur	5	5	0	5	0	5
Ranishwar	6	4	0	4	4	0
Shikaripara	3	7	0	7	7	0
Total	37	63	9	54	37	26

Similarly, the objective of Jal jeewan mission is to provide functional tap water connection in household so that women and girls do not have to fetch water from long distance. The above figure and table reflect little more than 60% of the households had individual toilets and little more than 50% used the toilet and less than half had water facility in toilet. Toilets were generally used by the women and girls in the house. It was evident from the discussion with the girls that male and elderly still preferred to go out on nature's call. Tap water facility is still a distant dream for the households of these villages. Water for toilet or other uses is fetched from community hand pumps or wells.

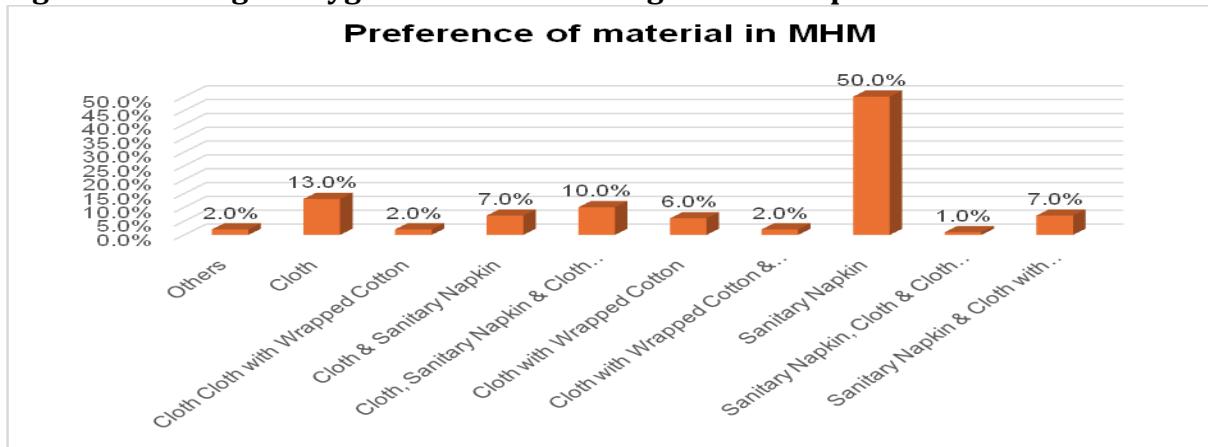
4.5.6 Menstrual Hygiene Management Preferences

Regarding menstrual hygiene management, 98 % respondent said that they are aware of MHM practices and only 2% were not aware on MHM. This figure below presents data on the types of materials used for menstrual hygiene management, with percentages indicating their prevalence within a certain context.

Sanitary napkins are the most used menstrual hygiene product, with 50% of the respondents relying on them. Sanitary napkins offer convenience and absorbency, but their disposal can pose environmental challenges.

Overall, the analysis suggests a diverse range of preferences and practices regarding menstrual hygiene management, with some individuals opting for traditional materials like cloth and wrapped cotton, while others prefer modern menstrual hygiene products like sanitary napkins. Combining different materials may offer enhanced comfort, absorption, and overall hygiene during menstruation.

Figure 4.31 Usage of hygiene material during menstrual period



Regarding disposal of used of sanitary napkin, the analysis indicates that burying sanitary napkins in mud and throwing them wrapped anywhere are the most common disposal methods across the various blocks, with variations in prevalence between different areas. 38 respondents said they bury the sanitary napkin in mud. 37 respondents said they wrap it and throw it. Information regarding disposal of used material is generally given by the mothers at home as this was claimed by 38% of the respondents. Some of them also said that they were taught in their school and from their local AWW.

Proper disposal methods are essential for environmental hygiene and sanitation, so more awareness campaigns need to be organized by government, NGOs, community organization etc. on MHM. On asking the respondent regarding their understanding on personal hygiene, 45 respondents said that personal hygiene is related to daily bath, hand washing, keeping private parts clean. Rest respondents were aware of some of the features but not all the components under personal hygiene.

Personal hygiene is crucial for the well-being and health of adolescent girls. Overall, teaching adolescent girls about the importance of personal hygiene and empowering them with the knowledge and resources to practice good hygiene habits is essential for their health, confidence, and overall well-being.

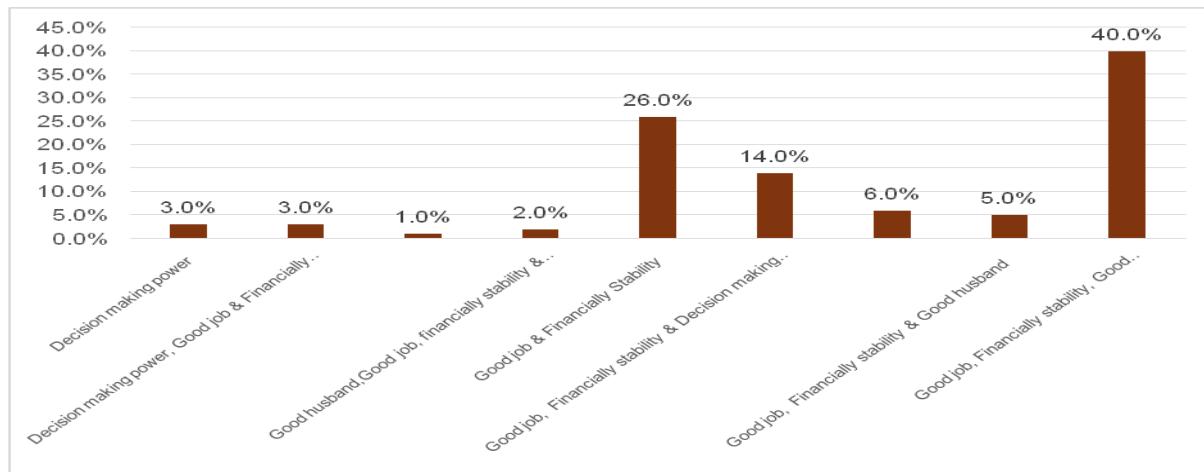
Sexual Health and Reproductive Rights: the respondents seem hesitant to take up questions on sexual and reproductive rights. None of the respondents were able to explain the rights. The girls were never exposed through trainings towards SHRR. They are not given any kind of orientation in school neither the Sahiya nor AWW has ever told them about the rights.

This is a major area where intervention in local dialect is needed.

4.5.7 Educational and Aspirations of Adolescent Girls

Education and career aspirations play pivotal roles in shaping the future of adolescent girls, offering them opportunities for personal growth, empowerment, and socioeconomic advancement. Investing in the education and career aspirations of adolescent girls is not only a matter of human rights and social justice but also a strategic imperative for sustainable development and progress. By prioritizing education and empowering girls to pursue their dreams, societies can unlock their full potential and create a brighter future for all.

Figure 4.32 Response towards importance of education and its role in life



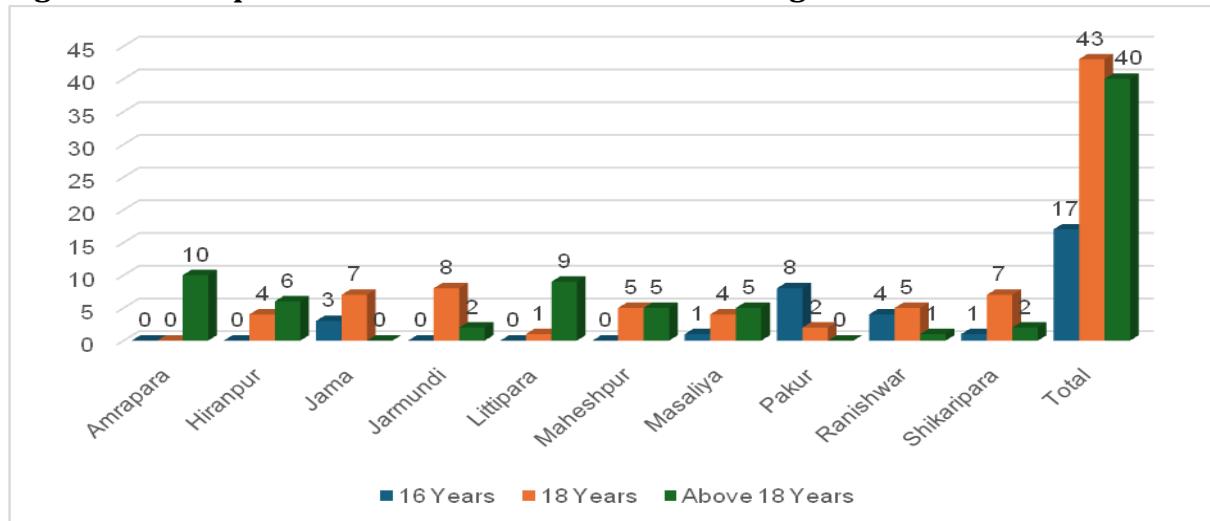
Out of 100 respondents, 92 respondents said that they are continuing their studies and 8 said that they have left their education. Those who left the education stated many reasons like financial constraints, decision of family, health issues, and lack of academic support/guidance from their family/elders/friend. Those who have left educations have desire to resume their education further.

The above figure states the view of adolescent towards importance of education in life and also how a career shapes life. The response of girls is reflected in figure above and mentioned below:

- "Decision making power" seems to be considered important across most combinations, with percentages ranging from 1% to 40%.
- "**Good job & Financial stability**" is consistently important, with percentages ranging from 14% to 40%.
- The combination of "**Good job, financially stability & Decision-making power**" has the highest importance at 40%.
- "Good husband" seems to have varying importance, with percentages ranging from 1% to 6%.

- Some combinations, like "**Good job & Financially stability**" and "**Good job, financially stability, & Decision-making power,**" have relatively high percentages, indicating their significance in decision making.
- The combination of all factors, "**Good job, financially stability, Good husband, Decision making power,**" has the highest percentage at 40%.

Figure 4.33 Response and Preference towards Marriage



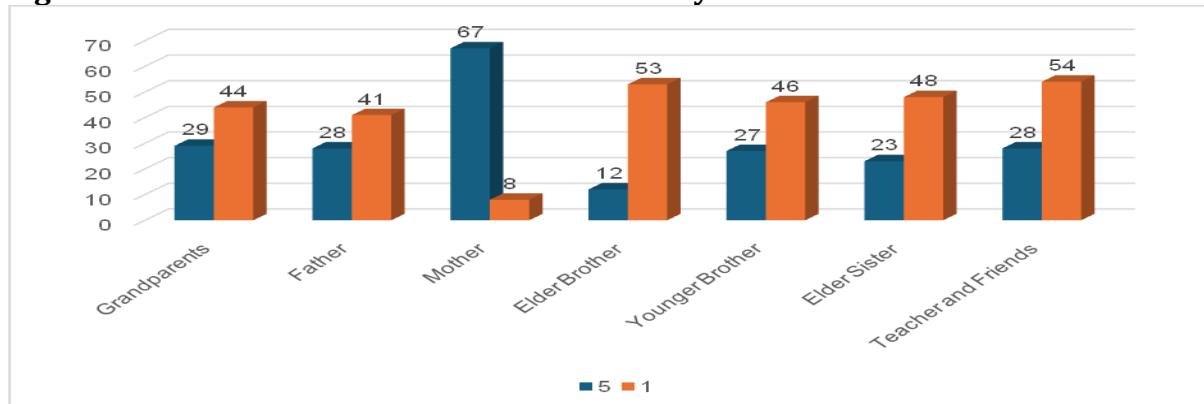
Most girls in the dataset responded that marriage either should be at the age of 18 years (43%) or above 18 years (40%). This indicates that the most common trend in these villages is for girls to get married after they reach the legal age of 18. While there is some variation across villages, the overall trend indicates that most girls get married after they turn 18 years old, with a significant portion getting married at the age of 16 as well. There should be strong advocacy regarding the legal marriage age and efforts to ensure that girls receive education and opportunities before getting married. It also suggests potential areas for targeted interventions to delay marriage and empower girls in these communities.

About 20 respondents reported that they are aware of few friends, friend's sister, cousin who got married before the age of 18 years. 89 percent respondent said that girl should have the right to decide the time and age both of her marriage, 11 percent said that they don't know about this, but their parents have the right to decide the girl marriage age.

4.5.8 Communication comfort with family members and others

Regarding communicating to their family on any issue, 86 respondents said they can freely communicate to their family members whereas 14 feel little hesitant on communicating. Respondents were asked to rate their comfort level on a scale of 1 to 5, where 1 is minimum and 5 is maximum when discussing personal matters such as friendship, personal health, education, and work aspirations with family members, teachers, or friends.

Figure 4.34 Communication comfort with family and others



Highlights

- Grandparents: 29 respondents rated their comfort level as 5, while 44 respondents rated it as 1.
- Father: 28 respondents rated their comfort level as 5, while 41 respondents rated it as 1.
- Mother: 67 respondents rated their comfort level as 5, while 8 respondents rated it as 1.
- Elder Brother: 12 respondents rated their comfort level as 5, while 53 respondents rated it as 1.
- Younger Brother: 27 respondents rated their comfort level as 5, while 46 respondents rated it as 1.
- Elder Sister: 23 respondents rated their comfort level as 5, while 48 respondents rated it as 1.
- Teacher/Friend: 28 respondents rated their comfort level as 5, while 54 respondents rated it as 1.

67 respondents responded that they are very comfortable to talk in all the matter with their mother. Respondents said that the comfort level varies from person to person depending upon the matter and issues what we are talking about.

Expression for personal issues, responsiveness towards right and entitlement and willing of parents towards girl's career:

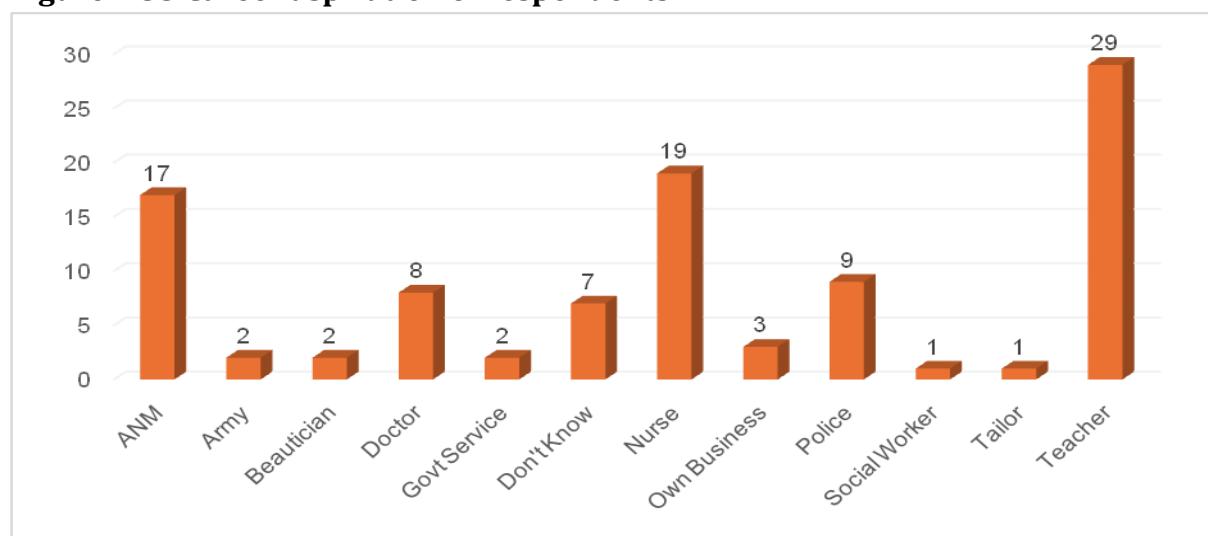
- 84 respondents: hesitant in expressing views on friendship with opposite sex, sexual and reproductive issues, and delay in marriage.
- 94 respondents: aware of their general rights to: education, health and wellbeing, career, legal marriage age
- 95 respondents: parents are willing to support their career and studies and support for skill education.

Response towards Skill Education and Training for being self-reliant:

The figure below represents the career aspirations of respondents across various professions. Each profession is listed, and the corresponding numbers indicate the count of candidates who aspire to pursue that career.

- **Teacher:** This appears to be the most preferred career aspiration among the candidates, with 29 individuals expressing a desire to become teachers. Teaching is often considered a noble profession by the families, and it seems to attract a significant number of candidates in this dataset. The other reason behind preference is it does not involve long working hours and family acceptance is also high.
- **Nurse and ANM (Auxiliary Nurse Midwife):** Healthcare professions such as nursing and ANM are also popular career choices, with 19 candidates aspiring to become nurses and 17 candidates interested in ANM. This suggests a strong interest in healthcare and caregiving roles among the candidates.

Figure 4.35 Career aspiration of respondents



- **Doctor:** Eight candidates aspire to become doctors, indicating a considerable interest in pursuing careers in medicine and healthcare.
- **Government Service and Police:** Both government service and police professions attract a moderate level of interest, with nine candidates aspiring to work in government service and nine candidates interested in joining the police force.
- **Own Business and Social Worker:** Three candidates aspire to start their own businesses, while one candidate expresses an interest in becoming a social worker. These aspirations indicate a desire for entrepreneurship and community service among some candidates.
- **Army:** Two candidates aspire to join the army, highlighting an interest in serving the country through military service.

Beautician, Tailor, and Don't Know: Beautician and tailor professions each have two candidates interested, while seven candidates are unsure about their career aspirations.

Overall, the figure reflects a diverse range of career aspirations among the candidates, with teaching, healthcare, government service, and entrepreneurship emerging as prominent choices. The distribution of aspirations provides insights into the preferences and interests of the candidates, which can inform career guidance and educational programs to support their goals.

92 respondents agreed that skill training would help them to achieve their career aspirations. The table below indicates, 85 respondents prefer to take up skill training within their district. 12 are willing to go outside their district.

Table 4.9 Respondent preferred location for skill training

Block	Outside the district	Outside the state	Within the district	Within the state
Amrapara	0	0	10	0
Hiranpur	2	0	6	2
Jama	0	0	10	0
Jarmundi	0	0	10	0
Littipara	7	0	3	0
Maheshpur	2	0	8	0
Masaliya	0	1	9	0
Pakur	1	0	9	0
Ranishwar	0	0	10	0
Shikaripara	0	0	10	0
Total	12	1	85	2

Preference of trades for skill training: the interviewed respondent opted 2-3 trade/course for skill training.

- **Computer Skills:** The most prominent interest area among candidates is computer skills, with a total count of 26 candidates. This indicates a strong demand for training in computer-related fields, reflecting the importance of digital literacy and technology skills in today's job market.
- **Nursing:** Nursing is another popular interest area, with a total count of 12 candidates. This suggests a significant interest in healthcare-related training, possibly driven by the demand for healthcare professionals and the perceived stability and rewarding nature of healthcare careers.
- **Apparel/Tailoring:** Training in apparel/tailoring skills is also sought after by candidates, with a total count of 11 candidates. This indicates an interest in

vocational training and entrepreneurship opportunities in the fashion and textile industry.

- **Health and Beauty:** Several candidates show interest in health and beauty training, with a total count of 11 candidates. This suggests a demand for skill development in cosmetology, beauty therapy, and related fields.
- **Hospital Management:** Hospital management training attracts the interest of four candidates, indicating a desire for administrative and managerial roles within the healthcare sector.
- **Security Service:** A total of five candidates express interest in security service training, reflecting a demand for skills in security management and law enforcement.
- **Farming:** Farming-related training is mentioned in some combinations, indicating an interest in agricultural skills and possibly rural development initiatives.
- **Hotel Assistant/Housekeeping:** A few candidates express interest in training for hotel assistant or housekeeping roles, suggesting a demand for hospitality industry skills.

Overall, a diverse range of interest areas among candidates for skill training, including technology, healthcare, vocational trades, hospitality, and security services. Understanding these interests can help educational institutions and training providers tailor their programs to meet the needs and aspirations of the candidates effectively.

79 respondents reported that they haven't received any formal coaching training related to their career aspirations.

Table 4.10 Category wise respondent interest areas for skill training

Trade	ST	SC	OBC	Gen
Apparel/Tailoring	15	13	3	1
Health & Beauty	11	2	2	0
Computer	11	16	22	3
Nursing	11	10	12	4
Farming	11	0	1	0
Security Service	0	0	1	1
House Keeping	0	0	1	0
Hospital Management	0	0	1	0

The most popular skill training across all castes is Computer training, especially among the OBC group. Apparel/Tailoring is also highly popular, particularly among ST and SC groups.

- Computer Skills: This is the most sought-after skill across almost all caste groups, with the OBC group showing the highest interest.
- Apparel/Tailoring: This is notably popular among ST and SC groups but not among OBC and Gen groups.
- Nursing: Interest is moderate among all groups, with the least interest from the Gen group.
- Health & Beauty: Some interest from ST and minimal from SC, with no interest from OBC and Gen groups.
- Farming: Only the ST group shows a noticeable interest.
- Security Service and House Keeping: Minimal interest, primarily from the OBC group.
- Hospital Management: Very low interest, with only the OBC group showing any respondents interested.

It is recommended that Focus on expanding Computer training programs due to their high demand across all caste groups.

- For ST and SC groups, emphasize Apparel/Tailoring and Nursing training.
- For the OBC group, continue to highlight Computer training while also offering diverse options like Nursing and various service sector trainings.
- For the Gen group, promote specialized courses in Nursing and Computer skills.

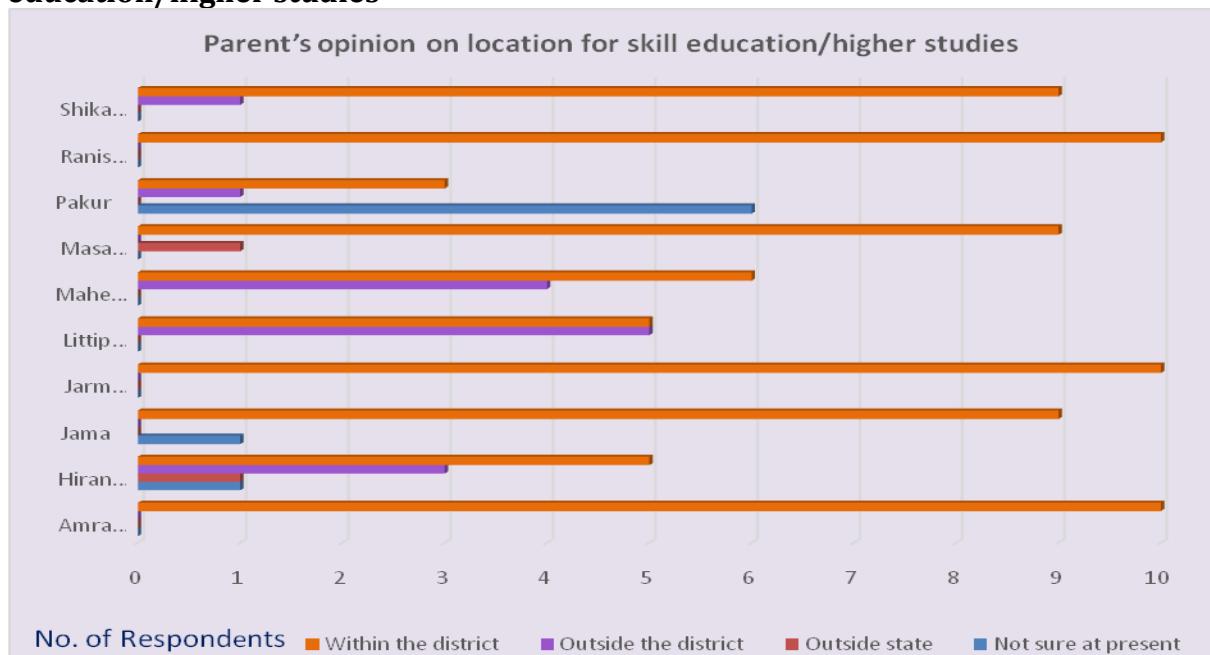
Objective 2: Observe the views of guardians towards their daughters wrt accessibility to education, health services and skill development.

The opinions of respondent's parent have been captured on a range of topics including girls' education, careers, marriage, migration, and trafficking.

When questioned about their approach to educating and guiding their children in terms of gender, all the parents expressed that they treat their daughters and sons equally in matters of education and career.

The figure below indicates, 92% percent of parents indicated their willingness to send their daughters to pursue skill education or higher studies beyond their village or local administrative unit (panchayat). Among them, 76% percent were prepared to send their daughters within the district, while 14 % were open to sending them outside the district. Only 2 percent of parents were willing to send their daughters outside the state for skill training or higher education. The remaining 8 % of parents expressed that they support their daughters' education and career aspirations but currently face constraints that prevent them from sending their daughters to other locations.

Figure 4.36 Opinion of Parents on preference of location for skill education/higher studies

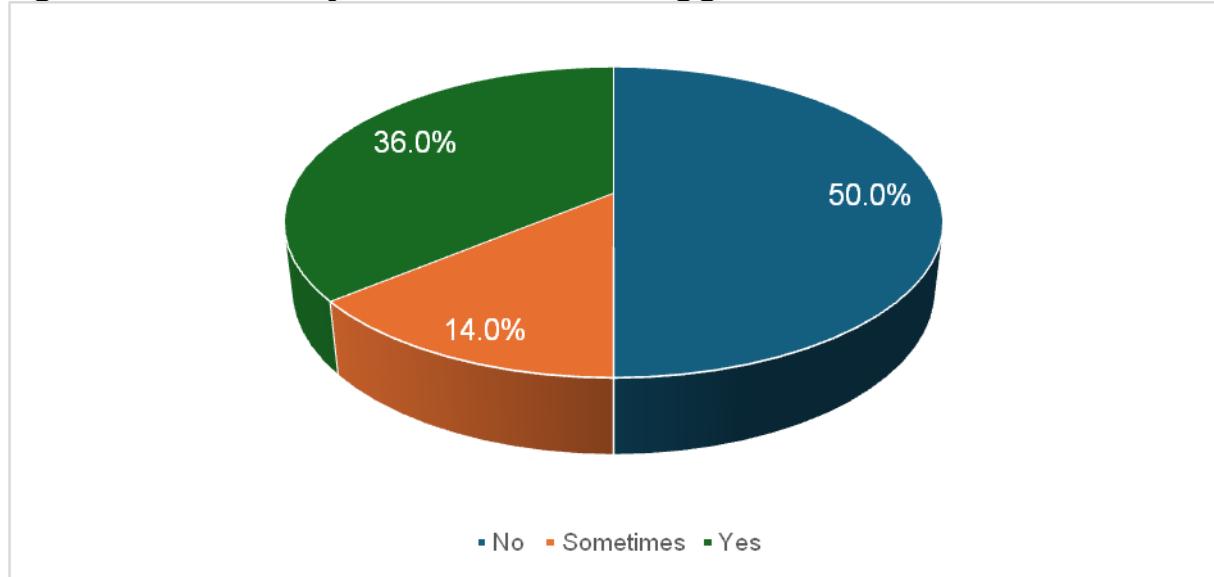


The response of parents towards educating their daughters and further allowing them to pursue employment doesn't show a conservative approach. The perception towards empowering girls with good education and skill training demand effective intervention in education and skill training.

A positive and informed response was received from the parents towards letting U18 girls to work outside for earning money for home. **59 % of parents responded that they would not permit it.** They cited several reasons for their decision, including the legal issues, categorization as child labor, potential interruption of the girl's education, concerns about safety, risks of girl trafficking, sexual abuse and domestic violence. **41 % said yes** but said that they will send them but with certain conditions like with family, close friend, for education etc. **Comprehensive awareness generation interventions are needed to inform the community about U18 laws wrt to child protection and development.**

89% of parents aspire for the career of their daughter or sister. When questioned about the reasons behind their desire for their daughter/sister's career, they provided various explanations, including the anticipation of her finding a suitable partner, achieving financial independence, taking care of her parents and siblings, and earning respect within the community. **Hence, from the above responses, inferences can be drawn that parents are willing to empower their girls for pursuing education and skill training. The reasons cited were very diverse ranging from better groom/family to becoming self-reliant and contributing in family income.**

Figure 4.37 Parent's opinion on risk of sending girls outside for work



Response of parents towards sending 18 above girls to work outside village:

The above figure reveals that when parents were asked whether sending girls outside for work posed a risk, 50 percent responded that they perceived no risk. 36 percent acknowledged the potential risks of trafficking, domestic violence, employment in hazardous industry and sexual abuse, while 14 percent mentioned occasional risks associated with sending their daughters outside for work.

Awareness of guardians/parents towards safe travel of women/daughter for work:

69 % of parents are informed about the requirement for individuals intending to work outside to register on the skill development portal, while 86 percent are knowledgeable about the precautions necessary when their daughters go out to work.

The different precautionary measures that parents impart to their daughters are outlined below.

- Individuals and children should not be sent alone to unfamiliar places or cities.
- One should not trust strangers hastily; in case of any problem, seeking help from the police is advisable. It's essential to maintain distance from unknown individuals and contact the police, village heads, or parents when problems arise.
- It's crucial to remain cautious around strangers, and seeking assistance from the police should be considered when faced with issues.
- Children should be taught to be brave, and they should be made aware of safety measures.

- Ensuring the safety of girls involves refraining from engaging in conversations with strangers and being cautious in interactions.
- Safety precautions should be taken seriously.
- In case of any issues, immediately inform your parents, establish a secret code, and notify the police promptly.
- Avoid conversing with unfamiliar individuals, and refrain from making decisions that may lead to leaving with them, especially when tempted with work opportunities.

74% believe that marriage alone should not be the sole focus for parents regarding their daughters. They advocate for educating girls and fostering self-reliance, emphasizing that marriage should only be considered for their daughters at an appropriate time.

Other responses on Migration/impact of education and employment on girl's life/issues of trafficking

Regarding the migration trend within families, 20 % of parents stated that nobody migrates from their families, 45 % mentioned that only males migrate from their families, and 10 % indicated that both male and female members of the family migrate. According to the parents, the primary reason for migration is employment. The maximum duration of migration is six months.

Impact of education and employment on daughters:

- 32 parents: easier for her to find a suitable groom.
- 16 parents: reduce the amount of dowry parents need to pay and facilitate finding a suitable groom.
- 14 parents: might make it harder to find an appropriate groom
- 12 parents: mixed responses

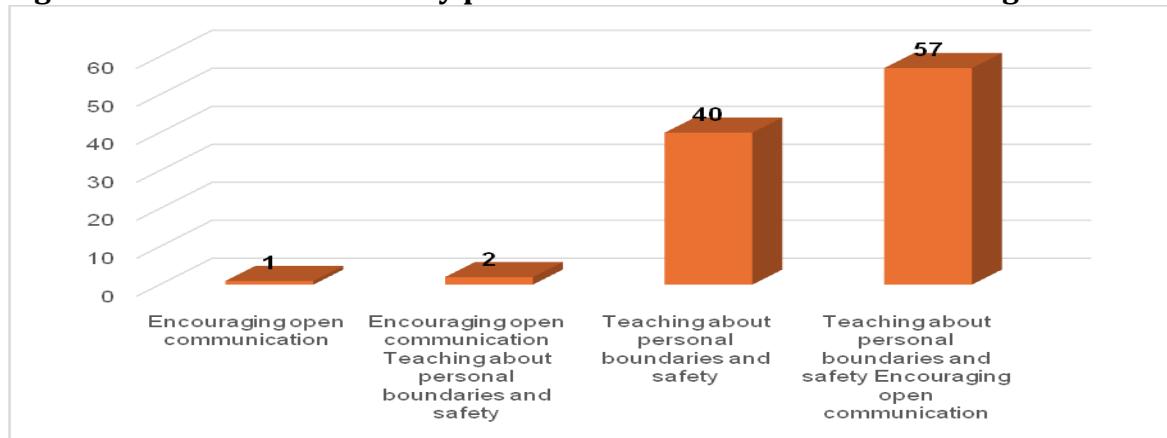
Regarding measures parents take to protect their daughters/girls from potential risks such as trafficking, with a focus on encouraging open communication and teaching about personal boundaries and safety:

The figure below, highlights encouraging open communication a prominent strategy, as evidenced by the high count of responses in both categories. It's notable that the highest count is in the category of teaching about personal boundaries and safety, indicating that parents recognize the importance of educating their daughters about setting boundaries and staying safe.

The repetition of categories suggests a strong emphasis on these specific measures. It's apparent that parents prioritize fostering open dialogue with their daughters and equipping them with the knowledge and skills needed to navigate potential risks effectively.

Overall, the figure reflects a proactive approach by parents in safeguarding their daughters against trafficking and other dangers through a combination of communication and education on personal safety.

Figure 4.38 Measures taken by parents to avoid the risk of trafficking.



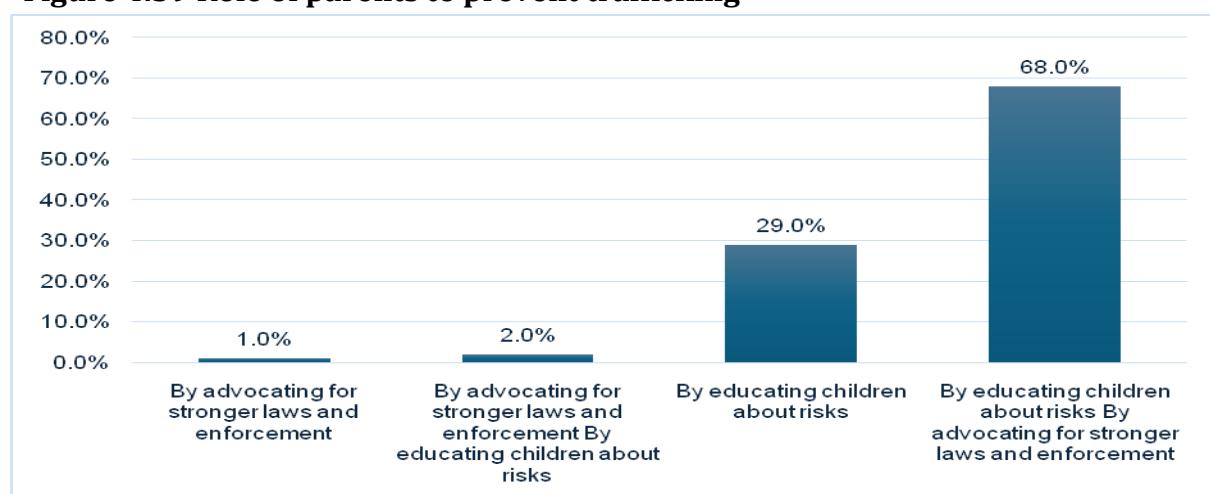
Response towards role of parents in preventing trafficking situations

The last question of the parent's opinion section is on the role of parents in preventing girls trafficking. Advocacy for stronger laws and enforcement emerges as a critical strategy, with a significant proportion of parents (68.0%) recognizing its importance. This suggests that parents understand the need for legislative measures and effective enforcement to combat trafficking and protect girls.

Educating children about risks also holds substantial significance, as evidenced by 29.0% of parents prioritizing this measure. This indicates a proactive approach to empower children with knowledge about potential dangers, enabling them to recognize and avoid trafficking threats.

The data underscores the dual responsibilities of parents: advocating for systemic change through legal measures while also providing direct education and guidance to their children. By combining these efforts, parents play a vital role in safeguarding girls and preventing them from falling victim to trafficking.

Figure 4.39 Role of parents to prevent trafficking



Objective 3: Woman Mukhiyas as leaders and how their leadership skills have improved the participation of adolescent girls in gram sabhas or how their leadership has been effective in addressing the issue of health, nutrition, sexual rights /how their involvement as elected representative has improved the health and welfare of young girls in their panchayats.

The role of elected representatives of panchayats i.e. the local government in addressing the social issues is vital. Under the provisions of constitution and State PRI Act panchayats have been endowed with powers and responsibilities to work on development issues. The mandate of the panchayat is to work on 29 subjects mentioned in the 11th schedule of the constitution and social welfare women and child development is one of the major subjects. Being an elected representative, the Mukhiya is accountable to the panchayat to safeguard the rights of women and children and provide all possible services which make them empowered and skilled.

The mukhiyas of the Gram Panchayat was interviewed to observe their initiatives for empowering young women and adolescent girls. The initiatives through campaigns or innovative schemes were explored. The other major information which the team tried to explore was the status of trafficking and migration in panchayats and the stems taken by the panchayat to address the same.

The role of a woman Mukhiya (village head) can have a significant impact on adolescent girls in various ways:

- **Empowerment:** A woman Mukhiya serves as a role model for adolescent girls, showcasing leadership qualities and breaking gender stereotypes. Seeing a woman in a position of authority can empower girls to aspire to similar roles in the future.
- **Education:** Women Mukhiyas often advocate for and prioritize education, including girls' education, in their communities. They may work to ensure that adolescent girls have access to schooling and support initiatives that promote their educational attainment.
- **Healthcare:** Women Mukhiyas may champion healthcare initiatives that specifically address the needs of adolescent girls, such as reproductive health education, access to sanitary products, and awareness campaigns on issues like menstrual hygiene.
- **Safety and Protection:** A woman Mukhiya can play a crucial role in advocating for the safety and protection of adolescent girls within the community. This can

involve addressing issues like gender-based violence, child marriage, and trafficking, and implementing measures to ensure the safety of girls.

- **Community Development:** Women Mukhiyas can initiate community development projects that directly benefit adolescent girls, such as skill development programs, vocational training, or initiatives to improve infrastructure like sanitation facilities and street lighting to enhance safety.
- **Representation and Participation:** By holding leadership positions, women Mukhiyas contribute to increased representation of women in decision-making processes. This can encourage adolescent girls to actively participate in community affairs and voice their concerns and needs.

Overall, the role of a woman Mukhiya in advocating for the rights and well-being of adolescent girls is crucial in promoting gender equality, empowering young women, and fostering positive social change within the community.

Response of Mukhiyas on various aspects of Adolescent Empowerment

The same cadre of mukhiyas were administered with the set of structured IDIs to observe their response on empowerment of adolescent girls. When asked the women mukhiya to assess their knowledge on age category of adolescent girl:

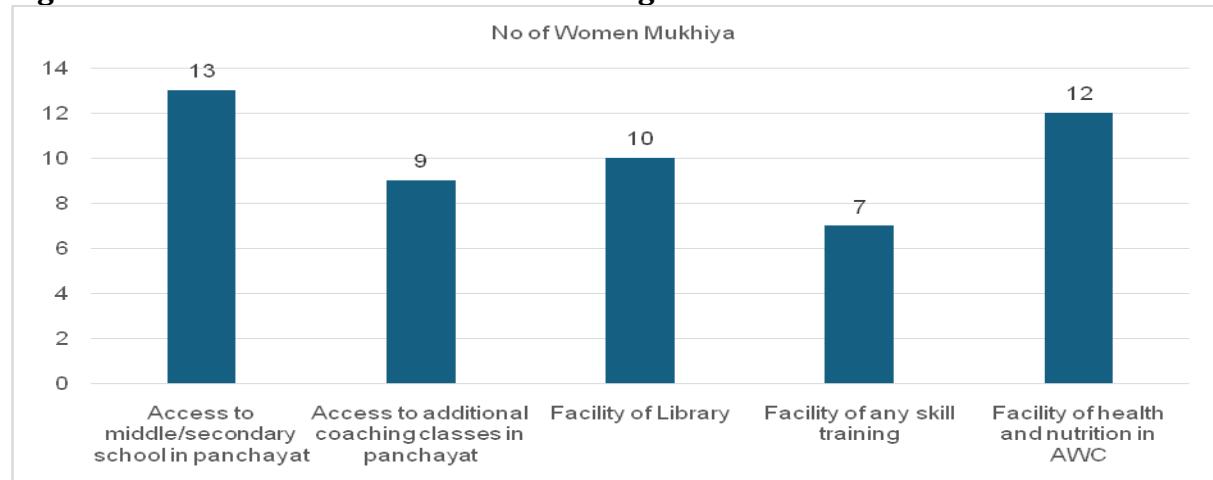
- **19 of them said 14-19 years and one said 14-16 years.**

Regarding the facilities provided to adolescent girl in their respective gram panchayat, it was found that:

- **Access to middle/secondary school in panchayat:** This facility appears 13 times, it means that 13 women mukhiya reported for these facilities in their GPs.
- **Access to additional coaching classes in panchayat:** This facility appears 9 times, it means that 9 women mukhiya reported for these facilities in their GPs.
- **Facility of Library:** This facility appears 10 times it means that 10 women mukhiya reported for these facilities in their GPs.
- **Facility of any skill training:** This facility appears 7 times it means that 7 women mukhiya reported for these facilities in their GPs.
- **Facility of health and nutrition in AWC (Anganwadi Center):** This facility appears 12 times, it means that 12 women mukhiya reported for these facilities in their GPs.

Overall, the data suggests that efforts are being made to provide essential facilities and services to adolescent girls in the gram panchayat, particularly in education and health. However, there may be opportunities to further enhance skill training opportunities and possibly expand the provision of additional coaching classes.

Figure 4.40 Facilities at GPs for adolescent girl



Regarding age of marriage of adolescent girl in their respective GPs, the response of the women mukhiya recorded were:

- **15-17 years:** Only 5.0% of adolescent girls are getting married in this age range. This is a positive sign as it suggests that there is a relatively low prevalence of early marriage, which is important for the well-being and development of adolescent girls.
- **17-20 years:** The majority, 75.0%, of adolescent girls are getting married in this age range. While it's encouraging that the percentage of girls marrying in this age range is higher than those marrying at younger ages, it's still noteworthy that a significant portion of girls are marrying before the age of 20.
- **Above 20 years:** 20.0% of adolescent girls are marrying above the age of 20. This indicates that there is a smaller but still notable proportion of girls delaying marriage until after reaching the age of 20, which can have positive implications for their education, health, and overall empowerment.

Overall, the data suggests that while there is some progress in delaying marriage among adolescent girls in the gram panchayat under the leadership of a woman mukhiya, there is still room for improvement, particularly in further reducing the prevalence of early marriage and supporting girls in delaying marriage until they are older and better equipped to make informed decisions about their lives.

Response towards empowerment of Adolescents: the following responses were recorded.

- **Able to decide her age of marriage:** This aspect of empowerment is mentioned by 2 mukhiyas.
- **Able to pursue her career in life:** This aspect of empowerment is mentioned 12 mukhiyas.

- **Able to express their demands in Gram Sabha:** This aspect of empowerment is mentioned by only one mukhiya.
- **Able to take decisions for herself rights and entitlement:** This aspect of empowerment is mentioned by all the 20 mukhiyas.

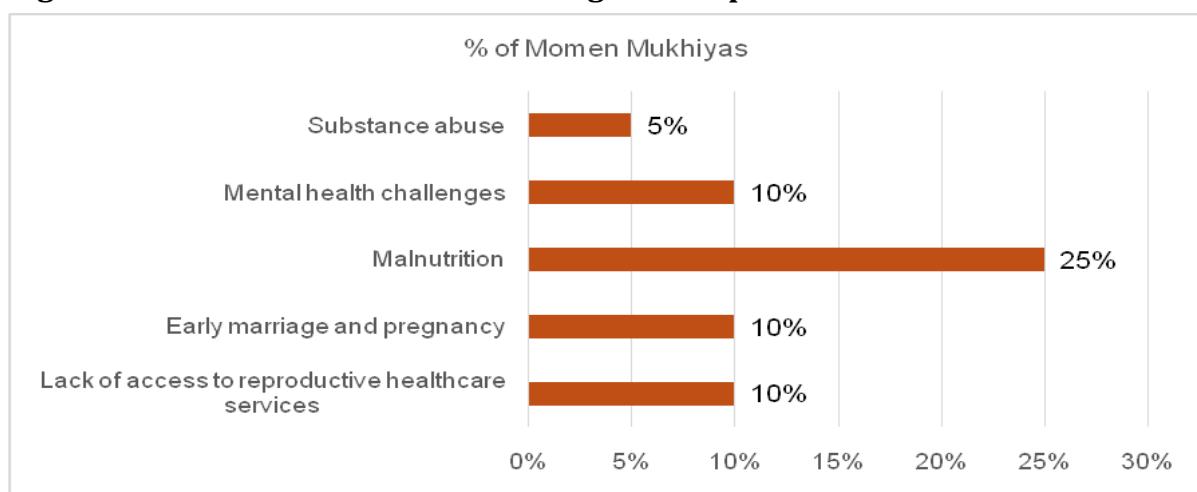
Overall, the data suggests that the women Mukhiya prioritize empowering adolescent girls to make decisions for themselves, particularly regarding their rights, entitlements, and career aspirations. While there is some acknowledgment of the importance of girls having agency over their marital decisions and participating in community decision-making processes, there may be opportunities to further strengthen efforts in these areas.

All the 20 women mukhiya had a common thought that girl should be allowed to pursue higher studies or work in other cities/states.

Response towards health and wellbeing of adolescents in GPs:

It has been observed in various secondary literature and survey report, there has been improvement in social indicators like delay in marriage, informed choices in education and livelihood but the health and nutrition indicators of many tribal panchayats is very low. The elected representatives also highlighted the poor nutrition indicators in their panchayats.

Figure 4.41 Health issues of adolescent girl in respective GPs



- **Lack of access to reproductive healthcare services:** This issue is mentioned twice, representing 10.0% of the mukhiyas. It indicates a concern about the limited availability of reproductive healthcare services for adolescent girls in the community.
- **Early marriage and pregnancy:** This issue is mentioned twice as well, accounting for 10.0% of the mukhiyas. It highlights the women Mukhiya's

awareness of the health risks associated with early marriage and pregnancy among adolescent girls.

- **Malnutrition:** This issue is mentioned five times, making up 25.0% of the mukhiyas. It suggests that malnutrition is perceived as a significant health challenge for adolescent girls in the community, affecting their overall well-being.
- **Mental health challenges:** Mental health challenges are mentioned twice, representing 10.0% of the mukhiyas. This indicates recognition of the importance of addressing mental health issues among adolescent girls.
- **Substance abuse:** Substance abuse is mentioned once, accounting for 5.0% of the mukhiyas. While mentioned less frequently, it still signifies a concern about the potential risks of substance abuse for adolescent girls' health.

The analysis indicates that the women Mukhiya are aware of various health issues impacting adolescent girls in their community, including reproductive health, early marriage and pregnancy, malnutrition, mental health challenges, and substance abuse. Addressing these issues requires concerted efforts to improve access to healthcare services, raise awareness, and implement interventions that promote the health and well-being of adolescent girls.

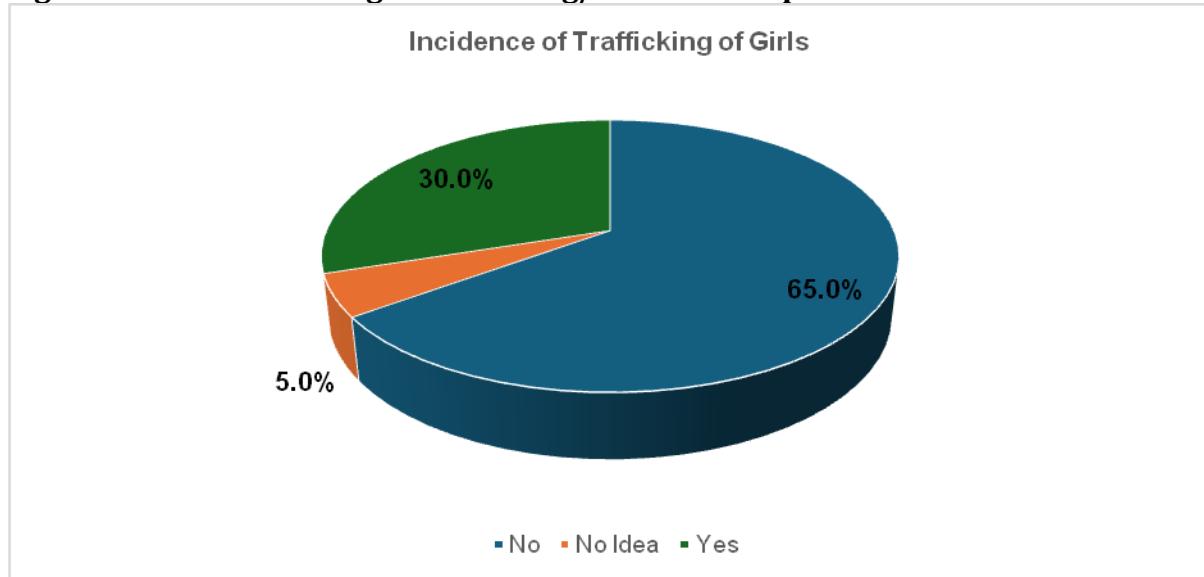
Response over issues discussed in Gram Sabhas

- Regarding question on Bal Sabha, 75% women mukhiya said that they organise Bal Sabha to record the views of adolescent girl and put the same in annual action plan. The major subject discussed in Bal Sabha are on school amnesties, school library and computer training.
- 7 women mukhiyas said that there is Kishori club in their respective GPs but its functional in only 3 GPs. Anganwadi Sevika/Sahiya operates Kishori club. In past one year counselling on health and nutrition and training on life skill has been provided to members of functional kishori club.

Response over trafficking of girls in lieu of work

- When asked women mukhiya that whether girls of their GPs leave their home to work in other cities 75% responded yes girl do go to other cities to work from their respective GPs. On asking whether they maintain data of such girls, 11 mukhiya said that they maintain the data in a register and keep it in GP office. All the women mukhiya responded that they are aware of trafficking of girls from Jharkhand.
- 15 Mukhiyas said that they discuss on the issue of trafficking of girls in gram panchayat executive meeting if such cases come up.

Figure 4.42 Incidence of girl trafficking/rescue in respective GPs



Cases of trafficking/rescue during the tenure of Mukhiyas

- 65.0% of the responses suggests that most women Mukhiyas have not encountered any incidents of trafficking of girls or rescue of girls during their tenure, 30.0% of the responses, indicates that a significant minority of women Mukhiyas have noticed incidents of trafficking of girls or have been involved in the rescue of girls during their tenure. 5.0% of the responses indicates that a small percentage of women Mukhiyas are unsure whether such incidents have occurred in their tenure, possibly due to lack of awareness or information.
- 13 women mukhiya said that their respective Gram Panchayat made any kind of rules and regulation wrt girls going for work in other cities or measures to aware the community about trafficking issues. Some of the initiatives are creating awareness among women at the Anganwadi centers, conducting village meetings, not working before the age of 18 and going to school during adolescence, community meetings in the village, awareness programs in the village, registration at the Panchayat, holding meetings with women in the village.

Objective 4 & 5: Views of local community and frontline workers towards Adolescent Empowerment and her accessibility to her rights.

The opinion/views of group members through FGDs, regarding adolescent girl were captured and documented on following aspects: overall well-being (Education/Rights/Protection) of adolescent girls in the community, key factors influencing the health and development of adolescent girls, existing programs or interventions of government or through NGOs targeting the needs of adolescent girls, main challenges faced by adolescent girls in accessing healthcare, and other essential

services, role of frontline worker in supporting women's workforce participation and the well-being of adolescent girls.

Overall well-being (Education/Rights/Protection) of adolescent girls in the community

- Adolescent girls in the community continue to face significant barriers, residing in an environment with limited access to quality education and training opportunities. Insufficient infrastructure and transportation in the village prevent many children from attending school.
- Gender discrimination is prevalent within the community, discouraging adolescent girls from pursuing education and relegating them to household duties. Due to inadequate education, these girls lack awareness of their basic rights and live in conservative and insecure environments where their autonomy is restricted. Additionally, the economic constraints of their families prevent them from accessing adequate healthcare and nutritious diets.

Key factors influencing the health and development of adolescent girls,

- Education is an important factor influencing the development of adolescent girls since they have to go far distance for schooling and lack of infrastructure, transportation are the reasons for their absenteeism and dropouts. Leaving the education at early stage influence their mental growth. They lack confidence and decision-making capabilities.
- Due to improper education adolescent girls are not aware about the basic health necessities and do not take proper care of themselves.
- Lack of basic support system within the family, community, gender discrimination hampers the mental health of adolescent girls, and they go into depression.
- Lack of secured atmosphere in the community also bring low confidence among these adolescent girls and is reason for not performing to the optimum when they are given opportunities. The cultural barriers always hamper the wellbeing of the adolescent girls.

Existing programs or interventions of government/NGOs targeting the needs of adolescent girls.

- We lack awareness of any government interventions beyond Tejaswini and Sarv Shiksha Abhiyaan. NGO participation seems absent, as we have not encountered any of their programs at the grassroots level. The effectiveness of these initiatives remains uncertain due to insufficient and poorly implemented programs.

Main challenges faced by adolescent girls in accessing healthcare, and other essential services.

- Girls typically lack adequate knowledge and awareness, making it challenging for them to access basic healthcare facilities.
- Socio cultural norms often restrict girls to household duties, hindering their understanding of their basic rights.
- Poverty and low financial circumstances present additional challenges for adolescent girls in accessing essential healthcare services.

Role of frontline worker in supporting women's workforce participation and the well-being of adolescent girls

- The role of Anganwadi/Sahiya is immensely significant in promoting workforce participation and the well-being of adolescent girls. We play a pivotal role in the community by addressing health, hygiene, and disease prevention concerns.
- Our efforts include raising awareness about hygiene and sanitation among adolescent girls and women, ensuring their health and productivity remain unaffected. Additionally, we provide medical care services to support workforce participation. Through our support and services to children and mothers, we strive to optimize women's productivity in the workplace.

The opinion and views of NGOs/SHGs was documented on the following aspects specific program/initiatives for empowerment of adolescent girl, objective of program and its implementation strategy, challenges and needs of adolescent girl, particular barriers or vulnerabilities that are more prevalent among adolescent girls and women in the communities, emerging trends or innovations improving the economic opportunities and outcomes for adolescent girls, recommendation, and suggestion for empowerment of adolescent girl.

Program/initiatives for empowerment of adolescent girl and its implementation strategy

NGOs is actively engaged in implementing various programs and initiatives aimed at fostering the empowerment and inclusion of adolescent girls. ***KII responses of two organisations operating in Dumka and Pakur were captured: Ms. Ritu Pandey from FACE and Mr. Kundan Pramanik from Jan Kalyan Lok Parishad.***

These initiatives comprise:

- Girl Child Education (**Ms. Ritu Pandey, FACE NGO**): We focus on an English literacy program collaborating with 133 schools, we've impacted approximately 11,000 girls, facilitating their educational advancement.

- **Career Counselling and Guidance:** We conduct counselling sessions and workshops to assist adolescent girls in exploring diverse career opportunities, enabling them to make well-informed decisions about their future paths.
- **Advocacy for Gender Equality:** Through our programs, we advocate for gender equality and raise awareness about the significance of women's economic participation. This is achieved through community outreach activities and awareness campaigns.
- **Health Awareness Programs:** Specifically targeting rural communities, especially girls and women, we conduct health awareness programs. These initiatives aim to provide information on accessing safe, effective, and affordable healthcare services.
- **Jan Kalyan Lok Parishad:** Our programs primarily aim to prioritize the education of girl children and enhance English literacy in government schools, particularly targeting disadvantaged segments of society. Operating Girl Learning Child Centers across 30 villages in Pakur block, we cater to girls facing challenging circumstances, including dropouts, unenrolled, and irregular attendees. Our primary objective is to deliver classroom-based primary education to enable these girls to pursue further educational opportunities. Currently, we operate 53 Girl Children Learning Centers, reaching out to a total of 11,000 girl children and women.

Challenges and needs of adolescent girl.

According to NGOs representatives, some of the major challenges for adolescent girls are:

- Restricted educational and training access
- Socio-cultural obstacles and gender biases
- Insufficient childcare support and family obligations
- Workplace discrimination and gender-based violence
- Scarce financial resources and capital for entrepreneurial ventures
- On prioritising the needs of adolescent girls NGOs representatives said that We identify and prioritize the needs of adolescent girls and women through community assessments, stakeholder consultations, and feedback from program participants. Regular monitoring and evaluation of our programs are conducted to gauge their impact and pinpoint areas for enhancement. Furthermore, we actively solicit input and collaborate with community members, local leaders,

and other stakeholders to ensure that our programs are responsive to the needs of the communities we serve.

Barriers or vulnerabilities that are more prevalent among adolescent girls in the communities.

- Early Marriage and pregnancy
- Lack of accesses to healthcare and reproductive services
- Limited mobilities and transportation options
- Economic dependencies and lacks financial independences.
- Social stigmas and discriminations based on gender and caste.

Emerging trends or innovations improving the economic opportunities and outcomes for adolescent girls.

- An emerging trend that holds significant promise for enhancing economic opportunities and outcomes for adolescent girls and women is the heightened emphasis on digital skills training and entrepreneurship initiatives.
- Given the escalating digitization of the economy, there's a crucial requirement to empower women with the digital proficiency necessary to access online employment opportunities, initiate and expand their businesses, and engage in the digital marketplace.
- Incorporating more technology-enabled learning tools can enhance the accessibility of our programs.

Recommendation and suggestion for empowerment of adolescent girl.

Various approaches can facilitate positive changes and better serve adolescent girls and women.

- Emphasizing a community-driven approach is essential to ensure program implementation aligns closely with the needs of adolescent girls.
- Adopting an integrated approach is crucial as it addresses multiple dimensions such as education, empowerment, and healthcare services simultaneously.
- Leveraging technology for information dissemination is key to overcoming geographical barriers and ensuring broader accessibility.
- Promoting entrepreneurship and providing timely financial assistance can significantly benefit this group, fostering their empowerment and economic independence.

- We can enhance the support to adolescent girls by educating and taking part in the skill development. These two things will shed their inhibitions and bring confidence to perform at the workplace.
- There must be better infrastructural set up at village with respect educational institutions, transportation and access to employment.
- The emphasis must be to promote entrepreneurship through proper training, Mentoring and financial assistance. This will boost the economic development and create new avenues for adolescent girls. These trainings must be in line to the needs and aspiration of local community so that it they face minimum problems while taking the courses.
- More collaboration from other stakeholders so that the community be inclusive.
- The legal framework about gender discrimination, harassment, violence needs to strengthen to ensure safety of Women at the workplace.

CHAPTER V

Finding from Key Informant Interviews

Opinion of District Administration, Skill Development Agencies Employers and NGO on Women Workforce Development

5.1 Introduction

The role and importance of district administration, skill training institutes, employers, and NGOs are crucial in the development of the women workforce.

Role of District Administration:

- Policy Implementation: District administrations play a pivotal role in implementing government policies and programs related to women's empowerment and workforce development.
- Resource Allocation: They allocate resources for skill development programs, job fairs, and other initiatives aimed at enhancing women's employability.
- Monitoring and Evaluation: District administrations monitor the progress of various initiatives and assess their impact on women's workforce participation.

Skill Training Institutes:

- Skill Enhancement: These institutes provide training in various skills required for different job sectors, empowering women with the necessary capabilities to enter the workforce.
- Tailored Programs: Many institutes offer specialized programs designed to address the specific needs and challenges faced by women in the workforce, such as childcare support or flexible training schedules.
- Certification: By providing recognized certifications from NSDC, skill training institutes enhance the credibility of women job seekers, making them more attractive to potential employers.

Employers:

- Employment Opportunities: Employers create job opportunities and are instrumental in integrating women into the workforce.
- Equal Opportunity Employers: Companies that prioritize diversity and inclusion actively seek to recruit and retain women employees, fostering an environment conducive to their professional growth.

- **Supportive Policies:** Employers can implement policies such as flexible work hours, maternity leave, and career development programs to support women's workforce participation.

Non-Governmental Organizations (NGOs):

- **Advocacy and Awareness:** NGOs advocate for women's rights and work to raise awareness about the importance of gender equality in the workforce.
- **Capacity Building:** Many NGOs offer training programs, mentorship initiatives, and support services aimed at building the skills and confidence of women seeking employment.
- **Community Engagement:** NGOs often work closely with local communities to address cultural and social barriers that may hinder women's participation in the workforce.

These stakeholders form a network of support that addresses various aspects of women's workforce development, from skills training to policy advocacy and employment opportunities. Their collaboration is essential for creating an inclusive and empowering environment where women can thrive professionally.

The opinions and viewpoints of District Skill Officers (DSOs), Skill Training Institutes, Employers, and NGOs/Civil Society regarding various aspects related to women in the workforce through Key Informant Interview have been documented in this chapter.

5.2 Opinion/Views of District Skill Officers

The district field supervisor of Urja Arrowhead met **Mr. Ramesh Prasad Singh**, the district skill officer of Pakur district and additional charge of Dumka district for KII. The opinion and views of DSO was documented on the following aspects viz. current skill development initiatives, challenges and barriers, collaboration and stakeholder engagement, assessment and evaluation, future direction an innovation.

Current skill development initiatives

- Regarding the market research survey on trade demand within the district, the DSO explained that typically, trades are identified based on candidates' comfort levels and their ease of access, considering their educational backgrounds.
- In terms of ongoing skill development initiatives within the district, the DSO noted the existence of various programs. They highlighted the presence of Skill Development Centres under the Jharkhand Skill Development Mission (JSMD), where candidates receive training in trades such as Self-Employed Tailoring, Sewing Machine Operations, and General Duty Assistance. Additionally, regular

district-level job fairs are organized, accompanied by awareness programs aimed at registering candidates with the district employment exchange.

- When asked about specific skill development initiatives for female candidates, it was mentioned that certain courses like Self-Employed Tailoring and Sewing Machine Operation are tailored primarily for girls. In districts like Pakur and Dumka, where educational standards are lacking and economic conditions are challenging, girls and women face limited opportunities despite their interest. For instance, bamboo crafts and timber products are areas of interest for many villagers, but due to issues with market linkage and scalability, these trades have not been implemented as desired.
- Parents' preference regarding training location is influenced by tribal culture, which typically discourages families from sending girl candidates outside their villages. Consequently, they tend to favour non-residential training options. Although most of our programs are residential, these cultural considerations often result in candidates returning to their families.

Challenges & barriers

- **Primary challenges or barriers encountered in promoting skill development within your district, especially regarding girl candidates:** DSO responded that there are two major barriers in promoting skill development mission: Poverty and the culture of people living here. Poverty is the root cause and people are not able to think apart from meeting the basic daily requirements for their survival. Culture of tribal groups discourage the girl child in pursuing skill development as parents are reluctant to send girl child to the residential programs and working them in industries which is male dominant. The presence of schools is very far from where they stay hence lack of adequate infrastructure and transportation facilities results in dropouts among the girl children. Also, families of tribal groups are unaware about any training programs running that could shape their careers. Tribal families are more concerned about the safety of girl children therefore they do not send to the vocational training institutes.

Collaboration and stakeholder engagement

- **Engagement with various stakeholders (e.g., government agencies, educational institutions, employers) to facilitate skill development efforts for girls' candidates:** When administered to DSO regarding how he see the engagement of various stakeholders he said that the role of these stakeholders is of great importance if we want to channelize the skill development mission to every corner of the district. Partnering with educational institutions for promoting skill development opportunities and integrating the vocational

training into the curriculum. We generally use these institutions in creating awareness regarding various skill development programs through career counselling sessions. We regularly engage employers in our discussion for the skill development pathway. Employers gives us the insight regarding the workforce demands and most of the curriculum are designed as per their requirements so that once the candidates are trained, they have minimal issues in finding the jobs. Even for the internship, on the job training and practical experience we collaborate with industries. Through our government agencies we develop campaigns to target the communities and highlight the skill development programs.

Assessment and evaluation

- **Assessment of the impact and effectiveness of skill development programs within the district:** He said that the effectiveness and impact of any program is assessed by the improvement in conditions of anyone life. At the government level, number of youths registered, trained and employed is an indicator for assessment. A qualitative survey to assess the enhancement in income or status of family is not assessed but anticipated that employment in good trade might have enhanced the livelihood status.
- **Areas which have shown the most significant improvement and opportunities for further growth:** He said that the increased participation of youth specially girls are the positive outcomes of all these initiatives. This has resulted in changing the standard of living of the communities. The areas of opportunities are bringing new trades and giving employment opportunities within the state if not district. The growth will happen once youth start taking these skill development mission seriously and aligning themselves with them.

Future direction and innovation

- **Emerging trends or innovations in skill development that would shape the future landscape especially for girl candidates:** In Santhal districts you will find women more conservative in nature which hampers them in excelling in the career path. Therefore, merely possessing technical knowledge will not help. Skill development curriculums are designed in such a way that equal importance to soft skills development is also given. These skills improve the confidence level of candidates and make them to negotiate with employers and in the businesses. We need to add trades keeping in mind industry requirements and demands and the demands keep on changing with the advancement in the technology. More personalized learning methods has to be incorporated to get the best results. Community participation and engagement is compulsory to make these skill development initiatives a success. Other stakeholders like educational,

vocational institutes, employers should solicit feedback and insights. Partnership with local community, NGO, institutions, employers should be prime focus point.

5.3 Opinion/Views of Skill Training Agencies

Six skill training agencies were interviewed as key informants, with three located in Pakur district and three in Dumka district. *In Pakur district, the agencies were named RSETI, Kalyan Gurukul, and Nishtha, while in Dumka district, they were SGRS Academic Pvt. Ltd., Arrow Soft Pvt. Ltd., and Skynet Computer Education.*

The opinion and views of skill training agencies was documented on the following aspects viz. *key sectors offering livelihood opportunities, Selection mode of candidates, trainers' profile, monitoring and evaluation, industry visits, placement and tracking of candidates, challenges, and barriers.*

Key sectors offering livelihood opportunities.

- According to skill training agencies, the key sectors offering livelihood opportunities for women are Apparel, Retail, Logistics, Agriculture & allied services etc.

Selection mode of candidates.

The selection of candidates is mainly done based on following criteria.

- The candidate must be resident of Jharkhand.
- Minimum age of the candidate should be 18 years and maximum 35 years.
- Minimum educational qualification of the candidates should be 8th Pass.
- Reservation for women and PWD candidates
- Few agencies said that they take a pre-admission test for enrolment in their training program.

Trainers' profile.

- Regarding the selection of trainers, the skill training agencies said that the trainers are selected by the panel interview and generally done through our human resource team. There are around 3-person panel who takes the interview. Once the trainer is selected, he/she is registered in NSDC portal. Only certified trainers from NSDC are used. TOT of trainers is done by NSDC. The skill up-gradation of trainers is done regularly by the training methods align to the skill development objectives and Centre's curriculum. Based upon the requirements in terms of teaching methodologies and advancement in the industry specialized training programs are provided.

Monitoring and Evaluation.

- The trainers during the entire course program monitor the participants progress and observe whether they are actively participating or not. We periodically take the performance assessment of the candidates and address their issues or challenges they face in the training program. Our all-entire Centre is under the surveillance of CCTV and usually keep an eye on the candidate's activity day and night.

Industry Visit.

- Training agencies said that district do not have big industry and trades in which program are run candidates get placed outside the state. In some course OT facilities is provided and we invite expertise/mentors from industry who guide them about the future prospect of the program. During the course we try to bring at least one such session. Online sessions with industry personnel are conducted frequently so that candidates understand the demands and requirements of employers.

Placement and tracking.

- Agencies said that they provide placement assistance to the candidates. Multiple job opportunities are given once they are trained. Female candidates in Tripur and some of employers where they had been placed are KPR, Vishal Knitwear, Swift Textiles. Candidates are placed at different locations of the country as per their trade.
- The candidates are tracked for at least one year after they are placed. We track the candidates to assess the quality of our training and even we can match the employers needs and requirements in terms of skilled workforce.

Challenges and barriers

- There are several barriers and challenges for women and adolescent girls in assessing skill development programs. First the socio-cultural aspect expects the women to pursue traditional roles. The parents of adolescent girls give more priority on domestic responsibilities rather than skill development and they are discouraged to pursue different career paths. Financially also the families are very poor and becomes difficult for them to afford the fees and transportation charges. In some of the tribal communities' women and adolescent are prohibited to go out and therefore having access to skill programs becomes difficult for these communities. The discrimination based on gender poses a big challenge for adolescent girls since they are not given equal opportunities when it comes to choose career path.

5.4 Opinion/Views of Employers

Four employers were interviewed as key informants, with two located in Pakur district and two in Dumka district. In Pakur district, the employers were named **Style Bazaar, and Aditya Vision Pvt. Ltd**, while in Dumka district, they were **Vishal Mega Mart and V Mart**.

The opinion and views of employers was documented on the following aspects viz. **registration status, POSH Committee, recruitment process, benefits for female employees, demand, and efficiency of women workforce, challenges in entry level job, method of re-skilling and up-skilling.**

Registration status

- All the interviewed employers said that their company is registered under company act and having annual turnover less than 15 crore.

POSH Committee

- Employers said that there is no such committee at the store level. All are governed through Head office, but all employees have a unified toll-free number where they register their grievances.

Recruitment process

- Hiring is mainly done through Walk-in candidates. Candidates come up with resumes in the store. We take the interview of the candidates once the pool of CV's is generated and then they are reported to the Head office for the final selection. Although for the payroll candidates HR takes the interview in Patna head office

Benefits to female employee

- Female candidates get the maternity benefits and have working hours relaxation. Also, organization takes utmost care regarding the security of female candidates.

Demand and efficiency of women workforce

- Cashier, Sales associate, Sales Promoter and Customer support executive are the job roles which are in high demand for Women workforce.
- Both male and female are efficient in their job. There are issues in hiring female candidates like releasing them early from stores.

Challenges in entry level jobs

- There is limited talent pool and the candidates do lack the basic soft and interpersonal skills. Therefore, finding the right candidates with requisite

organizational needs is a tough job. The mindset of the candidates is also fluctuating therefore retention becomes big issues in this area.

- They lack accountability, client interactions and professionalism. Communication is also below par the organizational needs, but we give ample support and time to nurture them.
- The competency of the workers is determined by the skill sets which they possess, and we do screening of the candidates before hiring them. We review the performance on a weekly basis and find any needs then we train the candidates for increasing the competency.

Method of re-skilling and up-skilling in company

- Performance review on a regular basis is the only way to assess the skill gaps in the jobs. For the up skilling we conduct and give training to the candidates. In re-skilling part, we train them with the latest updates in the technology through both online and offline platforms.

5.5 Opinion/Views of NGOs/Civil Society Organisation

Four NGOs/CSOs were interviewed as key informants, with two located in Pakur district and two in Dumka district. ***In Pakur district, the NGOs/CSOs were named FACE and Jan Kalyan Lok Parishad while in Dumka district, they were Lahanti and Ayo Aidari Trust.***

The opinion and views of NGOs/CSOs was documented on the following aspects initiatives aimed at supporting the empowerments and inclusion of women in the workforce, challenges faced by women in accessing and participating in the workforce, prioritization of the needs of women workforce in its programs and services, Collaboration and Partnerships, barriers/vulnerabilities prevalent among women workforce in the communities, Future Directions and Innovations,

Initiatives aimed at supporting the empowerments and inclusion of women in the workforce.

- Career counselling and guidance: We are offering counselling sessions and workshops to help women where explores career options and make informed decisions about their futures.
- We through our programs are advocating for gender equality and raising awareness about the importance of women's economic participation through community outreach activities and awareness campaigns.

- Through livelihood generation interventions, efforts are made to provide agriculture skills and technical knowledge skills in animal husbandry to women with entrepreneurship development skills also.
- Life skill education is part of many programs as it is first step towards employment engagement.

Prioritization of the needs of women workforce in its programs and services

- We identify the needs of women through community assessments, stakeholder consultations, and feedback from program participants. We also conduct regular monitoring and evaluations of our programs to assess their impact and identify areas for improvements. Additionally, we actively seek inputs and collaborations from community members, local leaders, and other stakeholders to ensure that our programs are responses to the needs of the communities we serve.

Collaborative and partnership

- We collaborate with a wide range of stakeholders, including government agencies, businesses, educational institutions, and other NGOs, to address the needs of women in the workforce. These collaborations involving joint programming, resource sharing, advocacy efforts, and capacity building initiatives. We also actively engage with local businesses and employers to create employment opportunities for women and promotes gender-inclusive workplaces policies and practices.
- Successful collaboration with the Department of Women and Child Development, Government of Jharkhand, to implement a vocational training program for women in our district. Through this partnership, we have been able to provide trainings to women in tailoring, beauty and health care, art and craft and cookery to over 200 girls, enabling them to earn a living and support their families. Additionally, we have partnered with local businesses to create job placement opportunities for women trainings in our programs, leading to increased economic empowerment and financial independence.

Barriers/vulnerabilities prevalent among women workforce in the communities

- Early Marriage and pregnancy
- Lack of access to healthcare and reproductive services
- Limited mobility and transportation options
- Economic dependencies and lacks financial independence.
- Social stigmas and discriminations based on gender and caste.

Future direction and innovation

- One emerging trend we see as particularly relevant for improving economic opportunities and outcomes for adolescent girls and women is the growing focus on digital skills training and entrepreneurship developments. With the increase' in digitization of the economy, there is a need to equips women with the digital skills they need to access online employment opportunities, starts and grows their businesses, and participates in the digital economy. More technology-enabled learning tools can make our programs more accessible.

5.6 Opinion of District Administration, and NGO on Women Adolescent Girl

Introduction

Social welfare officers, district administration, and non-governmental organizations (NGOs) play crucial roles in empowering adolescent girls, particularly in societies where they face various challenges and barriers to their development and well-being.

District Administration:

- Department of Social Welfare, women and child development District administrators have the authority to allocate resources and coordinate efforts across different sectors to promote adolescent girl empowerment. They can create an enabling environment by enforcing laws and policies that protect the rights of girls, ensuring access to essential services like education and healthcare, and fostering collaboration between government agencies, NGOs, and community stakeholders.
- They play a vital role in identifying the specific needs and challenges faced by adolescent girls in their respective communities. They design and implement programs that address these needs, such as access to education, healthcare, counselling services, and skill-building initiatives. Social welfare officers also provide support and advocacy for adolescent girls who may be marginalized or at risk of exploitation.

NGOs:

- NGOs often have a grassroots presence and deep understanding of local dynamics, allowing them to tailor their programs to the specific needs and cultural context of adolescent girls. They provide a range of services, such as life skills training, reproductive health education, economic empowerment initiatives, and legal support.
- NGOs also advocate for policy changes and raise awareness about the importance of investing in girls' education, health, and rights at local, national, and international levels.

District administration, and NGOs form a critical network of support and resources for adolescent girls, working together to break down barriers and create opportunities for their empowerment and success. By collaborating effectively and leveraging their respective strengths, they can make significant strides towards achieving gender equality and ensuring the full realization of girls' rights and potential.

The opinions and viewpoints of District Social Welfare Officer (DSWOs), and NGOs/Civil Society regarding various aspects related to adolescent girl empowerment through Key Informant Interview have been documented in this chapter.

5.7 Opinion/Views of District Social Welfare Officers

The district field supervisor of Urja Arrowhead met **Mrs. Basanti Gladis Bara**, the district social welfare officer of Pakur and **Mrs. Anju Kumari** district social welfare of Dumka. The opinion and views of DSW were documented on the following aspects viz. roles & responsibility of DSO pertaining to adolescent girl, current program for adolescent girl, challenges and needs of program, vulnerability issue related to adolescent girl, trafficking and rehabilitation, collaboration and partnership, specific policy for adolescent girl.

Roles and responsibility of DSW pertaining to adolescent girl.

When asked the DSW regarding the roles and responsibility of DSOs, especially related to adolescent girl, following responses were captured:

- Primary responsibility involves implementing programs aimed to address the specific challenges confronted by adolescent girls, encompassing health, nutrition, education, and safeguarding them against abuse and exploitation. Emphasizing the enhancement of capacities and addressing the unique needs of adolescent girls forms the crux of role.
- Community mobilization activities for anti-trafficking awareness, illegal migration, domestic violence, child marriage are some of the major work which are taken up in campaign mode in panchayats.
- There are some specific flagship schemes of MoWCD like MISSION VATSALYA AND MISSION SHAKTI under which SABAL, SAMARTHYA, NIRBHAYA sub schemes and further under which Beti Padhao Beti Bachao, One Stop Centers schemes are being implemented. All the schemes at the district level are executed from the office of DSW.
- Additionally, during emergency situations, I play a crucial role in crisis management and providing immediate support. Evaluating program efficacy and expanding intervention areas through collaboration with government agencies and NGOs are integral aspects of my work. Recognizing that the health and

nutritional well-being of adolescent girls significantly influence their future as women, underscores the importance of my role in this regard.

Current program/initiatives for adolescent girl

- Numerous programs are in place to support the economic development and well-being of adolescent girls. These initiatives encompass educational, skill-building, and livelihood support, primarily targeting underprivileged adolescent girls.
- For instance, the SABLA yojana aimed to provide training on livelihood and life skills to enable economic independence among adolescent girls. Nutritional support was also provided to non-school going children at Anganwadi Centres through this program. Additionally, the TEJASWINI project undertook various endeavors to guide adolescent girls towards better career paths and challenge stereotypes.
- BETI PADHAO BETI BACHAO is one of the ambitious schemes which targets education of girls. Under this scholarship is also given.
- KISHORI CARDS are made which tract the health, nutrition, education and skill aspirations of adolescents. This card is filled by adolescents with the support of SHG members
- In every district Anti Trafficking Units are there in police stations. The DSW office has a major role to coordinate with the unit in case of trafficking issues. Regular trainings are being conducted for the personnel of units and functionaries of department.
- Under MISSION VATSALYA, which has recently been launched, there is major work to involve the PRIs in all the works especially the standing committees. Orientation of members on various aspects of children and youth must be done so that issues of them are identified and proper need-based interventions can be planned.
- Our department has also conducted outreach efforts, including visits to hospitals, police stations, bus stands, and railway stations, to provide information and empower adolescent girls with awareness about these places, fostering their confidence in accessing services.

Challenges and needs of the program

- In both districts, adolescent girls grapple primarily with the obstacle of inadequate access to quality education. The financial constraints within families hinder their ability to pursue basic education and participate in skill development programs. Moreover, they face additional challenges such as

restricted educational opportunities, limited economic prospects, societal biases, and the threats of gender-based violence and exploitation. Effectively tackling these issues necessitates focused interventions that delve into the underlying causes and empower adolescent girls to surmount the barriers to their well-being and advancement.

- The district welfare office discerns the requirements of adolescent girls by engaging in consultations to grasp their viewpoints and aspirations. Utilizing a community outreach mechanism involving community leaders, local organizations, and grassroots networks facilitates the identification and resolution of the distinct needs of various groups of adolescent girls. Additionally, a wealth of data and reports offer insights into emerging trends, gaps, and pertinent issues.

Vulnerability issues related to adolescent girl.

- The issues are common and there are no specific issues or vulnerabilities. The tribal dominant district has their own distinct culture which prohibits them to come out of inhibitions. Early marriage, sending girls outside to work, discontinuation of education for taking care of small kids or doing household chores, engagement in love relations and further exploitation are some of the issues which need attention.

Trafficking and rehabilitation

District Social Welfare Offices (DSWs) are actively engaged in raising awareness about the perils associated with sending young girls to work in urban centres. Their efforts include:

- Conducting community outreach sessions to elucidate the concept of human trafficking and elucidate how traffickers exploit girls.
- Through awareness generation and campaign activities information about schemes are being done.
- Providing training to anti trafficking units, law enforcement personnels, educators and PRI members on identifying indicators of human trafficking and appropriate responses.
- Delivering educational programs in schools to equip students, teachers, and parents with knowledge on safeguarding themselves against deception.
- Collaborating with organizations offering support to victims of human trafficking, such as emergency shelters and counselling centres.

- Establishing a dedicated helpline for reporting incidents of human trafficking and seeking assistance.
- Assisting communities in devising strategies to mitigate the risk of human trafficking, including job creation initiatives and fostering support networks.
- Our SAKHI ONE CENTRE which provide the necessary support to women facing physical, sexual, emotional, psychological and economic abuse where they are facilitated with support and redressal irrespective of age, class, caste, education status, marital status, race and culture keeps the data of girls who have been rescued so far and all are available online.
- The rehabilitation centres are established to address the emotional, social and physical needs of the rescued girls. Imparting education, skill training activities and entrepreneurship programs are the main activities performed at the centres. The rescued girls need social and emotional support for their speedy recovery. The community-based organizations are of great assistance in this regard.

Collaboration and Partnership

- The district social welfare office works closely with other stakeholders such as academic institutions, NGO's and all concerned departments like health, water and sanitation, rural development and Panchayat Raj to fulfil the objectives of the schemes. The district social welfare office plays a pivotal role in coordinating various initiatives through them. The district social office collaborates with community-based organizations to identify the community needs and can implement targeted interventions and thus help in addressing the specific challenges faced by the adolescent girls.
- The training calendar of DoWCD is shared with Panchayat Raj department so that trainings related to role of PRIs in addressing the issues of children and adolescent is imparted. This is imperative as the subject is under their jurisdiction and they are accountable for the same.
- Joining hands with different groups and regularly having discussion will bring more ideas and support. This will help in fighting this problem strongly and will bring more areas. Providing the stakeholders with clear and definite roles will bring more coordination. This will enable efficient use of resources. Regularly training and awareness camps in the community will help them understand how the trafficking are done and help combat it efficiently.

Specific policy or resource beneficial for adolescent girl

- Allocating resources toward capacity-building initiatives and training programs for educators, healthcare professionals, social workers, and other relevant

stakeholders engaged in adolescent girl empowerment efforts. These programs encompass training on gender-sensitive methodologies, youth development strategies, trauma-informed care, and human rights principles to ensure that services effectively address the unique needs of girls.

- We empower girls to pursue economic opportunities and contribute to the economic well-being of their families and communities. Advocate for the implementation of gender-sensitive policies and programs that address the unique needs and rights of adolescent girls, including health, education, protection from violence, and participation in decision-making.

5.8 Opinion/Views of NGOs/Civil Society Organisation

Four NGOs/CSOs were interviewed as key informants, with two located in Pakur district and two in Dumka district. In Pakur district, FACE and Jan Kalyan Lok Parishad while in Dumka district, Lahanti and Ayo Aidari Trust.

The opinion and views of NGOs/CSOs was documented on the following aspects specific program/initiatives for empowerment of adolescent girl, objective of program and its implementation strategy, challenges and needs of adolescent girl, particular barriers or vulnerabilities that are more prevalent among adolescent girls and women in the communities, emerging trends or innovations improving the economic opportunities and outcomes for adolescent girls, recommendation, and suggestion for empowerment of adolescent girl.

Program/initiatives for empowerment of adolescent girl and its implementation strategy

- The organisations are actively engaged in implementing various programs and initiatives aimed at fostering the empowerment and inclusion of adolescent girls. These initiatives comprise:
- Girl Child Education: FACE NGO focuses on an English literacy program collaborating with 133 schools, we've impacted approximately 11,000 girls, facilitating their educational advancement.
- Career Counselling and Guidance: We conduct counseling sessions and workshops to assist adolescent girls in exploring diverse career opportunities, enabling them to make well-informed decisions about their future paths.
- Advocacy for Gender Equality: Through our programs, we advocate for gender equality and raise awareness about the significance of women's economic participation. This is achieved through community outreach activities and awareness campaigns.

- Health Awareness Programs: Specifically targeting rural communities, especially girls and women, we conduct health awareness programs. These initiatives aim to provide information on accessing safe, effective, and affordable healthcare services.
- Our programs primarily aim to prioritize the education of girl children and enhance English literacy in government schools, particularly targeting disadvantaged segments of society. Operating Girl Learning Child Centres across 30 villages in Pakur block, we cater to girls facing challenging circumstances, including dropouts, un-enrolled, and irregular attendees. Our primary objective is to deliver classroom-based primary education to enable these girls to pursue further educational opportunities. Currently, we operate 53 Girl Children Learning Centres, reaching out to a total of 11,000 girl children and women.

Challenges and needs of adolescent girl.

According to NGOs representatives, some of the major challenges for adolescent girls are:

- Restricted educational and training access
- Socio-cultural obstacles and gender biases
- Insufficient childcare support and family obligations
- Workplace discrimination and gender-based violence
- Scarce financial resources and capital for entrepreneurial ventures
- On prioritising the needs of adolescent girls NGOs representatives said that We identify and prioritize the needs of adolescent girls and women through community assessments, stakeholder consultations, and feedback from program participants. Regular monitoring and evaluation of our programs are conducted to gauge their impact and pinpoint areas for enhancement. Furthermore, we actively solicit input and collaborate with community members, local leaders, and other stakeholders to ensure that our programs are responsive to the needs of the communities we serve.

Barriers or vulnerabilities that are more prevalent among adolescent girls in the communities.

- Early Marriage and pregnancy
- Lack of accesses to healthcare and reproductive services
- Limited mobilities and transportation options
- Economic dependencies and lacks financial independences

- Social stigmas and discriminations based on gender and caste.

Emerging trends or innovations improving the economic opportunities and outcomes for adolescent girls.

- An emerging trend that holds significant promise for enhancing economic opportunities and outcomes for adolescent girls and women is the heightened emphasis on digital skills training and entrepreneurship initiatives.
- Given the escalating digitization of the economy, there's a crucial requirement to empower women with the digital proficiency necessary to access online employment opportunities, initiate and expand their businesses, and engage in the digital marketplace.
- Incorporating more technology-enabled learning tools can enhance the accessibility of our programs.

Recommendation and suggestion for empowerment of adolescent girl.

Various approaches can facilitate positive changes and better serve adolescent girls and women.

- Emphasizing a community-driven approach is essential to ensure program implementation aligns closely with the needs of adolescent girls.
- Adopting an integrated approach is crucial as it addresses multiple dimensions such as education, empowerment, and healthcare services simultaneously.
- Leveraging technology for information dissemination is key to overcoming geographical barriers and ensuring broader accessibility.
- Promoting entrepreneurship and providing timely financial assistance can significantly benefit this group, fostering their empowerment and economic independence.
- We can enhance the support to adolescent girls by educating and taking part in the skill development. These two things will shed their inhibitions and bring confidence to perform at the workplace.
- There must be better infrastructural set up at village with respect educational institutions, transportation and access to employment.
- The emphasis must be to promote entrepreneurship through proper training, Mentoring and financial assistance. This will boost the economic development and create new avenues for adolescent girls. These trainings must be in line to the needs and aspiration of local community so that it they face minimum problems while taking the courses.

- More collaboration from other stakeholders so that the community be inclusive.
- The legal framework about gender discrimination, harassment, violence needs to strengthen to ensure safety of Women at the workplace.

CHAPTER VI

CONCLUSION WITH RECOMMENDATIONS

6.1 Introduction: This profile of the situation of adolescents and young women in Dumka and Pakur are drawn from a feasibility study of 200 adolescent girls in the age group of 14 to 18 years and young women in the age group of 19 to 35 years residing in these households. The findings have suggested that many adolescents and young women are not equipped with the resources and assets necessary to make informed choices in life and also make successful transition from adolescent to adulthood and further as an empowered financially independent young women. The findings provided in this report provide a broad picture of adolescents in the districts, highlight wide inequities and call for special attention to the socially and economically vulnerable community. The finding also provides a picture into the kind of program design that should be implemented in the districts which will further give sustainable and scalable outcomes. This program design based on the findings will also serve as benchmark through which to measure changes in adolescent life that result from interventions over the next few years. This chapter recommends areas in need of program attention to enhance safe adolescent empowerment and self-reliant young women. It is anticipated that intervention on one aspect i.e. adolescent empowerment will have impact on her transition to adulthood and further as a financial self-reliant young woman.

6.2 Recommendation for Adolescent Girls Empowerment

- **Ensuring quality and interesting education:** In the findings it is reflected that more than 90% of the girls are regular students. However, being in school did not mean regular attendance and exposure to schooling. The quality of education was considered good by 64 girls but the frequency of attending school in a full week was 3 days. Premature school discontinuation or irregular attendance was attributed to demand of time of adolescents for household chores or looking after kids. Apart from this, some disinterest of girls in continuing education and school related reasons like failure in exam, lack of additional coaching or tuition, early marriage are reasons which are enough to drop out. ***Hence, interventions to support the schools with interesting curricula and training of teachers for introducing innovative methods of teaching. School and community-based counseling and other opportunities must be made available to the girls to retain their interest in pursuing their aspirations and guiding them in subjects where they should focus to reach their goal.***
- **Supplementary coaching:** The study recognized that many adolescents were first generation students and the environment in the family might not be conducive to providing academic support which other students may access. ***Supplementary coaching is recommended to be a part of program strategy.***

This will help girls to overcome their academic problems. Educated youths can be hired and given training on innovative techniques of teaching and further they can be engaged as tutors for supplementary education.

- **Eliminating School to Work Transition:** age-appropriate transition to work eludes many adolescents. It was reported that due to family challenges many girls are forced by parents/family into wage work even before the permissible age. Efforts must be made to dissuade premature entry of girls into wage work. *It is recommended that community awareness of child labor should be made part of communication strategy. The community should be informed about the benefits of school over wage work for their girls.*
- **Ingrain equal Gender Role attitude and life skills in adolescents:** Efforts are imperative to ensure that girls make informed choices in their everyday routine. *It is recommended that programs must communicate to adolescents the opportunity to gain exposure to new ideas which nurture their personality, their communication skills and help them to make informed choices in life. This will also build their confidence to raise a voice for their rights and entitlements.* In tribal communities, mobility of girls is an issue which restrains them to form peer network. *Program strategy should have an approach towards creating space to strengthen support systems. It is recommended that programs should technically support programs like Scheme for Adolescent girls (SAG), UDAAN which aim at building leadership skills.*
- **Equipping Adolescents with information and skills to enable safe transition in life:** Though direct questions on sexuality and reproductive health were not administered in the IDIs yet responses on level of comfort in discussing personal matter/choices with family members were asked. Hence, a conclusion is derived that girls aren't equipped with that confidence or even the family environment does not permit any such kind of discussion. *Hence the inquisitiveness on sexuality related matters is not addressed and girls tend to gather information from social media which is more harmful. It is recommended that as part of communication interventions, adolescent sexual and reproductive health should be focused so that the right information about sexual and reproductive health is conveyed. This will also help in decreasing many health-related ailments.*
- **Delaying marriage and ensuring girl's decision in marriage related decisions:** The response of girls and the parents regarding age of marriage was positive but this does not deny the fact that once the girls attain age of 18, marriage is the priority of parents. Maximum respondents were of the view that they want to delay their marriage until they cross adolescence. The area of concern is marriage is often arranged without taking consent of girl. This early

marriage just crossing the permissible age also reflects dowry system. ***It is recommended that programs when designed should have gender transformative life skills which should provide communication skills, negotiation skills, sharing information, creating safe space for girls where they can discuss their issues. Programmes should incorporate IEC on legislations related to Child Marriage, dowry laws and health benefits marriages are delayed.***

- **Promoting No Tolerance for gender-based violence:** Alcoholism is a major social nuisance in the tribal community which often results in gender-based violence. Children in the family are witness to father beating their mother and hence they experience violence penetrating in their life. Since they are exposed from a very early age the practice normalizes in their life. Attention must be paid to break this vicious circle of violence. ***It is recommended to include life skill education and sexuality education curricula which promote equitable gender relations between siblings, peers and marital partner. The communication approach should focus on the unacceptability of any kind of gender-based violence in the house and promote peaceful conflict resolution.***
- **Capacity building and training of PRIs:** as mentioned in the chapters, the role of local government i.e. panchayat is vital in addressing the grave issues related to adolescents like child marriage, trafficking, gender-based violence and child labour. The PRIs are accountable to any such cases in their panchayat. ***It is recommended as part of capacity building and training PRIs should be major stakeholders. They should be orientated towards the issues of adolescents and the subject should be discussed in Gram Sabha.***

6.3 Recommendation for Women Work Force Participation

- **Support towards School to Work Transition:** With the formation of National Skill Development Commission, a huge investment has been made in skilling/upgrading skills in the youths in different trades. Yet, making an age-appropriate transition to work eludes many youths in Jharkhand. There are adolescents who are engaged in wage work much below the permissible age and also there are older youths neither engaged in wage work nor attending skill training. ***It is recommended that the program should have an approach in equipping the adolescents in their secondary school with life skill education, career counseling, information about skill development programs of government so that after school if they want to pursue any technical training, they have a choice.***
- **Marketable livelihood skill and mentorship:** The skill training approach towards young women who have just crossed their adolescent should be more marketable livelihood trade along with mentorship in accessing placement. It is

recommended to initiate comprehensive skill training and support programs which not only provide vocational skills but also acquaint the women with marketable career options. Soft skills and support activities like making a CV and appearing for interview should be focused.

- **Counseling Sessions:** as mentioned in chapter V the young women or the adolescents who are in the transition stage have limited access to information and also there is no safe space where these women can share their thoughts or can learn from each other's experience. It is recommended that counseling sessions with the support of frontline workers/teachers/mentors should be organized in the Gram Panchayats. Repeated rounds of sessions are recommended which will also help in building trust of women. Through counseling career aspirations of young women can be mapped and skill training mentor strategies can be formed.
- **Skill training centre at the Gram Panchayat level:** Distance is a major factor which limits the access to skill training provided by the Government. *It is recommended to prepare the skill centre at the GP level for trades which require tool kits easily available like tailoring, beauty and health, soap and shampoo and trades related to agriculture and allied.*
- **Efforts for more self employment trade:** The category of young women are in the age group of 19 to 35 years, and it is reflected in the finding than more than half of the respondents were married, hence their mobility for work to another place is difficult. *It is recommended to motivate and mentor the young women to pursue self employment.*
- **Encourage women for Agriculture and allied activities:** In the IDIs maximum women aspire for tailor, beauty & health, cooking and art &craft. Though these should be considered but agriculture & allied should be advocated. It is known that every rural household in Jharkhand does animal rearing. Goat farming, piggery, backyard poultry and dairy. These activities are not done from an income generation point of view. The selling of animals is done only in case of financial crunch. *It is recommended that business skill training of women in their existing resources should be there. Technical support like vaccination of animals, feed preparation, shed construction, bank linkage and business entrepreneurship skills should be focused.*
- **Coordination and convergence with PRIs:** *It is recommended project design should have components to empower the PRIs to take up skill development initiatives in their panchayats. Efforts should be made to orient them to plan skill training in their Gram Panchayat Development Plan (GPDP) and it can be funded under Finance Commission untied fund.* Further, efforts should be

made to successfully organize government campaigns in GP and camps to register in skill training/ information on loans can be focused.

6.4 General Recommendations

Involving parents/family members and communities for briefing new notions of parenting /Guardianship: In both the components, the role of parents, grandparents and community is important in impeding successful transition from child to adolescent stage and further adulthood. Similarly social and cultural norms also have an impact. Family life is characterized by social practices which are gender biased and girls/women face more disadvantages. Decision making is very often taken by parents/elder brother in matters pertaining to pursue higher education/continuing education/marriage age /career options or choice/ mobility of girls/women and even whom to meet and not to meet. This practice limits the decision to make a choice. Though in the study finding are encouraging from parents towards allowing their girls and women to continue education or aspire to work yet their interaction with school and other agencies is very limited hence after a time there is discontinuation of education and loss of interest to let the women work.

It is recommended to pay attention to changing parental attitude and socialization practices. Parents must be sensitized to keep education of their girls as a priority and should understand that education is key to addressing many social evils. They must be informed about the potential of their girls/women and allow them to harness the opportunities and exercise their rights and entitlements.

Gender equal approach: Program must have an approach to convince parents to treat their boys and girls equal giving them equal opportunities in education, skills and employment.

Annexure I

List of Respondents (Women Workforce)

Name of the respondent	District	Village	Block	Panchayat	Age	Religion	Caste
Juhi Hembrom	Pakur	Gandopahari	Littipara	Talpahari	23	Hindu	ST
Pooja Devi	Pakur	Talpahari	Littipara	Talpahari	30	Hindu	SC
Lalita Maria	Pakur	Talpahari	Littipara	Talpahari	33	Hindu	SC
Sabita Devi	Pakur	Talpahari	Littipara	Talpahari	27	Hindu	SC
Sarita Marandi	Dumka	Chiharbani	Jama	Nachangaria	31	Hindu	ST
Sakuntala Soren	Dumka	Chiharbani	Jama	Nachangaria	31	Hindu	ST
Phulan Pahari	Pakur	Ishakpur	Pakur	Isakpur	28	Christian	ST
Susma Kumari	Dumka	Ranishwar	Ranishwar	Pathra	20	Hindu	OBC
Sanchita Ghosh	Dumka	Ranishwar	Ranishwar	Pathra	20	Hindu	Gen
Jhumpa Panda	Dumka	Ranishwar	Ranishwar	Pathra	24	Hindu	Gen
Pallovi Mukharjee	Dumka	Ranishwar	Ranishwar	Pathra	19	Hindu	Gen
Archana Chobe	Dumka	Ranishwar	Ranishwar	Pathra	23	Hindu	Gen
Masarefa Bibi	Pakur	Silampur	Maheshpur	Silampur	29	Muslim	ST
Rubina Bibi	Pakur	Silampur	Maheshpur	Silampur	34	Muslim	SC
Shukrun Bibi	Pakur	Silampur	Maheshpur	Silampur	29	Muslim	SC
Sameena Bibi	Pakur	Silampur	Maheshpur	Silampur	32	Muslim	SC
Rehena Bibi	Pakur	Silampur	Maheshpur	Silampur	26	Muslim	SC
Dipa Dey	Dumka	Chakgola	Masaliya	Khutojori	28	Hindu	OBC
Sampa Mitra	Dumka	Chakgola	Masaliya	Khutojori	26	Hindu	OBC
Meri Tudu	Pakur	Khajurdaga	Hiranpur	Torai	30	Hindu	SC
Anita kisku	Pakur	Khajurdaga	Hiranpur	Torai	33	Christian	SC
Shayra Bibi	Pakur	Ishakpur	Pakur	Isakpur	26	Muslim	SC
Fulan Devi	Pakur	Khajurdaga	Hiranpur	Torai	34	Hindu	ST
Magri Devi	Pakur	Khajurdaga	Hiranpur	Torai	32	Hindu	OBC
Menu Devi	Pakur	Bipatpur	Hiranpur	Torai	30	Hindu	OBC
Shekha Char	Dumka	Chakgola	Masaliya	Khutojori	31	Hindu	OBC
Champa	Dumka	Chakgola	Masaliya	Khutojori	27	Hindu	OBC

Char							
Anuradha das	Dumka	Chakgola	Masaliya	Khutojori	25	Hindu	OBC
Rishm bibi	Pakur	Ishakpur	Pakur	Isakpur	28	Muslim	SC
Mahbia bibi	Pakur	Ishakpur	Pakur	Isakpur	30	Muslim	SC
Nurjahan bibi	Pakur	Ishakpur	Pakur	Isakpur	32	Muslim	SC
Jayanti Devi	Pakur	Talpahari	Littipara	Talpahari	22	Hindu	SC
Prianka Devi	Dumka	Chaklta	Shikaripara	Muraam	19	Hindu	ST
Bahamuni Tudu	Dumka	Murayam	Shikaripara	Muraam	21	Hindu	ST
Shemali Murmu	Dumka	Chatalta	Shikaripara	Muraam	30	Hindu	ST
Bahamiru Besra	Dumka	Chakalta	Shikaripara	Muraam	28	Hindu	ST
Puja Devi	Dumka	Chakalta	Shikaripara	Muraam	26	Hindu	ST
Uma Ray	Dumka	Gandrakpur	Shikaripara	Gandrakpur	29	Hindu	OBC
Santi Devi	Dumka	Gandrakpur	Shikaripara	Gandrakpur	25	Hindu	OBC
Renuka Devi	Dumka	Gandrakpur	Shikaripara	Gandrakpur	27	Hindu	OBC
Sarita Devi	Dumka	Gandrakpur	Shikaripara	Gandrakpur	35	Hindu	OBC
Ruma Rani Das	Dumka	Gandrakpur	Shikaripara	Gandrakpur	35	Hindu	OBC
Ruksana Bibi	Pakur	Karandaga	Hiranpur	Mohanpur	35	Muslim	SC
Aaysha Bibi	Pakur	Karandaga	Hiranpur	Mohanpur	30	Muslim	SC
Jasmin Bibi	Pakur	Mohanpur	Hiranpur	Mohanpur	25	Muslim	OBC
Simati Murmu	Pakur	Karandaga	Hiranpur	Mohanpur	20	Christian	OBC
Hopanmay Soran	Pakur	Mohanpur	Hiranpur	Mohanpur	21	Christian	OBC
Manju Kumari	Dumka	Citibona	Jarmundi	Haripur	21	Hindu	OBC
Kiran Devi	Dumka	Citibona	Jarmundi	Haripur	22	Hindu	OBC
Suman Devi	Dumka	Citibona	Jarmundi	Haripur	25	Hindu	Gen
Nilma Devi	Dumka	Citibona	Jarmundi	Haripur	22	Hindu	Gen
Sabiran Bibi	Pakur	Kolajora	Pakur	Kolajora	29	Muslim	SC
Parvin Bibi	Pakur	Kolajora	Pakur	Kolajora	30	Muslim	SC
Lalbanu Bibi	Pakur	Kolajora	Pakur	Kolajora	32	Muslim	SC
Mehrun bibi	Pakur	Kolajora	Pakur	Kolajora	28	Muslim	SC
Gulbahar Bibi	Pakur	Kolajora	Pakur	Kolajora	28	Muslim	SC
Saira Banu	Pakur	Dhramkhpra	Maheshpur	Dhramkhpra	30	Muslim	SC
Musare Bibi	Pakur	Dhramkhpra	Maheshpur	Dhramkhpra	30	Muslim	SC

Piyarun Neshu	Pakur	Dhramkhpra	Maheshpur	Dhramkhpra	21	Muslim	SC
Baha Marandi	Pakur	Piparjoriya	Amrapara	Jaraki	21	Hindu	ST
Agnes Kisku	Pakur	Piparjoriya	Amrapara	Jaraki	23	Hindu	ST
Shanti Tudu	Pakur	Piparjoriya	Amrapara	Jaraki	29	Hindu	ST
Kunchita Marandi	Pakur	Piparjoriya	Amrapara	Jaraki	31	Hindu	ST
Lalita Tudu	Pakur	Piparjoriya	Amrapara	Jaraki	21	Hindu	ST
Lilawanti Marandi	Pakur	Dumarchir	Amrapara	Dumarchir	27	Hindu	ST
Shilwanati Murmu	Pakur	Dumarchir	Amrapara	Dumarchir	26	Hindu	ST
Deckmay Marandi	Pakur	Dumarchir	Amrapara	Dumarchir	32	Hindu	ST
Hoponmay Murmu	Pakur	Dumarchir	Amrapara	Dumarchir	30	Hindu	ST
Joba Murmu	Pakur	Dumarchir	Amrapara	Dumarchir	33	Hindu	ST
Sushmita Mall	Pakur	Dhramkhpra	Maheshpur	Dhramkhpra	29	Hindu	Gen
Mariyam Soren	Dumka	Chiharbani	Jama	Nachangaria	26	Hindu	ST
Bibaya Marandi	Dumka	Chiharbani	Jama	Nachangaria	19	Hindu	ST
Parmita Soren	Dumka	Nachangaria	Jama	Nachangaria	32	Hindu	ST
Rinku Devi	Dumka	Haripur	Jarmundi	Haripur	25	Hindu	OBC
Patrika Devi	Dumka	Tetariya	Jarmundi	Tetariya	30	Hindu	OBC
Amita Devi	Dumka	Tetariya	Jarmundi	Tetariya	35	Hindu	OBC
Labli Devi	Dumka	Teteriya	Jarmundi	Tetariya	26	Hindu	OBC
Rajni Kumari	Dumka	Husenpur	Ranishwar	Sadipur	20	Hindu	OBC
Mayna Ranu	Dumka	Hussinpur	Ranishwar	Sadipur	34	Hindu	OBC
Mausmi Khatun	Pakur	Dhramkhpra	Maheshpur	Dhramkhpra	25	Muslim	SC
Soni Hembram	Dumka	Dumma	Jama	Dhodil	21	Hindu	ST
Mimi Soren	Dumka	Patharchapti	Jama	Dhodil	20	Hindu	ST
Basanti Hembram	Dumka	Dumma	Jama	Dhodil	22	Hindu	ST
Rajmuni Marandi	Dumka	Patharchapti	Jama	Dhodil	27	Hindu	ST
Sunali Marandi	Dumka	Patharchapti	Jama	Dhodil	19	Hindu	ST
Anita Mirdha	Dumka	Sadipur	Ranishwar	Sadipur	19	Hindu	SC
Parmila	Dumka	Sadipur	Ranishwar	Sadipur	19	Hindu	SC

Kumari							
Soni Kumari	Dumka	Sadipur	Ranishwar	Sadipur	30	Hindu	SC
Gudiya Devi	Dumka	Amба	Masaliya	Gumro	29	Hindu	OBC
Rina Devi	Dumka	ଅମ୍ବା	Masaliya	Gumro	32	Hindu	OBC
Radha Devi	Dumka	Amба	Masaliya	Gumro	25	Hindu	OBC
Minakshi Devi	Dumka	Amба	Masaliya	Gumro	26	Hindu	OBC
Sarita Devi	Dumka	Amба	Masaliya	Gumro	31	Hindu	OBC
Sinati soren	Pakur	Phulpahari	Littipara	Phulpahari	24	Hindu	ST
Kavita Hembrom	Pakur	Phulpahari	Littipara	Phulpahari	25	Hindu	ST
Shanti Hansda	Pakur	Phulpahari	Littipara	Phulpahari	20	Hindu	ST
Promila marandi	Pakur	Phulpahari	Littipara	Phulpahari	30	Christian	ST
Panshuri Hembrom	Pakur	Phulpahari	Littipara	Phulpahari	30	Christian	ST
Priyanka Tudu	Dumka	Hatduba	Jarmundi	Tetariya	19	Hindu	ST
Anita Tudu	Dumka	Hathduba	Jarmundi	Tetariya	19	Hindu	ST

Annexure II
List of Respondents (Adolescent Girl)

Name of the respondent	District	Village	Block	Panchyat	Age	Religion	Caste
Shahnaz Khatun	Pakur	Silampur	Maheshpur	Silampur	17	Muslim	SC
Rinki Khatoon	Pakur	Silampur	Maheshpur	Silampur	17	Muslim	SC
Musafira Johra	Pakur	Silampur	Maheshpur	Silampur	17	Muslim	SC
Yanur Khatoon	Pakur	Silampur	Maheshpur	Silampur	15	Muslim	ST
Savannah Sultana	Pakur	Silampur	Maheshpur	Silampur	14	Muslim	ST
Aasha Kumari	Pakur	Bipatpur	Hiranpur	Torai	17	Hindu	SC
Chameli Kumari	Pakur	Bipatpur	Hiranpur	Torai	17	Hindu	SC
Dropti Kumari	Pakur	Khajurdaga	Hiranpur	Torai	15	Hindu	SC
Chatiya Kumari	Pakur	Khajurdaga	Hiranpur	Torai	16	Hindu	ST
Laxmi Kumari	Pakur	Bipatpur	Hiranpur	Torai	17	Hindu	ST
Dolan Dey	Dumka	Chakgola	Masliya	Khutojori	14	Hindu	OBC
Nupur Malpahariya	Dumka	Pathra	Ranishwar	Pathra	18	Hindu	SC
Sima Malpahariya	Dumka	Pathra	Ranishwar	Pathra	14	Hindu	SC
Archana Malpahariya	Dumka	Pathra	Ranishwar	Pathra	18	Hindu	SC
Jyoti Das	Dumka	Pathra	Ranishwar	Pathra	17	Hindu	OBC
Barsha Malpahariya	Dumka	Pathra	Ranishwar	Pathra	16	Hindu	SC
Imrana khatun	Pakur	Ishakpur	Pakur	Ishakpur	16	Muslim	SC
Shaneha khatun	Pakur	Ishakpur	Pakur	Ishakpur	15	Muslim	SC
Shadiya khatun	Pakur	Ishakpur	Pakur	Ishakpur	17	Muslim	SC
Shabana khatun	Pakur	Ishakpur	Pakur	Ishakpur	16	Muslim	SC
Neha	Pakur	Ishakpur	Pakur	Ishakpur	16	Muslim	SC
Khushboo Kumari	Pakur	Talpahari	Littipara	Talpahari	14	Hindu	SC

Gayatri Kumari	Pakur	Talpahari	Littipara	Talpahari	14	Hindu	SC
Usha Kumari	Pakur	Talpahari	Littipara	Talpahari	14	Hindu	SC
Mo char	Dumka	Chakgola	Masliya	Khutojori	14	Hindu	OBC
Palay dey	Dumka	Chakgola	Masliya	Khutojori	17	Hindu	OBC
Preeti Pal	Dumka	Ranigram	Ranishwar	Kolajora	14	Hindu	OBC
Barsha Pal	Dumka	Ranigram	Ranishwar	Kolajora	14	Hindu	OBC
Suchitra Raut	Dumka	Ranigram	Ranishwar	Kolajora	17	Hindu	OBC
Subhadra ghosh	Dumka	Ranigram	Ranishwar	Kolajora	18	Hindu	OBC
Sonali Ghosh	Dumka	Ranigram	Ranigram	Kolajóra	18	Hindu	OBC
Shabnam Khatun	Pakur	Kolajora	Pakur	Talpahari	14	Muslim	SC
Noresha khatun	Pakur	Kolajora	Pakur	Talpahari	16	Muslim	SC
Rihema khatun	Pakur	Pakur	Pakur	Muraam	15	Muslim	SC
Tashlima khatun	Pakur	Kolajora	Pakur	Muraam	16	Muslim	SC
Gulchira khatun	Pakur	Kolajora	Pakur	Dhramkhpra	15	Muslim	SC
Gudiya Kumari	Pakur	Talpahari	Littipara	Dhramkhpra	14	Hindu	SC
Purnima Kumari	Pakur	Talpahari	Littipara	Dhramkhpra	15	Hindu	SC
Parvati Mohali	Dumka	Chakalta	Shikaripara	Muraam	15	Hindu	ST
Sumita Kumari	Dumka	Chakalta	Shikaripara	Muraam	16	Hindu	ST
Sehnaj Khatun	Pakur	Dhramkhpra	Maheshpur	Muraam	14	Muslim	SC
Pusi Khatun	Pakur	Dhramkhpra	Maheshpur	Mohanpur	14	Muslim	SC
Farana Siddiqua	Pakur	Dhramkhpra	Maheshpur	Haripur	17	Muslim	SC
Payal Kumari	Dumka	Chakalta	Shikaripara	Mohanpur	18	Hindu	ST
Merila Hembram	Dumka	Chakalta	Shikaripara	Mohanpur	14	Hindu	ST
Teresa Hembram	Dumka	Chakalta	Shikaripara	Mohanpur	15	Hindu	ST
Volamuni Hemaram	Pakur	Mohanpur	Hiranpur	Mohanpur	15	Christian	OBC
Mina Kumari	Dumka	Citibona	Jarmundi	Gandrakpur	15	Hindu	Gen

Salma Khatun	Pakur	Mohanpur	Hiranpur	Gandrakpur	15	Muslim	SC
Najmil Khatun	Pakur	Karandaga	Hiranpur	Gandrakpur	16	Muslim	SC
Kumkum kumari	Pakur	Mohanpur	Hiranpur	Gandrakpur	17	Hindu	SC
Anu Singh	Pakur	Mohanpur	Hiranpur	Gandrakpur	18	Hindu	ST
Payal Mandal	Dumka	Gamra	Shikaripara	Dhramkhpra	14	Hindu	OBC
Barsha Mandal	Dumka	Gamra	Shikaripara	Dhramkhpra	16	Hindu	OBC
Dipa Mandal	Dumka	Gamra	Shikaripara	Jaraki	14	Hindu	OBC
Jyoti Mandal	Dumka	Gamra	Shikaripara	Jaraki	16	Hindu	OBC
Ankita Mandal	Dumka	Gamra	Shikaripara	Jaraki	14	Hindu	OBC
Barsha Mal	Pakur	Dhramkhpra	Maheshpur	Dumarchir	14	Hindu	Gen
Simpi Mal	Pakur	Dhramkhpra	Maheshpur	Dumarchir	16	Hindu	Gen
Sangeeta Soren	Pakur	Piparjoriya	Amrapara	Dumarchir	14	Hindu	ST
Soni	Pakur	Piparjoriya	Amrapara	Dumarchir	14	Hindu	ST
Anita Marandi	Pakur	Piparjoriya	Amrapara	Dumarchir	15	Hindu	ST
Monika Hembram	Pakur	Dumarchir	Amrapara	Nachangaria	14	Hindu	ST
Suru Soren	Pakur	Dumarchir	Amrapara	Nachangaria	15	Hindu	ST
Surita Marandi	Pakur	Dumarchir	Amrapara	Haripur	15	Hindu	ST
Surujmuni Marandi	Pakur	Dumarchir	Amrapara	Haripur	17	Hindu	ST
Jonshita Baski	Pakur	Dumarchir	Amrapara	Haripur	15	Christian	ST
Prem Marandi	Dumka	Chiharbani	Jama	Haripur	16	Hindu	ST
Anjali Murmu	Dumka	Chiharbani	Jama	Tetariya	17	Hindu	ST
Rabina Kumari	Dumka	Badayadangal	Jarmundi	Tetaria	18	Hindu	OBC
Payel Kumari	Dumka	Budayadagal	Jarmundi	Tetariya	15	Hindu	OBC
Khubsurat kumari	Dumka	Budayadagal	Jarmundi	Tetariya	16	Hindu	OBC
Archana Kumari	Dumka	Bhorabad	Jarmundi	Tetariya	15	Hindu	OBC
Neha Kumari	Dumka	Tetariya	Jarmundi	Sadipur	15	Hindu	OBC
Gung	Dumka	Tetariya	Jarmundi	Sadipur	14	Hindu	OBC

Kumari							
Rakhi Kumari	Dumka	Tetariya	Jarmundi	Sadipur	14	Hindu	OBC
Kalpana Kumari	Dumka	Tetariya	Jarmundi	Nachangaria	18	Hindu	OBC
Radhika Kumari	Dumka	Tetariya	Jarmundi	Nachangaria	14	Hindu	OBC
Priti Kumari	Dumka	Husenpur	Ranishwar	Nachangaria	14	Hindu	OBC
Archana Kumari	Dumka	Husenpur	Ranishwar	Dhodil	14	Hindu	OBC
Nisha Ranu	Dumka	Husenpur	Ranishwar	Dhodil	17	Hindu	OBC
Rekha Kumari	Dumka	Uparbalaaram	Jama	Dhodil	18	Hindu	OBC
Namita Soren	Dumka	Uparbalaaram	Jama	Dhodil	14	Hindu	ST
Dipshikha Soren	Dumka	Uparbalaaram	Jama	Dhodil	15	Hindu	ST
Jhumuri Hembram	Dumka	Dumma	Jama	Sadipur	14	Hindu	ST
Minachi Hembram	Dumka	Dumma	Jama	Sadipur	14	Hindu	ST
Sundarmuni Hembram	Dumka	Dumma	Jama	Jaraki	16	Hindu	ST
Sabi Soren	Dumka	Patharchapti	Jama	Jaraki	17	Hindu	ST
Renu Marandi	Dumka	Patharchapti	Jama	Gumro	14	Hindu	ST
Dipali Mirdha	Dumka	Sadipur	Ranishwar	Gumro	14	Hindu	SC
Kakoli Rajwar	Dumka	Sadipur	Ranishwar	Gumro	17	Hindu	SC
Sumi kisku	Pakur	Piparjoriya	Amrapara	Gumro	18	Hindu	ST
Sewity marandi	Pakur	Piparjoriya	Amrapara	Gumro	14	Hindu	ST
Kanchan Hansda	Dumka	Amba	Masalia	Phulpahari	18	Hindu	SC
Mariam Hansda	Dumka	Amba	Masalia	Phulpahari	17	Hindu	SC
Ruma Hansda	Dumka	Amba	Masalia	Phulpahari	18	Hindu	SC
Anita Kumari	Dumka	Amba	Masalia	Phulpahari	16	Hindu	OBC
Sakuntala Kumari	Dumka	Amba	Masalia	Phulpahari	18	Hindu	OBC
Pakity kisku	Pakur	Fullpahari	Littipara	Khutojori	17	Hindu	ST

Annexure III

List of Respondents (Elected Women Representative and Women Mukhiya)

Name of Mukhiya	Gram Panchayat	Block	District	Mobile No	Years served
Basanti Murmu	Nachangaria	Jama	Dumka	9801948428	2022-2027
Teresa Tudu	Toray	Hiranpur	Pakur	9931766118	2022-2027
Kalpana Kumari	Pathra	Ranishwar	Dumka	9572921647	2022-2027
Minu Hansda	Talpahari	Littipara	Pakur	9199542945	2022-2027
Nirmala Murmu	Murayam	Shikaripara	Dumka	9693755731	2022-2027
Sochmukhi Hembram	Gandrakpur	Shikaripara	Dumka	7004078981	2022-2027
Balasni Kisku	Mohanpur	Hiranpur	Pakur	9931322062	2022-2027
Jharna Marandi	Narayanpur	Pakur	Pakur	9661266751	2022-2027
Phulmuni Marandi	Silampur	Maheshpur	Pakur	8757053063	2022-2027
Sunita Murmu	Nashipur	Pakur	Pakur	9749041783	2022-2027
Munni Marandi	Dhramkhpra	Maheshpur	Pakur	9572413972	2022-2027
Marshila Marandi	Sadipur	Ranishwar	Dumka	6203996465	2022-2027
Milon Murmu	Dhodil	Jama	Dumka	8294931271	2022-2027
Basanti Hembram	Nachangaria	Jama	Dumka	9801948428	2022-2027
Rani Paharin	Dumarchir	Amrapara	Pakur	7061136109	2022-2027
Sahebjan Tudu	Jaraki	Amrapara	Pakur	8292147018	2022-2027
Arti Kisku	Tetariya	Jarmundi	Dumka	8294590323	2022-2027
Savitri Murmu	Gumro	Masalia	Dumka	6206087757	2022-2027
Minu Marandi	Golbandha	Masalia	Dumka	7903542796	2022-2027
Minu Hembram	Haripur	Jarmundi	Dumka	7992416822	2022-2027
Minoti Devi	Ishakpur	Pakur	Pakur	7061987178	2022-2027
Samoli Marandi	Kolajora	Pakur	Pakur	7766023853	2022-2027
Baronika Marandi	Murgadaga	Hiranpur	Pakur	9234300742	2022-2027
Talamay Murmu	Fullpahari	Littipara	Pakur	8092584946	2022-2027
Putul Murmu	Dhobna	Masalia	Dumka	9113365117	2022-2027
Mala Marandi	Talpahari	Littipara	Pakur	9142854177	2022-2027

Annexure IV

List of Respondents (District Administration, Employers, NGOs and Skill Development Agencies)

District Skill Officer			
Name	Designation	District	Mobile No.
Ramesh Prasad Singh	District Skill Officer	Dumka	9431314997
Ramesh Prasad Singh	District Skill Officer	Pakur	9431314997
District Social Welfare Officer			
Anju Kumari	District Social Welfare officer	Dumka	-
Basanti Gladish Bara	District Social Welfare officer	Pakur	8789126574
Skill Training Agencies			
RSETI (Vishnu Vardhan)	Senior Faculty	Pakur	9931977885
Kalyan Gurukul (Yugal Prasad Gupta)	Master Trainer	Pakur	9771568118
Nistha (JSDM) (Navin Thakur)	Centre In charge	Pakur	7004033742
SGRS Academic Pvt. Ltd. (Suman Bharti)	Centre In charge	Dumka	9031015811
Arrow Soft Pvt. Ltd. (Shailendra Kumar)	Centre In charge	Dumka	9798393230
Skynet Computer Education (Vishal Kumar)	Director	Dumka	7739574670
Employers			
Style Bazaar (Saurabh Jain)	Store Manager	Pakur	7019215518
Aditya Vision (Sanjay Singh)	Store Manager	Dumka	9262291635
Vishal Megamart (Sachin Kumar)	Store Manager	Dumka	8809328470
V-Mart (Mukesh kr Sharma)	Store Manager	Dumka	8210494855
NGO			
LAHANTI (Bitiya Murmu)	Secretary	Dumka	9006556710
Ayo Aidari Trust – (Munni Hembrom)	Secretary	Dumka	8709348811
FACE (Ritu Pandey)	Secretary	Pakur	9431165148
Jan Kalyan Lok Parshad (Kundan Pramanik)	Program Manager	Pakur	9546403487

Annexure V

Survey Photographs

- Please click on google link to access the study photographs

[https://drive.google.com/drive/folders/1H8TqGRC8SUPwqvWhnDnZ5XFB9Mbs66nQ?usp=drive link](https://drive.google.com/drive/folders/1H8TqGRC8SUPwqvWhnDnZ5XFB9Mbs66nQ?usp=drive_link)