ROLE OF VOCATIONAL TRAINING AND TECHNICAL EDUCATION IN WOMEN EMPOWERMENT

(District Rawalpindi)

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By

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Dedicated

to my

Loving and Dearest

Family, Teachers and Friends

who have encouraged

and helped me

at

every stage of life.

CONTENTS

ABSTRACT

The present research was conducted in Rawalpindi to find out the role of vocational training and technical education in women empowerment. Ten public sector vocational training and technical institutions were randomly selected. Out of these ten selected institutions 260 respondents were selected by using simple random sampling technique. Major findings of research revealed that majority of the respondents belonged to low socio-economic status. A large number of respondents were satisfied with the training imparted to them and said that they were feeling confident after getting education. Study also revealed that majority of the respondents perceived that by getting vocational training and technical education they will be able to get employment which will lead towards their economic independence. Research findings showed that there is need to established more vocational training and technical education centers for females to make it easy accessible, particularly in rural areas. Moreover, there is need to offer skills to women in non-traditional skills.

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*All praises to **Allah** who created this universe of the exploration of man. **Darood** and **Salam** on **Hazrat Muhammad (PBUH)**, who enlightened the torch of knowledge for human kind. One of his sayings is seek knowledge from curdle to grave.*

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List of Tables

ACRONYMS

ABAD	**Agency for Barani Area Development**
ATC	**Apprenticeship Training Center**
B-Tech	**Baccalaureates Degree in Technology**
CAC	**Clinical Assistance Course**
CADBMS	**Computer Applications & Database Management Course**
DAE	**Diploma of Associate Engineering**
DMC	**Domestic Tailoring Course**
GVI	**Government Vocational Institutions**
HDR	**Human Resource Development**
IDP	**Internally Displaced Person**
ILO	**International Labor Organization**
MEC	**Machine Embroidery Course**
NAVTEC	**National Vocational and Technical Education Commission**
NISTE	**National Institutes of Science & Technical Education**
OJT	**On Job Training**
PBM	**Pakistan Bait ul Maal**
PVTC	**Punjab Vocational Training Council**
SDC	**Skills Development Council**
SPSS	**Statististical Pakge for Social Sciences**
TEVTA	**Technical Education and Vocational Training Authority**
TTC	**Technical Training Center**
VET	**Vocational Education and Training**
VTI	**Vocational Training Institute**

CHAPTER 1

INTRODUCTION

Vocational Training and Technical Education (VT&TE) is defined as an educational activity that prepares the learner for jobs that are based in manual or practical activities traditionally, non-academic and totally related to a specific trade, post, and occupation, or a professional activity or vacation which provide the knowledge and skills in the labor market. It is sometimes referred to as technical education, as group of techniques of technology (ILO, 2000).

Vocational Training and Technical Education (VT&TE) is used as most important aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

(a) An integral part of general education;

(b) A means of preparing for occupational fields and for effective participation in the world of work;

(c) An aspect of lifelong learning and a preparation for responsible citizenship;

(d) An instrument for promoting environmentally sound sustainable development;

(e) A method of facilitating poverty alleviation (UNESCO and ILO, 2002).

Vocational Education programs are educational programs that a series of controlled and organized experiences arranged to prepare a person of socially useful employment.

Vocational Training is a mode of skills training catering to the unemployed youth who lack skills and those who either drop out of the school system or fail to quality for admission in the polytechnic institutes and colleges of technology.

The term Technical Education is used to represent the type of education which aims at the training of technicians or supervisory personal in industrial occupation, similarly, Vocational Education represents the vocational industrial education which aims at the education of skilled workers and tradesmen in industry. Here, it may be worth noting that the term technician and skilled workers have different scope in different economic situations. The technician is closer to the engineer as "engineering aide" and the skilled worker may be doing merely repetitive operations because of a sharp division of labor.

The term Technical and Vocational Education is very flexible in its meaning and has a wide scope of application.

Voctionalization refers to offers by schools to include in their curriculum those practical subjects which are likely to generate among the students some basic knowledge and skills to enter manual occupations. The inclusive of practical or industrial arts subject especially in the curriculum of secondary school, as a part of a program of general education is considered an essential element in the vocationalization of education. In most developing countries which have limited secondary education facilities public ordinaly receive only a few years of elementary or primary education, so the vocationalization of the school curriculum is often attempted even at the primary or senior primary grads (J.Laugld & Kevinills).

The identification of different types of vocational training and technical education system in Pakistan is necessary for effective management. Vocational training and technical education system is network of organizations providing different training and educational services to different types of cliental and reporting to different national authorities. These national training activities are split between state, regional and local government levels as well as between several ministries: they target different groups of trainees they are financed from separate accounts and administered separately like government special funds for VT&TE and Zakat funds from Pakistan Bait ul Maal (PBM). Three systems can be eminent:

1. Pre-vocational Level.
2. Technical and Vocational Level.
3. Higher Level Engineering and Technology Education.

1. Pre-Vocational/School Level

The policy (1972-80) introduced a major scheme "Agro-technical studies". In this scheme courses and subjects like wood working, metal work and electric etc. were introduced to promote agriculture and home based industry in rural and urban areas.

Five agro-technical teachers training centers were introduced for training of teachers and their relevant equipment, worth 30 million rupees were provided by the Federal Government through Ministry of Education.

2. Technical Education

In Pakistan vocational training and technical education has been mainly responsibility of Education and Labor & Manpower Departments. Technical education as a separate stream started in mid fifties with the establishment of polytechnic institutes. Due to the

growth of VT&TE, Government desired to increase access of rural youth and women to get the vocational training and technical education to improve their jobs and skills.

Technical education is a post secondary school level training of middle/supervisory level technicians carried out in polytechnics institutes. These technicians serve as a link between engineers/technologists on the top and skilled and semi skilled workers below them.

3. Higher Level Engineering and Technology Education

A three years course leading to Diploma of Associate Engineer (DAE) is the main program of the polytechnic institutes in the country. The objective of the DAE Program is to prepare technicians to perform a broad rang of jobs at middle supervisory level. The Baccalaureates Degree in Technology is two years duration, one year on the job experience and one year teaching for DAE holders. This program is offered only by college of technology through affiliation with recognized university in the province of the award of the degree.

Vocational Training and Technical Education have different functions which play a vital role in development of the society.

1. VT&TE gives the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education is a vital aspect of the educational process in all over the world.

2. VT&TE provides the chance to achieve the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation

in the establishment and implementation of these goals, regardless of religion, race and age.

3. VT&TE gives the necessity for new relationships between education, the world of work and the community as a whole, vocational training and technical education should exist as part of a system of lifelong learning adapted to the needs of each particular country and to worldwide technological development.

4. VT&TE is used to abolish barriers between levels and areas of education, between education and the world of work, and between school and society. The appropriate integration of technical/vocational and general education at all levels is important for:

a) The creation of open and flexible educational structures;

b) The taking into account of individuals' educational needs, the evolution of occupations and jobs recognizing work experience as a part of learning;

c) Improving the quality of life of individuals to expand their intellectual capabilities, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare. It is also an integral part of everyone's basic general education in the form of initiation to technology, the world of work, and human values and standards for responsible citizenship.

5. VT&TE also provides a broad base which facilitates horizontal and vertical articulation within the education system and between school and the world of work, thus contributing to the elimination of all forms of discrimination

6. It provides the chance to choose freely the means by which people develop talents, interests and skills leading to an occupation in various sectors or to further education.

7. VT&TE allows transfer from one field to another within technical and vocational education like to enhance and nourishment of knowledge because VT&TE is readily available to all and for all appropriate types of specialization, within and outside formal education systems, and in conjunction or in parallel with training in order to permit educational, career and job mobility at the minimum age at which the general basic education is considered to have been acquired, according to the education system in each country.

8. VT&TE is available on the above terms and on a basis of equality to women as well as men, and where the learning and working environment is made suitable for the participation of girls and women by removing overt and covert bias and discrimination and seeking strategies for motivating girls and women to take an interest in vocational training and technical education.

9. VT&TE is available to people with disabilities and to socially and economically disadvantaged groups such as physical disables, immigrants, refugees, minorities (including indigenous peoples), demobilized soldiers in post-conflict situations, and underprivileged and marginalized youth in special forms adapted to their needs in order to integrate them more easily into society.

10. In terms of the needs and aspirations of individuals, technical and vocational education should:

(a) Permit the harmonious development of personality and character, and foster spiritual and human values, the capacity for understanding, judgment, critical thinking and self-expression;

(b) Prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes.

(c) Develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole.

(d) Enable an individual to cope with the rapid advances in information and communication technology.

11. VT&TE is best served by a diversity of public and private providers. The appropriate mix can be found in many ways, with the responsibility of governments being to facilitate choice while ensuring quality (UNESCO and ILO, 2002).

Importance of Vocational Training and Technical Education

Vocational Training and Technical Education (VT&TE) contribute to an individual's personal development, increase his/her productivity and income at work and facilitate individual's participation in economic and social life. VT&TE can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in VT&TE is, therefore, an investment in the future; knowledge and skills is the engine of economic growth and social development.

Quality of TV&ET helps develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. VT&TE is open and all inclusive to give even the most underprivileged access to learning and training. The opportunity for people in urban and

rural communities to equip themselves to lead productive and satisfying lives will undoubtedly be critical to the prosperity and well-being of the community. VT&TE is useful tool for an occupational field to provide the foundation for productive careers which lead to the acquisition of broad knowledge and generic skills applicable to a number of occupations. At the same time, it offers both a thorugh and specialized preparation for initial employment, including self-employment and training within employment.

VT&TE can also help the students which are drop-out from schools and unemployed youth and children of socially disadvantaged groups such as minorities, migrant workers, refugees, etc. with little or no primary education, as well as for those not entering education or training programs after compulsory schooling, in order that they may acquire skills for wage- or self-employments. Many institutions have organized patterns of VT&TE, including part time and full time training and learning options which play a vital role for enhancing the economic growth and per capta of individuals.

VT&TE endow with scientific knowledge, technical versatility and a cluster of core competencies and generic skills require for rapid adaption to new idea and procedures.

VT&TE can develop the sense of values, ethics and attitudes to prepare the learner for self-reliance and responsible citizenship. VT&TE programs leading to university qualification, while encouraging research and offering high-level specialization. It also prepare the students for occupations in small industry, individual farming or the artisan trades, particularly for self-employment, which include entrepreneurship and elementary information and communication technology studies to enable those engaged in such occupations to take responsibility for production, marketing, competent management and the rational organization of the enterprise.

Vocational Training &Technical Education in Pakistan

The government of Pakistan has taken several measures in order to facilitate and generate employment, directly and indirectly as well as through programs and skills development of labor force in order to enable them to capture decent employment.

National Vocational and Technical Education Commission (NAVTEC) has been established at the Federal Level with a view to overcoming the problems of lack of standardization, skills gaps, non-availability of proper curricula, and poor quality of instructional staff, inadequate accreditation, certification and poor infrastructure. The commission will encourage private sector to enhance vocational training and technical education capacity in order to bring harmony develop linkage between VT&TE. Being a regulatory body, the commission will be responsible for long term planning in this particular field. It will also be responsible for setting standards for formulating the syllabus, accreditation, certification, trade testing etc.

VT&TE is also provided by a number of Federal, Provincial, and Private Agencies. The VT&TE is skill-intensive and is offered in 27 trades for boys and 18 trades for girls by institutions both in public and private sectors. The Government Vocational Institutions (GVIs) are administered by the Provincial Education Department: Technical Training Centers (TTCs), Vocational Training Centers (VTCs), and Apprenticeship Training Centers (ATCs) are administered by the Provisional Labor Departments. These institutions are under the administrative control of Federal Labor and Manpower Division, Women Division, Provincial Departments of Education/Labor and Manpower Training, Social Welfare, Small Industries, Agriculture, Agency for Barani Area Development (ABAD), Ex-Servicemen Welfare, Railways, NGOs and private ownership.

There is another strategy and plan for IDPs (Internally Displaced Persons) which are displaced during internal security operation, to providing VT&TE under PVTC, in VTIs. These institutions trained to displaced persons for providing skills.

The Ministry of Labor, Manpower and Overseas Pakistanis has established five Skills Development Councils (SDC) one each as Islamabad, Karachi, Lahore, Peshawar and Quetta. The SDCs assess the training needs of their geographical areas, prioritize them on the basis of market demand and facilitate training of workers through training provision in the public and private sectors. The Ministry of Science and Technology, through the National Institute of Science and Technical Education (NISTE), imparts science and technical including training of teachers, curriculum development, research and development and coordination of science and technical education activities at national and international level.

A Project of Labor Market Information System and Analysis has been established by the Labor and Manpower Division. The system will yield regular statistics and information about employment, under-employment and unemployment and make analysis based on key indicators of labor market. The policy linkages will be made to cater to the problems of unemployment in the country. Policy planning cell has been established in the Labor Manpower Division. Its tasks include: i) Development of national polices in the area of employment, overseas migrations and human recourse development ii) Rationalization and consolidations (Economic Survey of Pakistan 2007-08).

Women Empowerment

Empowerment is a multidimensional social process that helps people gain control over their lives. It is a process that fosters power in people, for use in their own lives, their communities, and in their society. Empowerment involves several interrelated processes

affecting the social, economic, political, psychological, legal and cultural spheres (Khan, 1999).

According to International Conference (1990), Women's empowerment has five components: women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

> *"No nation can rise to the height of glory unless your women are side by side with you; we are victims of evil customs. It is crime against humanity that our women are shut up within the four walls of the houses as prisoners. There is no sanction anywhere for the deplorable condition in which our women have to live. You should take your women along with you as comrades in every sphere of life."*(Muhammad Ali Jinnah, 1944)

Women constitute almost half of the total population in the country but the degree of their participation in different walks of life have either been limited or it has been invisible and therefore, unacknowledged at the different levels of society. There are number of structural and cultural reasons responsible for this (Sinha, 1993).

Woman is the mother of the race and the liaison between generations. It is the women who have sustained the growth of the society and molded the future of nation, it is truly said 'the hand that rocks the cradle rules the world'. In the emerging complex social scenario, women have a pivotal role to play. They can no longer be considered as mere harbingers of peace, but are emerging as the source of power and symbol of progress although the amount spent for the spread of female education have increased but even

today bulk of the women population is illiterate. Even those who take admission, a good number of them are the victim of drop-out and as we move from pre-primary to the higher education, the percentage of drop-out increases. Due to multiple historical and contextual reasons, women are underrepresented in technical education. In the light of all these trends it can be said that spread of female education is limited. But even when it is limited, it has positively influenced the degree and extent of women's participation in the development process. Also, because of education women have made significant progress in different walks of life. Today one can easily see bulk of women workers even in those professions which were once exclusively meant and almost reserved for men. Education has increased the level of general awareness among women. It has provided opportunities in different spheres. Their level of political consciousness and participation has increased and they are directly associated with the production process. Hence, the development of other words, if we are educating a man, we are educating and individual whereas if we are educating women, we are educating the whole family and the society (Chaudhry, 1995).

Women are indispensable development partners and they need to be equipped with skills. It is largely accepted that VT&TE can equip women for the job market or self-employment, thereby increasing their self-reliance and self-confidence. In South-Asian countries, although there is a marked improvement in the women's status and role as a whole, gender disparities are still evident in the participation of females in VT&TE (SAARC 2003).

Female vocational education has been in operation in Pakistan since its inception. The schools which have been offering this form of education were known as industrial schools for girls and were run under the patronage of department of Industries. More than

five decades ago in 1927, 2 schools were started in Lahore with the objectives to enable the women folk to learn handicrafts like sewing, knitting and embroidery to become better house wives. In 1940, the number increased to 4 Industrial Schools (3 at Lahore and 1 at Rawalpindi). Besides these in rural areas many 3 months and 6 months courses were introduced. There was one Government Teacher's Training Institute which was the main source of preparing teachers for these Industries Schools.

Soon after 1947, the influx of refugees in millions created new problems regarding economical and social status of women. The purpose of vocational Education ceased to be purely domestic. On account of rapid changed conditions, it became necessary that women should be trained in such handicrafts which were commercially profitable to supplement their family income. These Industrial Schools kept on increasing both in public and private sectors. In 1964, these Schools were transferred to Education Department. Since then these institutions have been functioning under the administrative control of separate Directorate of Technical Education of the four provinces. From this period onward, definite progress has been made in this field by way of opening of new buildings, modern equipment and additional staff and revision of curricula.

In Pakistan, the Province of Punjab has established Technical Education and Vocational Training Authority (TEVTA) in 1999. TEVTA is responsible for the administration of technical education and vocational training, concerned agricultural and industry specific institutions which are formally operated by the same departments and agencies of the Government of Punjab.

The duration of vocational and technical educational programs ranges from three months to three years. Similarly entry qualifications also vary according to the program. Different trades are offered in these institutions. Presently in Punjab the following courses are

being offered by public sector vocational training and technical education institutions for females:

Sr. No.	Course Name	Sr. No.	Course Name
1	Domestic Tailoring	10	Fabric & Glass Painting
2	Computer Graphics & Web Designing	11	Hand & Machine Knitting
3	Beautician	12	Typing & Short Hand
4	Machine & Hand Embroidery	13	Cooking & Baking
5	Office Management	14	Crochet Work Course
6	Clinical Assistant	15	Silma Sitara Work
7	Language & Spoken English	16	Carpet Weaving & Leather Work
8	Commercial Arts & Fine Arts	17	Fancy Crafts
9	Database Management & Computer Application		

Statement of the Problem

The study aimed to explore the role of vocational training and technical education in Women Empowerment.

Significance of the Study

Women comprise more than fifty percent population of Pakistan. Women in Pakistan generally exhibit low literacy rate and poor socio-economic status. Vocational training and technical education is considered vital in terms of skills development and economic independence. In order to provide skills and employment opportunities to women, Government has taken various initiatives to impart vocational training and technical education to women. This research was focused to study the role of vocational training

and technical education in women empowerment. The study is considered to be significant for concerned persons and organizations having interest on this issue, particularly decision makers for improvement and expansion of technical education facilities for women.

Objectives of the Study

1. To study the Socio-economic characteristics of respondents.
2. To find out the type of courses offered by VT&TE to women.
3. To study the motivating factors for VT&TE and available facilities in VT&TE institutions.
4. To find out the level of satisfaction of respondents regarding training being impacted to them.
5. To find out the perceptions of respondents regarding skill development, employment generation and economic independence through VT&TE.
6. To offer suggestion for improvement in VT&TE for women empowerment.

CHAPTER 2

REVIEW OF LITERATURE

Since education is considered the key to effective development strategies, vocational training and technical education (VT&TE) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development (UNESCO, 2004).

According to ILO, (2000) every person shall have the opportunity to have his or her experiences and skills gained through work, through society or through formal and non-formal training assessed, recognized and certified. Programs to compensate for skill deficits by individuals through increased access to education and training should be made available as part of recognition of prior learning programs. Assessment should identify skill gaps, be transparent, and provide a guide to the learner and training provider. The framework should also include a credible system of certification of skills that are portable and recognized across enterprises, sectors, industries and educational institutions, whether public or private.

Vocational training and technical education is very cardinal to economic development of the country. Training in general has potential benefits which accrue to the individual, to an organization and to the country as a whole. To an individual, training enhances his further earing potential, career progression and employability. To the unemployed, training offers capacities to find ways of earning a livelihood. This can be through self-employment or setting up of businesses.

At organizational level, training results in company productivity, profitability and competitiveness. This in turn enhances its existence. Increase in production ultimately results in achieving high economic growth (SAARC 2003).

Investments in labor can be made in several ways. For example, countries can gradually but consistently upgrade their active labor force through general education, on job training programs, and the whole set of forces contributing to a more experienced and productively employed workforce. In effect, a process of learning by doing transforms worker they become more productive. Thus, by upgrading education and training, the productivity of individual worker is increased. Countries can also invest heavily in physical capital, so workers can be more productive due to better equipment and machines. Finally, countries can improve institutional mechanisms through efficiency and capacity development to ensure that investments in labor and capital become more effective (Felipe, 2004).

Fakhra Rizvi (1982) said that the nature and importance of vocational training and technical education is that economic development depends on human labor force. In developing countries, human resources are as important as material resources. The increases of human resources can bring revolutionary changes in the economic development; the resources mean both men and women. In Pakistan women form half of the total manpower and by their positive participation in the development of the country the speed of progress can be doubled. Women are also productive members of society if their talent is utilized fully like the talent of men.

Technically qualified women can work in Banks, Industrial Organizations, Government Offices, Television Stations, Vocational Institutions and such like all fields. They can

also start their own shops and stores and can become wage earners by working on commercial basis. The introduction of Agro-technical courses has also increased the economic development (Fakhra Rizvi, 1982).

Vocational Training and Technical Education assists harmonious development of the individual. It increases the economic, social and political adjustment of the individual in the society. It is an essential prerequisite for an efficient and equitable development process. It is a recognized fact that without a minimum education level for the entire population, a human centered development process cannot be sustained. Human aspect of development has not been given due consideration in the past and now it demands special attention in order to facilitate all segments of the society. It also provides people greater opportunities and choices to improve their lives. In other words through the process of education, human beings develop such abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands. VT&TE is considered the most important way of human capital formation, which is prerequisite for sustaining the development of nations (Sabir Hussain, 2005).

The labor market training system provides a broad range of job related programs, including short entry-level courses for young people: short and long individualized courses for the unemployed: and upgrading course for employees. In ordered market training, the principal actors are usually national labor market authorities. The agencies usually have a broad network of decentralized office and training centers which coordinate their activities with local employment offices (Gasskov, 2000).

Vocational Training and Technical Education ought to enhance capabilities for future needs. The absence of adequate information about future needs constitutes a major

market imperfection that hampers the smooth functioning of both training and labor markets. Quality is major issue in the design of training programs and their implementation. Networking between educational and training centers and business can facilitates, the placement of graduates and reduced cost of job hunting (Pandey, 2003).

The demand for vocationally trained and technically educated human resource rises with every step towards industrialization and modernization of production fields. The demand of commercially educated human resource can be economic growth and inflow of capital. Therefore, skill and capital are complementary. With the emergence of globalization there is an increase of capital inflow from developed to developing countries implying that even without technology imports, capital output ratios in developing countries would rise and, given the complementarities between capital and skill, this would raise the relative demand for skilled labor (O'Conner and Lunati, 1999; Mayer, 2000 and ADP, 2004).

Training in general and skills development in particular, not only play a vital role in individual, organizational and overall national economic growth but are integral part of Human Resource Development. Skill development may be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles (Tripathi, 2003).

Enhanced skills enable individuals to be more productive and get more money. It not only raises the rate of return on investment and increases employability but also ensures the implementation of various development projects in the time (Booth and Snower, 1996 and O'Conner and Lunati, 1999).

Vocational Training and Technical Education are indispensable instruments for improving labor mobility, adaptability and productivity, thus, contributing to enhancing firms' competitiveness and redressing labor market imbalances (Cailods, 1994).

Results of International Fund for Agricultural Development (IFAD) project in Pakistan show that the training choices made by women tended to follow traditional gender roles and activities. Women received training in embroidery, Gabba-making (traditional rug), knitting, tailoring and wool-spinning. Many of the trainees who had chosen knitting, sewing, or Kashmiri crafts were not too concerned about the income issue. Most were younger unmarried women who were interested in developing materials for their dowries and who did not depend on their skills to make a living for their families. Unfortunately, the training provided to women was not of very high quality (Protaz, 2001).

CHAPTER 3

METHODOLOGY

Methodology may be a description of process to include a philosophically coherent collection of theories, concepts or ideas as they relate to a particular discipline or field of inquiry. Methodology may refer to nothing more than a simple set of methods or procedures, or it may refer to the rationale and the philosophical assumptions that underlie a particular study relative to the scientific method. Methodology tell the researcher how and what steps need to be followed to the collect relevant data. Methodology is complete frame work of the whole research activity.

Research Design

In order to conduct the present research, quantitative research method was used to get information from the respondents.

Universe

The entire group from which a sample is chosen is known as the population or universe. In other words, any set of individuals or objects having some common observable characteristics under study constitutes a population or a universe.

The study was conducted in District Rawalpindi. Universe of this study comprised 23 public sectors vocational training and technical education institutions for women located in District Rawalpindi. Detail of all vocational training and technical education institutions situated in Rawalpindi and selected institutions can be seen at appendix II and III. Out of these twenty three institutions, ten institutions were selected through random sampling technique.

Sample

A sample is a small part of population, which represents the characteristics of the whole population. Time and cost are usually limiting factors in research.

Sample size of this study consisted of 10 vocational training and technical institutions situated in Rawalpindi District. These institutions were selected through simple random sampling techniques. Detail of selected institutions can be seen at appendix III.

After selection of eight institutions, a sample size of 260 respondents was drawn from simple random sampling techniques. Twenty six respondents were selected from each of the ten institutions.

Tools of Data Collection

The success of the research depends upon how carefully data was collected. The validity of the research mostly depends upon the tool of the data collection. In the present study, the data was collected with the help of interview schedule. An interview schedule is a set of questions, which are asked from the respondents in face-to-face interaction.

Pre-Testing

It is always useful to make a test of the tool, formulated before giving it final shape, so that a researcher may come to know the acceptability of the questions. Pre-testing not only provides ways to modify the interviewing schedule but it also discovers new aspects of the problem under study.

Ten respondents were selected by researcher for pre-testing. Many important issues were highlighted during field-testing of the instruments. These main issues were related to the sequences and phrasing of questions and interviewing techniques. After field test, some modifications were made, based on the information received.

Editing

Editing is the process of checking and adjusting the data for omissions, legibility, and consistency. Editing may be differentiated from coding, which is the assignment of numerical scales or classifying symbols to previously edited data. The purpose of editing is to ensure the completeness, consistency, and readability of the data to be transferred to data storage. The editor's task is to check errors and omissions in the questionnaires or other data collection forms.

Coding

Coding involves assigning numbers or other symbols to answers so the responses can be grouped into limited number of classes or categories. The classifying of data into limited categories sacrifices some data detail but is necessary for efficient analysis. Codes are generally considered to be numerical symbols, they are more broadly defined as the rules for interpreting, classifying, and recording data. Codes allow data to be processed in a computer. Researchers organize data into fields, records, and files. A field is a collection of characters (a character is a single number, letter of the alphabet, or special symbol such as the question mark) that represent a single type of data. A record is collection of related fields. A file is a collection of related records. File, records, and fields are stored on magnetic tapes, floppy disks, or hard drives.

Conceptualization

The process through which we specify what we mean when we use particular terms in research is called conceptualization. Conceptualization gives definite meaning to a concept by specifying one or more indicators of what we have in mind. An indicator is a sign of the presence of the concept we are studying. The clarification of concepts is a

continuing process in social research. Conceptualization is the refinement and specification of abstract concepts, and operationalization is the development of specific research procedures (operations) that will result in empirical observations representing those concepts in the real world.

Perception

Perception is defined as the process of attaining understanding or acquiring basic information or knowledge about any aspect or phenomenon. It is referred to an understanding of trainees regarding relationship between vocational training and technical education and employment opportunities and alleviation of poverty and unemployment.

Women Empowerment

Women empowerment is a multidimensional process which has five components: women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Satisfaction Level of Trainees

Satisfaction level of trainees is associated with level of training facilities available in training centers and quality of training being imparted.

Skill Development of Trainees

Skills development is define as a process of developing skills to increase productivity of individuals hence benefiting both individual and employers.

Job Opportunities

Job opportunities are defined as a process of providing jobs which enable individuals to become economically independent.

Socioeconomic Characteristics

According to Chapin (1978) the prevalent average standard of cultural processions, effective income, material procession and the participation in the group activities of community determine the person's socio-economic status. For the present study the indicators identifying socio-economic characteristics were respondents' age, education, family, occupation, income, type and size of family etc.

1. Age

Age is one of the important variables in any social research which affects the attitude and behavior of a person at different stages of life. Age is defined as the total number of years completed by the respondents since their birth to the time of interviews.

2. Education

According to Francis (1970), Education is a consciously controlled process whereby changes in behavior are produced and through the person within the group. Education is considered one of the most important factors for variation in knowledge. Being an educated person means you have access to optimal state of mind regardless of the situation you are in. Education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondent's behavior. Mostly, various researches described and measured education under the categories of Illiterate, Primary, Middle, Secondary, Intermediate, Graduation, and Post Graduation but here in this study respondent's educational attainments were asked in completed years of

schooling. It indicates that how many years cover respondent's educational achievement. This question was asked in the format:

What is your qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+

3. Marital Status

A demographic parameter used to indicate a respondent's status. This question was asked in the format:

What is your marital status?

A). Single B). Married C). Divorced
D). Separated E). Widow

4. Occupation

According to Seligman (1963), occupation is defined as a specific and continuous activity in order to earn livelihood and maintain a definite social class. In this study, profession of the respondent was asked under the categories like

A). Student B). Unemployed
C). House Maker D). Employed

5. Monthly Family Income

The household income of an individual means total money value of the services received by him from all sources including his/her own activities (Edwins and Selgman, 1954). Income is popularly considered a factor responsible for creating and maintaining behavior pattern, style of life and formation of attitude. The monthly family income was categorized as:

A). Up to 5,000 B). 5001 to 10,000
C). 10,001 to 15,000 D). 1 5,001 to 20,000
E). 20,001 to 25,000 F). 25,001 to 30,000
G). 30,001 to 35,000 H). More then 35,000

6. Father and Mother Education of Respondents

Parents' education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondents' behavior. In this study respondents' fathers and mothers educational attainments were asked in completed years of schooling.

What is your father's qualification (in completed years)?

What is your mother's qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+

7. Family Structure

Family is defined as "a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and undertake of their young" (Roberston, 1987).

It is one of the basic institutions of human society. The family structure has important demographic, economic, and social consequences. According to the structure there are two types of family.

♦ Nuclear family

Nuclear family consists of a father, mother, and their children. This kind of family is common where families are relatively mobile, as in modern industrialized societies.

♦ Joint family

In a joint family, parents and their children's families often live under a single roof. This type of family often includes multiple generations in the family.

Data Analysis

The data was analyzed to draw the conclusions and suitable statistical techniques were used. Data analysis is the process of probing unrefined data with the objective of making key points or drawing conclusions about the information. Data analysis focuses on conclusion; it is the process to draw a conclusion based exclusively on what is already known by the researcher.

Statistical Techniques

The data was systematically tabulated and statistically analyzed to bring into equivalent form. Different statistical tools and techniques were used for the analysis and interpretation of results.

Percentage

For the attainment of frequency distribution of the personal traits of the respondent, simple percentages were calculated.

The percentages were calculated by using following formula:

$$P = \frac{F}{N} \times 100$$

Where

P = Percentage

F = Frequency

N = Total number of frequencies

Chi- Square

Chi-square test was applied to examine association between dependent and independent variables. The chi-square was computed by following formula:

$$X^2 = \frac{\sum (O - \sum)^2}{E}$$

Where

O = Observed frequency

E = Expected frequency

$\sum$ = Sum of observations

To know the significance of association between the attributes, the calculated value of chi-square was compared with the succeeding corresponding table at 0.05 level of significance at a given degree of freedom.

CHAPTER No. 4

RESULTS AND ANALYSIS

Vocational Training and Technical Education (VT&TE) is the provision of skills, knowledge, attitude and values needed for the place of work. VT&TE as a system prepares people for the world of work. This chapter deals with result and discussion of the study "The Role of Vocational Training and Technical Education in Women Empowerment in Rawalpindi District".

Table: 4.1 Frequency and Percentage Distribution of Respondents according to Training Courses

Sr. No	Name of Training Courses	Frequency	Percentage
1	Domestic Tailoring Course	106	41
2	Data Base Management & Computer Application Course	59	23
3	Beautician	34	13
4	Machine Embroidery Course	19	7
5	Office Management Course	14	6
6	Clinical Assistant Course	13	5
7	Spoken English Course	9	3
8	Commercial Arts Course	6	2
Total		260	100

Table 4.1 reflects the distribution list of institutional courses of respondents and it indicates that 41 percent fall in 'Domestic Tailoring Course (DTC)' and 23 percent in 'Database Management Course (DBMC), Computer Application Course (CAC) and Graphic Designing Course (GDC)' category, 13 percent were related with 'Beautician' while 7 percent, 6 percent, 5 percent, 3 percent and 2 percent were related to the categories of 'Hand and Machine Embroidery Course (HMEC), Office Management

Course (OMC), Clinical Assistance Course (CAC), Spoken English Course and Commercial Art Course'. This table shows that many females want to get training in domestic tailoring course because mostly females prefer to live at home and earn money while stitching clothes and in our society tailoring courses are considered basic skill for every female which is useful at every stage of life and especially in married life.

Table: 4.2 Frequency and Percentage Distribution of Respondents according to Duration of Training Course

Sr. No	Duration of Training Course	Frequency	Percentage
1	Three Months	126	49
2	Fourteen Months	64	25
3	Eight Months	45	16
4	One Year	25	10
Total		260	100

Table 4.2 reflects the courses duration of respondents in Vocational Training and Technical Education (VT&TE) Institutions. This table shows that the majority (49 %) of the respondents got admission in short courses of three months, 25 percent of the respondents got admission in fourteen months courses which included two months on job training (Internship), 16 percent of the respondents were in eight months courses and only 10 percent of the respondents were getting training in one year courses. The results show that majority of the respondents prefers short courses because most of the students were getting formal education and in summer vacation students were free so they got admission in short certificate courses.

Socioeconomic Characteristics of Respondents

Socioeconomic characteristics of respondents play a significant role in discussion and analyzing results from data. Table 4 describes the socio-economic characteristics of respondents. These characteristics are divided into two parts, the first part Table 4 (A) shows respondents' background and the second part Table 4 (B) is about respondents' family background.

Table: 4.3(A) Frequency and Per-cartage Distribution of Respondents according to Background

Table: 4.3 (A) (i) Age of the respondents (in completed years)			
Sr. No	**Categories**	**Frequency**	**Percentage**
1.	15-19 Years	132	51
2.	20-24 Years	105	40
3.	25-29 Years	12	5
4.	30-34 Years	8	3
5.	35-39 Years	3	1
Total		260	100
Table: 4.3 (A) (ii) Education of Respondents			
1.	5-8 (Years of Schooling)	24	9
2.	9-10 (Years of Schooling)	115	44
3	11-12 (Years of Schooling)	75	29
4	13-14 (Years of Schooling)	41	16
5	15-16 (Years of Schooling)	5	2
Total		260	100

Table: 4.3 (A) (iii) Marital Status of the Respondents			
1.	Married	26	10.0
2.	Unmarried	226	86.8
3.	Divorced	3	1.2
4.	Separated	3	1.2
5	Widow	2	0.8
Total		260	100.0
Table: 4.3 (A) (iv) Occupation of the Respondents			
1.	Student	178	68
2.	Employed	10	4
3.	Unemployed	26	10
4.	House Maker	46	18
Total		260	100

Table 4.3(A) (i) shows the age of the respondents. It shows that 51 per-cent respondents were from the age group of 15-19 years, 40.4 percent respondents were from the age group of 20-24 years, 5 percent respondents were from the age group of 25-29 years, 3.1 percent respondents were from the age group of 30-34 years and 1.2 percent respondents were from the age group of 35-39 years.

Majority (51 %) of the respondents' fall in the age group of 15-19 years whereas the second majority of the respondents were 20-24 years.

Table 4.3 (A) (ii) exposes the educational accomplishment of respondents. It shows that 9.47 percent of the respondents had 5-8 years of schooling, 44 percent of the respondents had 9-10 years of schooling, 29 percent f the respondents had 11-12 years of schooling, 16 percent of the respondents had 13-14 years of schooling and only 2 percent of the respondents had 15-16 years of schooling respectively. It highlights that majority of the

respondents were matriculated and it portrays that literacy rate in Pakistan is gradually increasing. It also reflects that respondents' qualification range from matriculation to Graduation, because usually criteria for admission in vocational training and technical education institute requires formal education.

Table 4.3 (A) (iii) shows that 86.8 percent of the respondents were Unmarried, 10 percent of the respondents were married, 1.2 percent were divorced, 1.2 percent were separated and only two respondents were widowed.

Table: 4.3 (A) (iv) show the profession of the respondents. Majorities (68 %) of the respondents were students, 18 percent of the respondents were homemakers, and 10 percent of the respondents were unemployed, while remaining 10 percent of the respondents were employed. This table shows that students, apart from seeking formal education, get vocational training and technical education to make their degrees valuable and unemployed & house makers need certificates to find jobs and to open their own Training Centers.

Table: 4.3 (B) Frequency and Percentage Distribution of Respondents according to Family Background.

Table: 4.3 (B) (i) Education of the Respondents' Parents (Years of Schooling)

Sr. No	Father Education	Frequency	Percentage	Mother Education	Frequency	Percentage
1	Illiterate	22	8	Illiterate	83	32
2	1-5	33	13	1-5	57	22
3	6-8	31	12	6-8	29	11
4	9-10	97	37	9-10	51	20
5	11-12	40	15	11-12	26	10
6	13-14	21	7	13-14	11	4.2
7	15-16	16	6	15-16	2	0.8
Total		260	100	Total	260	100.0

Table: 4.3 (B) (ii) Occupation of the Respondents' Parents

Sr. No	Father Occupation	Frequency	Percentage	Mother Occupation	Frequency	Percentage
1	Govt Employee	69	27	House Maker	238	91
2	Private Employee	37	14	Govt Employee	4	1.5
3	Self Business	84	32	Private Employee	4	1.5
4	Labour	38	15	Self Business	5	2
5	Farmer	7	3	Labour	1	0.5
6	Unemployed	11	4	Farmer	5	2
7	Died	14	5	Died	3	1.5
Total		260	100	Total	260	100.0

Table: 4.3 (B) (iii) Household Family Income of the Respondents (In Rs.)			
Sr. No	Income	Frequency	Percentage
1.	Up to 5,000 (In Rs.)	58	22
2.	5,001 to 10,000 (In Rs.)	82	32
3.	10,001 to 15,000 (In Rs.)	45	17
4.	15,001 to 20,000 (In Rs.)	26	10
5.	20,001 to 25,000 (In Rs.)	19	7
6	25,001 to 30,000 (In Rs.)	10	4
7	30,001 to 35,000 (In Rs.)	3	1.5
8	Above 35,000 (In Rs.)	17	6.5
Total		260	100.0

Table: 4.3 (B) (iv) Family Structure of the Respondents			
Sr. No	Family Structure	Frequency	Percentage
1.	Nuclear Family System	176	68
2.	Joint Family System	84	32
Total		260	100

Table: 4.3 (B) (v) House Status of the Respondents			
Sr. No	House Status	Frequency	Percentage
1	Owned House	177	68
2	Rented House	73	28
3	Governmental Residence	10	4
Total		260	100

Table: 4.3 (B) (vi) Family Size of the Respondents			
Sr. No	Family Size	Frequency	Percentage
1	4 to 10 (Members)	31	12
2	11 to 20 (Members)	2	0.8
3	21 to 30 (Members)	227	87.2
Total		260	100.0

Table 4.3 (B) (i) shows the respondents' parents' education. It shows that 8 percent of the respondents' fathers were illiterate while 32 percent mothers were illiterate, 13 percent

of the respondents' fathers had education of 1-5 years of schooling while 22 percent of the mothers were fall in 1-5 years of schooling, 12 per-cent and 11percent of the respondent's fathers and mothers were 6-8 years of schooling, 37 percent while 20 percent of the respondent's father and mother were 9-10 years of schooling, 15 percent and 10 percent of the respondents were 11-12 years of schooling respectively, 8 percent whereas only 4.2 percent of the respondent's father and mother were 13-14 and 6 percent and 0.8 percent were included in 15-16 years of schooling. This table highlighted that illiteracy level of father was less than the illiteracy level of mothers while majority of the respondent's mother were primary passed and the father's matriculation level were higher than mothers' years of schooling.

Table 4.3 (B) (ii) shows the profession of the respondent's father and mother 27 percent of the respondent's father by profession were govt. employees, 14 percent were jobs in private offices and organizations, 32 percent were fell in the category of the self business like Doctor, Driver, Private School, General Store, Tailoring Shop etc., 15 percent were labors, 3 were involve in agricultural activities, 4 percent were unemployed and 5 percent were died. Whereas respondent's mother professions majority 91 percent were homemakers, 1.5 percent of were involved in government jobs, 1.5 percent were involved in private jobs, 2 percent were involved in agricultural activities, 0.5 percent were labors while remaining 1.5 percent of the respondents were died. This table shows that professions of the majority of respondent's fathers have their own business and the second majorities were govt. employed while the mothers of the respondents' were house maker and some were involved in self business like self parlor, domestic tailoring activities and school teaching etc.

Table 4.3 (B) (iii) reflects the household monthly family income (in Rs) of respondents. It shows that majority 22 percent of the respondent's falls in category ranging from Up to 5,000, 32 percent of the respondents fell in income brackets of 5,001-10,000, 17 percent of the respondents were headed by income category ranging 10,001-15,000, 10 percent of the respondents household income range 15,001-20,000, 4 percent of the respondents fell in category ranging 20,001-25,000, 1.5 percent and 6.5 percent of the respondents household income rang were 25,001-30,000 and 30,001-35,000 and above 35,000 respectively. It was evident that majority of trainees belonged to lower and middle class income groups.

Table 4.3 (B) (iv) reflects the family structure of the respondents. It shows that majority 68 percent of the respondent's fell in category of nuclear (Separate) family system and 32 percent belonged to joint family system. It shows that the trend of the joint family system had changed into nuclear family system because majority of the people migrated to get education, jobs and upward mobility.

Table 4.3 (B) (v) reflects the house status of the respondents. It shows that majority 68 per-cent of the respondent's have owned house, 28 percent of the respondent's have rented house and only 4 per-cents were the governmental residence.

Table: 4.3 (B) (vi) shows that majority 87.2 per-cent of the respondent's family size encompasses 4-10 (members), 12 per-cents of the respondent's falls in 11-20 (members) category while remaining 0.8 percent of the respondent's family size was 21-30 (members) respectively.

Table 4.3 (A) and 4.3 (B) were show that the majority of the respondents were belonged to the middle class families.

Table 4.4: Frequency and Percentage Distribution of Respondents according to Source of Motivation to get Admission in VT&TE

Sr. No	Motivational Factors	Frequency	Percentage
1	Family	150	58
2	Self Interest	59	23
3	Friends	36	14
4	Husband	9	3
5	Teachers/Professors	6	2
Total		260	100

Table 4.4 shows the source of motivation for getting admission in Vocational Training and Technical Education (VT&TE) of respondents. It shows that 58 percent of the respondents' source of motivation to getting admission in VT&TE was percent, 23 percent of the trainees had taken admission for their own interest, 14 percent of the respondents got admission due to their friends, 3 percent of the married trainees were got admission through motivation of their husband and 2 percent of the respondents were motivated by the teachers.

Table 4.5: Frequency and Percentage Distribution of Respondents according to Reasons to Get Admission in VT&TE

Sr. No	Reasons	Frequency	Percentage
1	To Get Skills	112	43
2	To Get Employment	50	22
3	Self Interest/To Get Skills/To Get Certificate	45	17
4	Self Interest	36	14
5	To Get Certificate	9	4
Total		260	100

Table 4.5 demonstrates the reasons to getting admission in Vocational Training and Technical Education (VT&TE). This table indicates that majority (43 %) of the respondents got admission to increase their skills, 22 percent of the respondents were there to increase their employment opportunities, 17 percent of the respondents were interested to raise skills, to get certificate and also had self interest, 14 percent of the respondents got admission only because of their self interest, while 4 percent of the respondents wanted to get certificate only.

Table 4.6: Frequency and Percentage Distribution of Respondents according to Reasons for getting Admission in Particular Institution

Sr. No	Reasons	Frequency	Percentage
1	Suggested by Parents	80	31
2	Better Facilities of Training	65	25
3	Accessibility of Institution	46	18
4	Institutional Popularity	19	7
5	Qualified Teachers	11	4
6	Above All	39	15
Total		260	100

Table 4.6 reveals the reasons for getting admission in particular institution. This table signifies that 31 percent of the respondents got admission in institution suggested by parents, 25 percent of the respondents got admission due to better facilities provided by the institution, 18 percent of the trainees to get technical and vocational training due to easy accessibility of the institution, 7 percent and 4 percent of the respondents got admission due to institutional popularity and qualified teachers, while 15 percent of respondents got admission in a particular training institution because of all of the above mention factors.

Table 4.7: Frequency and Percentage Distribution of Respondents according to Source of Training Expenditure

Sr. No	Source of Training Expenditure of Respondents	Frequency	Percentage
1	Family	128	49.2
2	Bait-ul-Maal Zakat Fund	110	42.3
3	Self	14	5.4
4	Husband	8	3.1
Total		260	100.0

Table 4.7 reflects the source of training expenditures of respondents. This table shows that the majority (49.2 %) of the respondents' training expenditures were borne by their family members (Parents, Elder brothers etc.), 42.3 percent of the trainees were getting assistance from Bait-ul-Maal/Zakat, 5.4 percent trainees were bearing all training expenditures on their own through private job, school teaching, stitching clothes and home tuitions, while 3.1 percent married students' husbands were paying their training charges.

Table 4.8: Frequency and Percentage Distribution of Respondents according to Satisfaction Level of Training

Sr. No	Satisfaction Level of Training	Frequency	Percentage
1	To Great Extent	101	39
2	To Some Extent	84	32
3	Not at all	75	29
Total		260	100

Table 4.8 reveals satisfaction level of training in Vocational Training and Technical Education (VT&TE). It shows that 39 percent of the respondents were satisfied to great extent by the training imparted them, 32 percent of the respondents were satisfied to some extent, whereas only 29 percent of the respondents were not at all satisfied by the training.

It is clear from the above table that majority (71 %) of the respondents were satisfied by the training imparted them.

Table 4.9: Frequency and Percentage Distribution of Respondents' Satisfaction regarding Preparation of Lecture by Instructor

Sr. No	Satisfaction Level	Frequency	Percentage
1	To Great Extent	156	60
2	To Some Extent	98	38
3	Not at all	6	2
Total		260	100

Table 4.9 shows the respondents' perceptions regarding preparation of lecture by the instructor. It highlights that 60 percent of the respondents said to great extent, 38 percent respondents said to some extent, and only 2 percent of respondents said not at all.

It is evident from the table that majority (98 %) of the respondents were of the view that their instructors come in the class with fully prepared lectures.

Table 4.10: Frequency and Percentage Distribution of Respondents' Satisfaction regarding Practical Work during Training

Sr. No	Satisfaction Level of Practical Work	Frequency	Percentage
1	To Great Extent	44	17
2	To Some Extent	112	43
3	Not at all	104	40
Total		260	100

Table 4.10 illustrates satisfaction level of respondents' Practical work during training in Vocational Training and Technical Education (VT&TE) institutions. It is shows that 17 percent of the respondents said to great extent, 43 percent of the respondents said to Some Extent while 40 percent of the respondents said not at all.

It is clear from the above table that majority (60 %) of the respondents were satisfied from the practical work during training.

Table 4.11: Frequency and Percentage Distribution of Respondents' Perception regarding getting Employment after Completion Training

Sr. No	Satisfaction Level of Employment	Frequency	Percentage
1	To Great Extent	39	15
2	To Some Extent	124	48
3	Not at all	97	37
Total		260	100

Table 4.11 shows the perception of respondents regarding getting employment of the completion of their training. It reveals that 15 percent of the respondents said to great extent, 48 percent of the respondents said to some extent, while only 37 percent of the respondents said not at all.

It is evident from the table that majority of the respondents (63 %) perceived that they will get employment after completion of training.

Table 4.12: Frequency and Percentage Distribution of Respondents according to Extra Curricular Activities in this Institution

Sr. No	Extra Curricular Activities	Frequency	Percentage
1	No	197	76
2	Yes	63	24
Total		260	100

Table 4.12 reveals the results of the extra-curricular activities in institution. Majority (76 %) of the respondents said that there were no extra-curricular activities in their institutions whereas 24 percent of the trainees said that there were some kind of extra-curricular activities like Qurrat, Naat, course related workshops and recreational activities like trip but there were no sports, debates art competition related activities in these institutions.

Table: 4.13: Frequency and Percentage Distribution of Respondents according to Preference of Institution for job after Training

Sr. No	Preference of Institution for job after Training	Frequency	Percentage
1	Govt. Office	148	57
2	Owned Business	55	21
3	No Interested in Job	28	11
4	Want to Get Further Education	19	7
5	Private Office	10	4
Total		260	100

Above given table 4.15 reveals the respondents' views about preference of institution for job after completion their training. The data shows that majority of the respondents (57 %) prefer governmental sectors for jobs because of facilities (permanent jobs, pension, house allowance and medicinal facilities etc.), 21 percent of the respondents believed that own business is suitable for females like to open training centers to launch different courses, parlors, academies etc., 11 percent of the respondents were not interested in job, 7 percent of the respondents want to get further education and only 4 percent of the respondents want to get employment in private sectors like NGOs, Multinational Companies, private agencies etc.

Table 4.14: Frequency and Percentage Distribution of Respondents' Level of Satisfaction regarding Facilities Provided at Training Institutions

Sr. No	Satisfaction of Respondents	Frequency	Percentage
1	To Great Extent	56	21
2	To Some Extent	93	36
3	Not at all	111	43
Total		260	100

Table 4.14 shows the respondents' satisfaction regarding facilities provided at training institutions. It reveals that 21 percent of the respondents' were satisfied to great extent, 36 percent were satisfied to some extent whereas 43 percent were not at all satisfied by the facilities provided during training.

Table 4.15: Frequency and Percentage Distribution of Respondents' Perception regarding Further Need of Training after Completion of Course

Sr. No	Further Needs of Training	Frequency	Percentage
1	Yes	197	76
2	No	63	24
Total		260	100

Table 4.15 illustrates the opinion of respondents about further need of training after completion of the current course. It is shows that the majority (76 %) of the respondents wanted to get further training after completion their training because these courses provided only basic knowledge, while 24 percent of the respondents felt no need for further training after completion of course because they may have no interest in job or may be not satisfied with current training.

Table 4.16: Frequency and Percentage Distribution of Respondents according to Type of Problems faced during training

Sr. No	Type of Problems	Frequency	Percentage
1	No Problem	73	27
2	Drinking Water & Wash Room	63	24
3	Sexual Harassment	49	20
4	Transport	41	16
5	Financial Problems	28	11
6	Teachers Behavior	6	3
Total		260	100

Table 4.16 reveals the type of problems faced by students during training in Vocational Training and Technical Education Institutions. This table show that 27 percent of the respondents faced no problem during training, 24 percent of the respondents faced problem of drinking water and wash room, 19 percent of the respondents faced sexual harassment problems because the location of institution was not in safe area, 16 percent of the respondents were facing transportation problems, 11 percent of the respondents were facing financial problems while 2.3 percent of the respondents were facing problem of harsh attitude of teachers.

Table: 4.17: Frequency and Percentage Distribution of Respondents' Perception regarding Increase in Skills through Training

Sr. No	Skill's Satisfaction	Frequency	Percentage
1	To Great Extent	96	37
2	To Some Extent	155	60
3	Not at all	9	3
Total		260	100

Table 4.17 demonstrates respondents' perception regarding increase in skills through Vocational Training and Technical Education (VT&TE). It is shows that 37 percent of the respondents sated that their skills had enhanced through VT&TE to great extent increase, 60 percent of the respondents' said to some extent while only 3 percent respondents' said that their skills had not at all increased. It is clear from the table that majority (97 %) of the respondents' perceived that their skills had increased through VT&TE.

Table 4.18: Frequency and Percentage Distribution of Respondents' Perception regarding Increase in Confidence during Training

Sr. No	Respondents' Perception	Frequency	Percentage
1	To Great Extent	118	45
2	To Some Extent	132	51
3	Not at all	10	04
Total		260	100

Table 4.18 demonstrates respondents' perception regarding increase in confidence through Vocational Training and Technical Education (VT&TE). It is shows that 45 percent of the respondents stated that their confidence had increased to great extent increase, 51 percent of the respondents' said to some extent, while only 4 percent of the respondents said that there were no improvement in their confidence level after getting VT&TE.

It is evident from the table that majority of the respondents perceived that their level of confidence had increased after getting VT&TE.

Table 4.19: Frequency and Percentage Distribution of Respondents' Perception regarding Importance of VT&TE and Formal Education

Sr. No	Respondents' Perception	Frequency	Percentage
1	Both (Formal Education) and (VT&TE) are important	203	78
2	Formal Education is more important than VT&TE	34	13
3	VT&TE is more important than Formal Education	23	9
Total		260	100

Table 4.19 reveals the perception of respondents' regarding important of Formal Education and Vocational Training & Technical Education (VT&TE). Majority (78 %) of the respondents said that Formal Education and Vocational Training and Technical Education are equal valuable, 13 percent of the respondents said that the Formal Education is more important than Vocational Training and Technical Education (VT&TE) while only 9 percent of the respondent's viewed that Vocational Training and Technical Education (VT&TE) is more valuable than Formal Education.

Table 4.20: Frequency and Percentage Distribution of Respondents' Perception regarding Existence of Equal Opportunities for Male and Female in VT&TE

Sr. No	Respondents' Perception	Frequency	Percentage
1	To Great Extent	26	10.0
2	To Some Extent	100	38.5
3	Not at all	134	51.5
Total		260	100.0

Table 4.20 reveals that perception of respondents about equal opportunities for males and females in Vocational Training and Technical Education (VT&TE). It shows that 10 percent of the respondents said to great extent, 38.5 percent of the respondents said to some extent while 51.5 percent respondents said not at all.

It can be concluded from the above table that majority (51.5 %) of the respondents perceived that there were different opportunities for males & females regarding getting education in VT&TE.

Table 4.21: Frequency and Percentage Distribution of Respondents' Satisfaction regarding Timing of Training

Sr. No	Respondents Level of Satisfaction	Frequency	Percentage
1	To Great Extent	53	20.4
2	To Some Extent	97	37.3
3	Not at all	110	42.3
Total		260	100.0

Table 4.21 reveals respondents' satisfaction regarding timing of training in Vocational Training and Technical Education (VT&TE). This table shows that 20.4 percent of the respondents were highly satisfied with the timing of institution, 37.3 percent of the respondents some extent satisfied, while 42.3 percent of the respondents were not satisfied with the time of the institution.

Table 4.22: Frequency and Percentage Distribution of Respondents' Satisfaction regarding Course Duration

Sr. No	Satisfaction Level of Respondents	Frequency	Percentage
1	To Great Extent	51	20
2	To Some Extent	120	46
3	Not at all	89	34
Total		260	100

Table 4.22 reveals that satisfaction level of respondents' regarding course duration. This table shows that 20 percent of the respondents were highly satisfied with the duration of course, 46 percent of the respondents were satisfied to some extent, 34 percent of the respondents were not at all satisfied with the duration of course. In many institutions the duration of courses was too short like three or six months so in this case mostly students were not satisfied.

Table 4.23: Frequency and Percentage Distribution of Respondents' regarding Availability of Career Counseling during Training

Sr. No.	Availability of Career Counseling	Frequency	Percentage
1	No	228	88
2	Yes	32	12
Total		260	100

Table 4.23 shows the perception of respondents about career counseling in Vocational Training and Technical Education (VT&TE) institutions. Majority 88 percent of the respondents sated that there were no career counseling of respondents during training in VT&TE institutions while 12 percent of the respondents said that there were some guild lines about future job.

Table 4.24: Frequency and Percentage Distribution of Respondents according to Respondents' perception regarding reduction of Poverty through VT&TE

Sr. No	Perception about Poverty Reduction	Frequency	Percentage
1	To Some Extent	157	60.2
2	To Great Extent	101	39
3	Not at all	2	0.8
Total		260	100.0

Table 4.24 shows the perception of respondents about reduction of Poverty through Vocational Training and Technical Education (VT&TE). Majority (60.2 %) of the respondents said to some extent, 39 percent of the respondents said to great extent while only 0.8 percent respondents said not at all.

It is clear from the table that majority (99.2 %) of the respondents perceived that poverty can be reduced through VT&TE.

Table 4.25: Frequency and Percentage Distribution of Respondents according to Respondent's perception regarding Reduction of Unemployment through VT&TE

Sr. No	Respondents' Perception	Frequency	Percentage
1	To Some Extent	171	66
2	To Great Extent	87	33.2
3	Not at all	2	0.8
Total		260	100.0

Table 4.25 shows the respondents' perception regarding reduction of unemployment through Vocational Training and Technical Education (VT&TE). Majority (66 %) of the respondents said to some extent, 33.2 percent of the respondents said to great extent, while only 0.8 percent respondents said not at all.

It is evident from the above table that 99.2 percent of the respondents perceived that unemployment can be reduced through VT&TE.

Table: 4.26: Frequency and Percentage Distribution of Respondents regarding Suggestions to improve the Quality of VT&TE for Females in Pakistan

Sr. No	Suggestions	Frequency	Percentage
1	Increase in number of Institutions with Qualified Teachers.	83	32
4	Increase in number of Courses, Training Manuals & extracurricular activities.	38	15
2	Transport Services	35	13.5
6	Accountability of staff & administration.	28	11
7	Promote Co-education in VT&TE.	20	8
8	Equal opportunities for male & female in VT&TE.	20	8
3	Free Training with latest Equipments	19	7
5	Career Counseling, Placement Services & Micro Credit Facilities.	17	6.5
Total		260	100.0

Table 4.26 shows the respondents' suggestions to improve the quality of Vocational Training and Technical Education for females in Pakistan. It shows that the 32 percent of the respondents suggested that number of VT&TE Institutions with qualified teachers should be increased for females in every city and remote areas, 15 percent of the respondents suggested that the number of Non Traditional Courses should be increase with Training manuals, books and extracurricular activities, 13.5 percent of the trainees said that the Transport services should be provided and also Institutions should be located at a safe area for females, 11 percent of the respondents recommend that there should be

accountability mechanism for Staff and Administration, 8 percent of the respondents said that Govt. should promote co-education in VT&TE Institutions, 8 percent of the respondents proposed that Govt. should provide equal opportunities for both males and females, 7 percent said that Govt. should provide the free training with latest Equipments, while 6.5 percent of the respondents said that Career Counseling, Placement Services and Micro Credit Facilities should be provided for females.

Table1: Association between Enhancements of Skills and Satisfaction Level of Training.

Hypothesis: There is association between respondents' perception of skill enhancement through training and their level of satisfaction from the training being imparted to them.

Variables	Enhancement of Skills through Training			
	To Great Extent	To Some Extent	Not At All	Total
	Percentage(Number)			
Satisfaction Level of Respondents Training				
i. To Great Extent	52.8 (65)	45.5 (56)	1.6 (2)	47.3 (123)
ii. To Some Extent	24.6 (29)	72.0 (85)	3.4 (4)	45.3 (118)
iii. Not At All	15.8 (3)	36.2 (12)	21.1 (4)	7.3 (19)
Total	37.3 (97)	58.8 (153)	3.8 (10)	100.0 (260)
Chi-square 38.965	DF: 4		Significance level (SL):	.000
Gamma .547	Standard Error: .089		Approx. T: 5.438	SL: .000

Table 1 shows the association between respondents perceptions regarding enhancement of their skills through training and their level of satisfaction from training imparted to them. The table reveals that 37% of the respondents were highly satisfied with their skills enhancement through training provided in vocational training & technical education institutions, 59% of the respondents were satisfied to some extent, and only 4% percent respondents were not satisfied with their skills enhancement through training provided in VT&TE. The analysis of the responses reveals that 47% of the respondents reported that they were satisfied with the training imparted to them to great extent, 45% of the

respondents were satisfied to some extent, and only 7% percent respondents were not satisfied with the training imparted to them. The value of chi-square at significance level of 1% confirmed the existence of strong association between interacting variables. The value of Gamma also confirmed the existence of relationship between the two variables.

Table2: Association between Respondents' Satisfaction from the Practical Work during Training and their Satisfaction Level regarding the training imparted to them.

Hypothesis: There is association between the Respondents' perception regarding practical work during training and their satisfaction from the training imparted to them.

Variables	Respondents' satisfaction from the Practical Work			
	To Great Extent	To Some Extent	Not At All	Total
	Percentage(Number)			
Respondents' Satisfaction Regarding Training				
i. **To Great Extent**	73.2 (90)	25.2 (31)	1.6 (2)	47.3 (123)
ii. **To Some Extent**	32.2 (38)	66.9 (79)	0.8 (1)	45.3 (118)
iii. **Not At All**	5.3 (1)	78.9 (15)	15.8 (3)	7.3 (19)
Total	49.6 (129)	48.1 (125)	2.3 (10)	100.0 (260)
Chi-square 70.695	DF: 4		Significance level (SL): .000	

Table 2 shows the association between respondents' satisfaction regarding practical work training provided to them during their course and their satisfaction from the training provided to them in vocational training and technical education institutions. The table exposes that 50 % of the respondents were highly satisfied with practical work during training, 48% of the respondents were satisfied to some extent with their practical work and only 2% of the respondents were not satisfied with the practical work during training in institution.

The table demonstrates that 47% of the respondents reported that they were satisfied with the training imparted to them to great extent, 45% of the respondents were satisfied to some extent, and only 7% percent respondents were not satisfied with the training imparted to them respectively. The value of chi-square at significance level of 1% confirmed the existence of strong association between interacting variables.

CHAPTER 5

MAJOR FINDINGS AND CONCLUSION

This chapter deals with major findings, conclusion, suggestion and limitation of the study.

5.1: Major Findings

- Forty one percent of the respondents were selected from Domestic Tailoring Course. It indicates that most of the respondents had taken admission in Domestic Tailoring Course and in all females institutions this course was a compulsory one.
- Forty nine percent of the respondents were getting training in short courses.
- Fifty one percent of the respondents belonged to the age category ranging from 15 to 19 years while the second majority (41 %) of the respondents belonged to the age category of 20 to 24 years. It indicates that most of the respondents were young.
- Forty two percent of the respondents had 9 to 10 years of schooling, 29 percent of the respondents had 11 to 12 years of schooling. It indicates the majority of the trainees were having same sort of formal education.
- Majority (87 %) of the respondents were unmarried.
- Sixty five percent of the respondents were students, while 18 percent of the respondents were home makers.
- Thirty seven percent of the respondent's fathers were matriculates.
- Thirty two percent of the respondents' mothers were illiterate, 22 percent of the respondents' mothers had 1 to 5 years of schooling, and 20 percent had 9 to 10 years of schooling.

- Thirty two percent of the respondents' fathers were doing self business.
- Majority (91 %) of the respondents' mothers were home makers.
- Fifty four percent of the respondents had monthly family income up to Rs 10,000. The present research shows that majority of the respondents belonged to middle class.
- Sixty eight percent of the respondents' belonged to nuclear family system while 32.3 percent from joint family system.
- Sixty eight percent of the respondents had their own house, 28.1 percent of the respondents had rented house and only 4 percent had the governmental residence.
- Eighty seven percent of the respondent's family size comprised 4-10 (members).
- Fifty eight percent of the respondents' source of motivation to take admission was parents. It indicates that parents play fundamental role to motivate their children in practical life.
- Forty one percent of the respondents took admission to increase their skills.
- Thirty one percent of the respondents chose particular institution suggested by parents, whereas 40.2 percent of the respondents took admission due to better facilities.
- Forty nine percent of the respondents' training expenditure was borne by their family members.
- Seventy percent of the respondents were satisfied with the training of institution. It indicates that the majority of the respondents were satisfied with the training.

- Sixty percent of the respondents were satisfied with the teaching method of instructor. It shows that the majority of the respondents were satisfied with their teachers.
- Forty one percent of the respondents were satisfied with the practical work during training, while 40 percent were not satisfied with practical work. The research shows that the reasons of dissatisfaction were lack of practical equipments, instruments and machinery.
- Sixty eight percent of the respondents said that they would be able to get employment after completion of training.
- Seventy percent of the respondents said that there were no extra-curricular activities in their institution.
- Fifty five percent of the respondents preferred government jobs. It indicates that majority of the females want to do government jobs
- Fifty seven percent of the respondents stated that they were satisfied with the facilities provided in the VT&TE institutions.
- Seventy six percent of the respondents wanted to get further training after completion of their training because these courses provided only basic knowledge.
- Seventy three percent of the respondents faced some sort of problems during training. The present research revealed that students suffer many problems during training like no drinking water, wash room problems, sexual harassment, financial problem, teachers' behavior and transport problem etc.

- Ninety seven percent of the respondents said that their skills have increased through VT&TE.
- Ninety six percent of the respondents stated that their level of confidence through VT&TE had increased. It indicates majority of the trainees' confidence level increased during training.
- Seventy one percent of the respondents said that Formal Education and Vocational Training and Technical Education are same and equally valuable.
- Fifty one percent of the respondents said equal opportunities do not exist for males and females in VT&TE. Women are normally the disadvantages in this aspect.
- Fifty nine percent of the respondents were satisfied with the timings of institution.
- Sixty six percent of the respondents were satisfied with the duration of course.
- Eighty eight percent of the respondents stated that there was no career counseling for respondents during training.
- Ninety percent of the respondents said that VT&TE could help to alleviate poverty.
- Ninety nine percent of the respondents said that unemployment could be reduced with the VT&TE.

5.2: Conclusions

Result of present research shows that majority of the trainees were satisfied from the training being imparted them. It was also evident from research that gender specific courses were offered to female trainees, so there is need to introduce non-traditional trades for females. Majority of the respondents perceived that VT&TE provide employment opportunities for females through their skills development which lead towards their economic independence and consequently contribute to the development of society. There is need of career guidance and placement services for females to enhance their employability. Quality of VT&TE can be improved through qualified teachers, training manuals, extra-curricular activates and teacher training programs.

5.3: Suggestions

- VT&TE institutions should be established for females in every city and especially in rural areas to make it more accessible for females.
- Teachers should be trained in teaching methods and vocational guidance and counseling, so that they can guide the learners professionally and train the students according to the demands of industry.
- Transportation facilities should be provided and institutions should be located at a safe and calm area for females.
- Entreneprenurship skills should be incorporated in the curriculum because most of the trainees aspire to become entrepreneurs immediately or after completion of the training. This will equip them with small business management skills.
- Non-traditional courses should also be offered to females in vocational training institutes to provide them space to play their roles. Special incentives for females should be provided to encourage them to enroll in non-traditional courses.
- Latest Equipments and basic facilities should be provided in vocational training and technical education institutions.
- Micro credit facilities and guidance should be provided for females, so that after get training they are able to practically utilize their skills.
- Public and Private employers should be encouraged to employ increased number of females. In this connection Government may consider to allocate specific quota for females.

- There should be close liaison among technical education institutions and industry to regularly update the curriculum, and training of students according to market demands.

5.4: Limitations

This study was conducted only in Rawalpindi District: further research can be done taking VTIs, TEVTAs, Fuji Foundation Institutes and Technical Education Institutes of the District.

Data was obtained from 10 Vocational Training Institutes out of 23 Institutions because of lack of time and resources. In future researcher should cover more number of institutions. Review of Literature in Pakistani context was not easily available because very few researches are conducted on this topic.

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Appendices

Appendix: 1

(Questionnaire)

عورتوں کی ترقی میں
ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کا کردار

فیکلٹی: سوشل سائنیز ڈپارٹمنٹ: عمرانیات

انٹرنیشنل اسلامک یونیورسٹی اسلام آباد پروگرام: ایم ایس سی عمرانیات

میرا نام گل ناز ہے اور میں اسلامک انٹرنیشنل یونیورسٹی اسلام آباد میں ایم ایس سی (عمرانیات) کی طالبہ ہوں۔ ریسرچ کر رہی ہوں اور یہ معلوم کرنا چاہتی ہوں کہ ہمارے ملک میں عورتوں کی ترقی میں ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کا کیا کردار ہے۔ اس سلسلے میں آپ سے کچھ سوالات کرنا چاہتی ہوں۔ آپ سے گزارش ہے کہ ہر سوال کو غور سے پڑھیں اور اس کے مطابق اپنی رائے کا اظہار کریں۔ اس بات کی تصدیق کی جاتی ہے کہ آپ سے حاصل کردہ معلومات کو صغیہ راز میں رکھا جائے گا۔ میں اس بات کا یقین دلاتی ہوں کہ حاصل کردہ معلومات کو تعلیمی مقاصد کے لیے استعمال کیا جائے گا۔ آپ کے تعاون اور وقت دینے کا بہت شکریہ۔ تاریخ:----------

سوالنامہ (ٹرینیز کے لیے)

سوال نمبر1۔ نام پتہ زیر تربیت ادارہ:----------

سوال نمبر2۔ زیر تربیت کورس :----------

سوال نمبر3۔ ٹریننگ کا دورانیہ:----------

سوال نمبر4۔ آپ کی تعلیم کتنی ہے (مکمل سال)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

سوال نمبر5۔ آپ کی عمر کتنی ہے (مکمل سال)؟ ----------

سوال نمبر6۔ آپ کا خاندان کتنے افراد پر مشتمل ہے؟ ----------

سوال نمبر7۔ آپ کس خاندان سے تعلق رکھتے ہو؟ ۱)۔مشترکہ ۲)۔ سادہ خاندان

سوال نمبر8۔ آپ کے والد کی تعلیم کتنی ہے؟

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

سوال نمبر9۔ آپ کے والد کا پیشہ کیا ہے؟

۱)۔سرکاری ملازم ۲)۔پرائیویٹ ملازم ۳)۔ذاتی کاروبار

۴)۔ مزدور ۵)۔زراعت ۶)۔کوئی اور----------

سوال نمبر10۔ آپ کی امی کی تعلیم کتنی ہے؟

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

سوال نمبر11۔ آپ کی والدہ کا پیشہ کیا ہے؟

۱)۔گھریلو خاتون ۲)۔ سرکاری ملازم ۳)۔پرائیویٹ ملازم

۴)۔ زاتی کاروبار ۵)۔مزدور ۵)۔زراعت

۶)۔ کوئی اور----------

سوال نمبر12۔ آپ کے گھر کی کیا حیثیت کیا ہے؟

۱)۔ذاتی مکان ۲)۔ کرائے پر ۳)۔گورنمنٹ کی طرف سے ملا ہوا گھر ۴)۔ کوئی اور----------

سوال نمبر13۔ آپ کے خاندان کی ماہانہ آمدن کتنی ہے؟

۱)۔5,000 سے کم ۲)۔5,001 سے 10,000 تک

۳)۔10,001 سے 15,000 تک ۴)۔15,001 سے 20,000 تک

۵)۔20,001 سے 25,000 تک ۶)۔25,001 سے 30,000 تک

۷)۔30,001 سے 35,000 تک ۸)۔35,001 سے زیادہ

سوال نمبر14۔ آپ کی ازدواجی حیثیت کیا ہے؟

۱)۔شادی شدہ ۲)۔ غیر شادی شدہ ۳)۔طلاق یافتہ

۴)۔ علیحدہ ۵)۔ بیوہ ۶)۔ خلع یافتہ

سوال نمبر15۔ اگر شادی شدہ ہیں تو آپ کے بچوں کی تعداد کتنی ہے؟ ----------

سوال نمبر16۔ آپ کے شوہر کی تعلیم کتنی ہے؟

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

سوال نمبر17۔ آپ کے شوہر کا پیشہ کیا ہے؟

۱)۔سرکاری ملازم ۲)۔پرائیویٹ ملازم ۳)۔ذاتی کاروبار

۴)۔ مزدور ۵)۔زراعت ۶)۔کوئی اور----------

سوال نمبر18۔ ٹریننگ کے علاوہ آپ کی حیثیت کیا ہے؟

۱)۔طالب علم ۲)۔ ملازمت پیشہ ۳)۔ بے روزگار

۴)۔ گھریلو خاتون ۵)۔کوئی اور----------

سوال نمبر19۔ اگر ملازمت پیشہ ہیں تو آپکا پیشہ کیا ہے؟

۱)۔سرکاری ملازم ۲)۔پرائیویٹ ملازم ۳)۔ذاتی کاروبار

۴)۔ مزدور ۵)۔زراعت ۶)۔کوئی اور----------

سوال نمبر20۔ اگر ملازمت پیشہ ہیں تو آپ کی ماہانہ آمدن کیا ہے (روپوں میں)؟ ----------

سوال نمبر21۔ آپ نے کس کے کہنے پر اس ادارہ میں داخلہ لیا ہے؟

۱)۔ خاندان کے افراد خانہ ۲)۔ خاوند کے کہنے پر ۳)۔ دوست کے کہنے پر

۴)۔ اساتذہ کے کہنے پر ۵)۔کوئی اور وجہ----------

سوال نمبر22۔آپ کیوں ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن حاصل کرنا چاہتی ہیں؟

۱)۔ذاتی دلچسپی ۲)۔ برسر روزگار ہونے کے لیے ۳)۔ہنرمند بننے کے لیے

۴)۔ سرٹیفکیٹ حاصل کرنے کے لیے ۵)۔کوئی اور وجہ----------

سوال نمبر23۔ اس ادارہ میں داخلہ کی وجہ کیا ہے؟

۱)۔ ادارہ کی وجہ شہرت ۲)۔ والدین کے کہنے پر ۲)۔ قابل اساتذہ

۴)۔زیادہ بہترین ٹریننگ کی سہولیات ۵)۔ انسٹیٹیوٹ تک رسائی ۶)۔ کوئی اور----------

سوال نمبر24۔ آپ کے ٹریننگ کے اخراجات کون برداشت کر رہا ہے؟

۱)۔ خود ۲)۔ گھر والے ۳)۔ شوہر

۴)۔ کوئی اور ذریعہ----------

سوال نمبر25۔ کیا آپ ٹریننگ کے لیے سرکاری وظیفہ لے رہے ہیں؟

۱)۔ ہاں ۲)۔ نہیں

سوال نمبر26۔ اگر ہاں تو کون سا ذریعہ ہے (ادارے کا نام)؟----------

سوال نمبر27۔ کیا آپ اس ادارے میں فراہم کی جانے والی ٹریننگ سے کس حد تک مطمئن ہیں؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر28۔ اگر نہیں تو کیا وجوہات ہیں؟----------

سوال نمبر29۔ کیا آپ کے خیال میں انسٹرکٹر اپنا لیکچر پوری طرح تیار کر کے آتے ہیں؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر30۔ کیا آپ ٹریننگ کے دوران عملی کام سکھائے جانے سے مطمئن ہیں؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر31۔ زیر تربیت ادارہ میں ٹریننگ کے دوران کتنا وقت نظریاتی کام اور کتنا وقت عملی کام کو دیا جاتا ہے؟

۱)۔ درسی کام پر (Course Work)

۲)۔ عملی کام پر (Practical Work)

۳)۔ دونوں پر یکساں

سوال نمبر32۔ آپ کس حد تک محسوس کرتی ہیں کہ ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن حاصل کرنے کے بعد معاشی طور پر خود کفیل ہو جائیں گی؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر33۔ اگر نہیں تو کیا وجوہات ہیں؟----------

سوال نمبر34۔ کیا زیر تربیت ادارہ غیر نصابی سرگرمیوں پر توجہ دی جاتی ہے؟

۱)۔ ہاں ۲)۔ نہیں

سوال نمبر35۔ اگر ہاں تو وہ کون سی غیر نصابی سرگرمیاں ہیں؟

سوال نمبر36۔ آپ ٹریننگ مکمل کرنے کے بعد کس ادارے میں نوکری کو ترجیح دیں گی؟

۱)۔ سرکاری دفتر ۲)۔ پرائیویٹ آفس ۳)۔ اپنا ذاتی کاروبار

۴)۔ ملازمت دلچسپی نہ ہونا ۵)۔ کوئی اور----------

سوال نمبر37۔ اگر ملازمت میں دلچسپی نہیں ہے تو اس کی کیا وجہ ہے؟

۱)۔ گھر ہلو پابندیں ۲)۔ رسوم و رواج ۳)۔ کوئی اور----------

سوال نمبر38۔ آپ ادارہ میں فراہم کردہ سہولیات (سامان/آلات) سے کس حد تک مطمئن ہیں؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر39۔ اگر نہیں تو کیا وجوہات ہیں؟

۱)۔ آلات کی کمی ۲)۔ ماہر اساتذہ کی کمی ۳)۔ کوئی اور وجہ۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

سوال نمبر40۔ کیا آپ مستقبل میں اپنے منتخب کردہ کورس میں مزید ٹریننگ کی ضرورت محسوس کرتی ہیں؟

۱)۔ ہاں ۲)۔ نہیں

سوال نمبر41۔ اگر ہاں تو کس قسم کی ٹریننگ کی ضرورت محسوس کرتی ہیں؟

سوال نمبر42۔ کیا آپ کو دوران ٹریننگ مشکلات کا سامنا کرنا پڑتا ہے؟

۱)۔ ہاں ۲)۔ نہیں

سوال نمبر43 ۔ اگر ہاں تو کونسی مشکلات ہیں؟

۱)۔ٹرانسپوٹ کا مسئلہ ۲)۔اساتذہ کا رویہ ۳)۔مالی مشکلات ۴)۔جنسی طور پر حراساں کرنا

۵)۔واش روم کا مسئلہ ۶)۔ پینے کے پانی کا مسئلہ ۷)۔کوئی اور۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

سوال نمبر44۔ آپ کے خیال میں اس ادارہ میں ٹریننگ لینے سے آپ کے ہنر میں کس حد تک اضافہ ہوا ہے؟

۱)۔ بہت حد تک ۲)۔کسی حد تک ۳)۔بالکل نہیں

سوال نمبر45۔ اگر نہیں تو کیا وجوہات ہیں؟

سوال نمبر46۔ آپ کے خیال میں ٹریننگ حاصل کرنے کے دوران آپ کے اعتماد میں کس حد تک اضافہ ہوا ہے؟

۱)۔ بہت حد تک ۲)۔کسی حد تک ۳)۔بالکل نہیں

سوال نمبر47۔ ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن اور رسمی تعلیم کی اہمیت کے بارے میں آپ کی کیا رائے ہے؟

۱)۔ رسمی تعلیم ووکیشنل ٹریننگ / ٹیکنیکل ایجوکیشن سے زیادہ اہم ہے۔

۲)۔ ووکیشنل ٹریننگ / ٹیکنیکل ایجوکیشن رسمی تعلیم سے زیادہ اہم ہے۔

۳)۔ رسمی تعلیم اور ووکیشنل ٹریننگ / ٹیکنیکل ایجوکیشن دونوں یکساں ہیں۔

سوال نمبر48۔ کیا آپ کے خیال میں عورتوں اور مردوں کو ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کے یکساں مواقع فراہم کیے جا رہے ہیں؟

۱)۔ بہت حد تک ۲)۔کسی حد تک ۳)۔بالکل نہیں

سوال نمبر49۔ اگر نہیں تو کیا وجوہات ہیں؟

سوال نمبر50۔ آپ زیر تربیت ادارہ کے اوقات کار سے کس حد تک مطمئن ہیں؟

۱)۔ بہت حد تک ۲)۔کسی حد تک ۳)۔بالکل نہیں

سوال نمبر51۔ اگر نہیں تو کیا وجوہات ہیں؟

سوال نمبر52۔ آپ اپنے ٹریننگ کورس کے دورانیہ سے کس حد تک مطمئن ہیں؟

۱)۔ بہت حد تک ۲)۔کسی حد تک ۳)۔بالکل نہیں

سوال نمبر53۔ کیازیرتربیت اسارہ میں ٹریننگ کے دوران روزگار حاصل کرنے کے لیے رہنمائی فراہم کی جاتی ہے؟

۱)۔ ہاں ۲)۔ نہیں

سوال نمبر54۔ آپ کے خیال میں ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کے زریعے غربت اور بے روزگاری کو کس حد تک کم کیا جاسکتا ہے؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر55۔ آپ کے خیال میں ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کے ذریعے بیروزگاری کو کس حد تک کم لیا جاسکتا ہے؟

۱)۔ بہت حد تک ۲)۔ کسی حد تک ۳)۔ بالکل نہیں

سوال نمبر56۔ آپ کے خیال میں پاکستان میں خواتین کے لیے ووکیشنل ٹریننگ اور ٹیکنیکل ایجوکیشن کی سہولیات کو بہتر بنانے کے لیے کیا اقدامات کرنے چاہیں؟

﴿ آپ کے تعاون اور وقت دینے کا بہت شکریہ ﴾

Appendix: 2

List of all VT&TE Institutions Located in District Rawalpindi

Appendix: II

List of all Vocational Training & Technical Education Institution from Rawalpindi District

Sr. No.	Names of Institutions	Address
1	Government Vocational Institute (For Only Women).	H.No.O/635 Kartarpura, Rawalpindi.
2	Government Vocational Institute (For Only Women).	Siam Road, St.No.8 near Noor Khattak General Store, Peshawar Road, Rawalpindi cantt.
3	Government Vocational Institute (For Only Women).	G-3/B, Kotli Link Road, near Panjar Chowk; Opposite Nazim Zahoor Akbar, Kahuta City, District Rawalpindi.
4	Government Vocational Institute (For Only Women).	Barkee Jadeed, Ward No.2 near Shoukat Plaza, Gujar Khan Distt. Rwp
5	Workshop Manager, Technical Training Centre, (For Only Women).	Ahmadabad Colony, Dhamial, Rawalpindi.
6	Workshop Manager, Technical Training Centre, (For Only Women).	Near Government Girls College, Kahuta District Rawalpindi.
7	Workshop Manager, Technical Training Centre, (For Only Women).	G.T.Road, Mandra District Rawalpindi.
8	Workshop Manager, Vocational Training Centre, (For Only Women).	Sunny Bank Chowk, Murree District Rawalpindi.
9	Workshop Manager, Technical Training Centre, (For Women).	Hayat Sir Road, Gujar Khan District Rawalpindi.
10	Government Technical Training Institute, (For Only Women).	Dhoke Syedan, Girja Road, District Rawalpindi.
11	Readymade Garments Training Centre (For Only Women).	Tipu Road, Behind Moti Mahal Cinema, District Rawalpindi.
12	Government Technical Training Centre (For Only Women).	Kallar Syedan, District Rawalpindi
13	Government Technical Training Centre, (For Only Women).	Kotli Sattian, District Rawalpindi
14	Government Institute of Information Technology, (For Men & Women).	Kartarpura, Rawalpindi.
15	Vocational Training Institute, (For Males & Females)	VTI Building, near Mareer Bridge, Behind Jang Plaza, Murree Road, Rawalpuindi
16	Vocational Training Institute, (For Males & Females)	VTI Kallar Syedan, Raja Market Near Mohammdi Mosque, Shah Bagh, Tehsil Kalllar Syedan.
17	Vocational Training Institute, (For Males & Females)	VTI Chakri Near Banni Chowk, Old Motorway Camp Building, Tehsil/District Rawalpindi.
18	Vocational Training Institute, (For Only Females)	Dilnawaz House, Motor Agency, Abu Zehbi Road Near Pakistan International Public School Murree, Tehsil Murree.
19	Vocational Training Institute, (For Only Females)	Islam Shahid Road, Near Boys Higher Secondary School, Hassanabdal
20	Vocational Training Institute, (For Males & Females)	Old Water Suppply Building T.M.A Block Fateh Jang
21	Vocational Training Institute, (For Males & Females)	Dhok Feroz, Pinwal Road Chakwal, District Chakwal.
22	Vocational Training Institute, (For Males & Females)	Rdo Comples-||, Near Balkassar Interchange, Talagang Road Chakwal, District Chakwal.
23	Vocational Training Institute, (For Males & Females)	Village and Post Office Jhamra, Opposite Telephone Exchange, Tehsil Kallar Kahar, District Chakwal.

Appendix: 3

List of Selected VT&TE Institutions Located in District Rawalpindi

Appendix: III

List of Selected Vocational Training & Technical Education Institutions from Rawalpindi District

Sr. No.	Names of Institutions	Address
1	Government Vocational Institute (For Only Women).	H.No.O/635 Kartarpura, Rawalpindi.
2	Government Vocational Institute (For Only Women).	Siam Road, St.No.8 near Noor Khattak General Store, Peshawar Road, Rawalpindi cantt.
3	Workshop Manager, Vocational Training Centre, (For Only Women).	Sunny Bank Chowk, Murree District Rawalpindi.
4	Readymade Garments Training Centre (For Only Women).	Tipu Road, Behind Moti Mahal Cinema, District Rawalpindi.
5	Government Institute of Information Technology, (For Men & Women).	Kohate Bazzar, Rawalpindi.
6	Workshop Manager, Technical Training Centre, (For Only Women).	Ahmadabad Colony, Dhamial, Rawalpindi.
7	Vocational Training Institute, (For Males & Females)	VTI Building, near Mareer Bridge, behind Jang Plaza, Murree Road, Rawalpuindi
8	Vocational Training Institute, (For Males & Females)	VTI Kallar Syedan, Raja Market near Mohammdi Mosque, Shah Bagh, Tehsil Kalllar Syedan.
9	Vocational Training Institute, (For Only Females)	Dilnawaz House, Motor Agency, Abu Zehbi Road Near Pakistan International Public School Murree, Tehsil Murree.
10	Vocational Training Institute, (For Males & Females)	VTI Chakri Near Banni Chowk, Old Motorway Camp Building, Tehsil/District Rawalpindi.