



IMPORTANCE AND AVAILABILITY OF VOCATIONAL EDUCATION AND TRAINING FOR YOUTH OFFENDERS IN JUVENILE HOMES: A CRITICAL STUDY

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Abstract

Vocational education and training is a crucial part of child rehabilitation in Juvenile Homes. Vocational education and training offer children in conflict with law, an access to economic opportunities and technical training that can lower their risk of re-offending and improve their chances of a successful social re-integration in the society. The potential benefits of vocational training for young offenders are examined under this study. The population of the world is largely comprised of children. They are without a doubt acknowledged as a resource for nations and the future leaders. Even though they are born with the right to dignified life and access to opportunities, children sometimes lack awareness of their rights and are subjected to abuse, poverty, and other social hardships that can result in delinquency or pain. The importance of vocational training in the reformation and rehabilitation of such children has been acknowledged all across the world. 276 respondents from three districts of the State of Haryana, India participated in qualitative interviews. Juvenile offenders also recognize the advantages of lowering re-offending and raising their chances of a smooth transition back into society as well as employment opportunities. This paper also highlights the national provisions and international obligations regarding providing of vocational training to prejudiced or delinquent juveniles.

Keywords: Juveniles, Rehabilitation, Social Integration.

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1. INTRODUCTION

The goals of society and the person getting the education can both be served by changing the goals of vocational education or training. Vocational training enables the recipient to pursue careers in particular trades and disciplines, so ensuring that the household to which he or she belongs has a source of income. Vocational training can provide the recipient with the practical skills that are now required for them while starting a new job. The juveniles were required to take up vocational training as per their interest among the different vocations offered (Panduranga & Alur, 2019). The nation's growing need for skilled labour is also met in part via vocational education. Through its practical and hands-on approach, vocational education or training helps its recipient ready for society by giving them knowledge of pertinent topics like political ideology, finance, etc. A juvenile who has acquired vocational training can even start his own business and support his family. When such vocational training is offered to the children in conflict with law (The Juvenile Justice (Care and Protection of Children) Act, 2015), it installs in them the desire to live an honourable life and helps them effectively reintegrate into the intricate web of society. It has been noted time to time that delinquency in juveniles frequently results from self-doubt and poor regard for oneself. When delinquent children are taught the necessary skills of a job, it will encourage them, boost confidence, and prevent them from returning to their old ways.

The Apprentice Act 1850, was the first component in India mentioning vocational training. The children who are between the age of 10 to 18 years and were found guilty by the court required to receive vocational training as a significant and important component of recovery process. The Reformatory Schools Act 1897 was passed in its place, and the Indian Jail Committee added to it in the years between 1919 and 1920. The Children Act of 1960 was later established. The Children Act 1960 was one of the Government of India's first significant and original attempts in the extent of juvenile justice. After that Juvenile Justice Act of 1986 came in substitute of this Act.

In 1992 United Nation Convention on the Rights of the Child was ratified by India. To adhere to the convention's standards, the Juvenile Justice Act of 2000 was passed by replacing the legislation of 1986. Act of 2000 covered, children in conflict with law (The Juvenile Justice (Care and Protection of Children) Act, 2000) and child in need of care and protection (The Juvenile Justice (Care and Protection of Children) Act, 2000) two categories of children. The above-mentioned review provides received several revisions to accommodate new

provisions and child related concerns. The Juvenile Justice (Care and Protection) Act, 2015.

In recent years, it become clear that vocational education is a powerful instrument for rehabilitating and reforming children who are delinquent or who have experienced abandonment, poverty, or other adverse circumstances. Juvenile delinquents traditionally experience few economic opportunities, vocational development for offenders could possibly be the last chance to expose these youth to the idea of living a "non-criminal" lifestyle by exploring their capacities, skill development and career opportunities (Ameen & Lee, 2012). In the modern juvenile justice system, vocational training has been given the distinguished status of a type of informal education that will assist the recipients in acquiring and equipping themselves with skills and abilities to find a reliable form of employment after they will be released from institutions. There is a need for a detailed study on the educational & vocational training situation of children in the Observation Homes covering all Regions in the country to understand the situation and educational and vocational needs of the children and strategies to address them (A Report on Availability of Quality Education and Vocational Training in Observation Home, 2017-18). The goal of the current study is to determine the educational and occupational needs and issues of juvenile offenders. The findings of the study provide a deeper understanding of the needs and issues that are faced by the juvenile delinquents. Authorities at juvenile homes, educators, and other guidance workers should find the guidance profile created for the study to be a useful tool. The study's findings are also believed to be useful in planning official and informal educational initiatives for juvenile offenders' rehabilitation in State of Haryana, India.

It is intended that the profiles created for the study may aid in the more effective and efficient rehabilitation of juvenile offenders.

Vocational Education and Training

Vocational education mostly comprises of practical courses that allow students to develop knowledge and experience directly related to future careers. It increases skill levels, which leads to improved job chances. Given that many businesses require new workers to have all the basic essential skills to resume work as well as the fact that many people need to assist their families right away following senior secondary education, vocational, or skills-based education, is becoming more and more vital today. Although academic degrees tend to be more theoretical than practical, vocational courses are frequently provided at universities as well as institutions and institutes of technology.

Vocational education is a kind of education which concentrates on giving the recipient, the skills, and abilities they need to find employment or another source of income. The term vocational education is general and includes every form of education that aims at the acquisition of skills or qualifications related to a certain profession, art or employment (Williams, 2017). Vocational training primarily imparts knowledge through practical activities and has job or occupation as its main premise or focus. Vocational training strives to alleviate shortages between supply and demand, produce competent manpower, and provide alternatives for individuals who wish to pursue skill-based education. It also attempts to foster a positive attitude towards work and life in all pupils. The purpose of vocational education and training is to offer specialised knowledge, skills, as well as to instil social and political attitudes and behavioural patterns, that are crucial for independent workers, self-employed individuals, and those with substantial jobs to engage in successful economic activities.

The goal of vocational education is to foster the attitudes, information and abilities required for independent employment and interpretation. Juveniles who receive vocational training at an institution can preserve their earnings and take them when they depart to begin a new life. Since uncertainty is the biggest issue juvenile offenders confront once they are released from institutions, the primary goal is to simply providing them suitable employment by teaching them skills during their stay in the institution. Having a job helps them to successfully reintegrate with society by increasing their social support, maintaining socioeconomic status, and improving their mental health well-being (Osborn & Belle, 2019). Studies reveal strong association between unemployment and reoffending (Newton, Day, Giles, Graffam, & Baldry, 2018)

International Obligations

The parties must uphold and safeguard the right to work granted under Article 6, Part III of the International Covenant of Economic, Social, and Cultural Rights of 1966. The freedom to work also involves the right to be able to sustain one through all the performance of a voluntary task.

Under the International Covenant on Economic, Social and Cultural Rights 1966, the parties are required to act and realise the right to employment by providing technical and vocational guidance and training programmes, policies, and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual

(International Covenant on Economic, Social and Cultural Rights, 1966).

According to General Assembly Resolution 44/25 of November 20, 1989, which ratified the Convention on the Rights of the Child, Article 28 of the Convention instructs parties to acknowledge a child's right to education, encourage the expansion of numerous secondary education programmes, which include both general and vocational education, make those programmes readily available and reachable to all children, and take other relevant measures, like implementing free education and some financial aid.

The Convention on the Rights of the Child, 1989, Article 40 of the Convention mandates that parties safeguard the rights of children who are suspected of breaking the law, found guilty of doing it again, or who claimed to already have committed so. When appropriate, they are also required to take or use alternatives to institutional care, such as offering vocational training programmes that are in relation to the offence and circumstances, and best serve the interests of the children in question. To make sure that children are dealt with in a way that is appropriate to their well-being and proportionate to both their circumstances and the offence, a variety of dispositions, including care, guidance and supervision orders, counselling, probation, foster care, education and vocational training programmes and other alternatives to institutional care, must be available.

According to Part II of Investigation and Prosecution, Rule 13.5 of the Beijing Rules 1985, on November 29, 1985 that were being introduced by the General Assembly Resolution 40/33, stated that juveniles who are awaiting trial must receive vocational assistance while in custody based on their age, gender and personality. Rule 26.6 of Part Five (Institutional Treatment) states that there should be inter-ministerial and inter-departmental cooperation to provide academic or vocational training to juveniles who have been institutionalized so that they do not experience an educational disadvantage when they leave the institution.

Under a specific heading titled "Education, vocational training, and work" (United Nations Rules for the Protection of Juveniles Deprived of their Liberty, 1990), Rule 38 to 46 of the UN Rules for the Protection of Juveniles Deprived of their Liberty, 1990, which were adopted by General Assembly resolution 45/113 of December 14, 1990, deals with the provisions for formal and informal education that shall be provided to juveniles in detention, in order to prepare them so that they can return to the society.

Position of skill development and training in different countries

A. Position in England and Wales:

Under the juvenile justice system of England and Wales, there are provisions of education for children who are held in custody while they await trial. The quality and scope of education across the secure training centres in England and Wales deemed to be good. For instance, courses in arithmetic, English, humanities, design technology, art, ICT, music, tourism, and drama are available. There is individual educational delivery plan for each child, which is coordinated with teams of psychologists. Other vocational courses are also provided like construction skills, catering, and hair-styling etc. It will help the juvenile offenders to obtain the skills they need to enter the workforce and to explore a variety of career options after the completion of stay inside the centres.

B. Position in USA:

The juvenile justice system of USA, like the adult system, is based on the idea that catching delinquent behaviour early will prevent youth from committing crimes as adults. Depending upon the type of charge they are facing for the offence they committed, most juveniles are either provided rehabilitation or are housed in a juvenile prison facility. Despite the same regulations, youth crime, particularly violent crime, decreased. Zero tolerance attitude to crime is adopted by the schools and politicians, claiming that tough punishment was more successful than rehabilitation. Judges of juvenile courts have the option to request that a youngster's case be heard in an adult criminal court in 45 states. For certain acts, or due to the age or prior records of the offender, judges in juvenile court are required by law in 15 states to transfer a youth's case to adult criminal court automatically. The American juvenile justice system is frequently criticised for being ineffective in rehabilitating young offenders. According to studies young people who are court-involved are more prone to have their life transitions disrupted and participate in delinquent behaviour as adults. To improve its effectiveness and prevent discrimination, the juvenile justice system has to be changed according to several academics.

C. Position in China:

History and religion of China are deeply ingrained in the country's juvenile justice system. The system also emphasises the significances of education. Rehabilitating young people who have committed crimes is a crucial step in reintegrating them into society. Instead of harsh punishment, the emphasis is on psychological interventions and education. The system work with juveniles who have been given

fixed-term or life sentences as well as with those who have been dismissed from court. In China, there are numerous facilities for rehabilitation. Although sentences of up to life in prison for adolescents who commit "very serious crimes" are possible, using the maximum terms is discouraged by national policies that emphasise "combining mercy and severity" and "education first, punishment second." However, the system still faces many problems, because in most instances, operating a system like a family does not achieve the necessary objective and does not lead to decrease of juvenile crimes. Due to this, it is undergoing constant modifications that focus on making punishment the main weapon for increasing its effectiveness rather than instructional training.

Indian Scenario in Relation to Vocational Educational and Training

In India, we think that the path to establishing a nation is via education. It is generally accepted as well that empowering juveniles with the appropriate knowledge and skills can promote overall economic development and national advancement. The education system in India is aware of the importance of education, especially vocational training. Both full-time and part-time vocational training are offered in India. In general, ITIs Industrial training institutes offer full-time programmes. The Government of India's Ministry of Labour is home to Nation Council for vocational training, which serves as the central agency for recognising ITIs. State technical education boards or colleges that also provide full-time courses offer part-time programmes. The technical and vocational education and training system in India uses a three-tiered approach to build human resource: Certificate-level for higher secondary students in the vocational stream, and craft workers who have received formal apprenticeship training as semiskilled and skilled workers as well as training in ITIs.

The following organisations and programmes are involved in vocational education and training:

The Ministry of Skill Development and Entrepreneurship: Directorate General of Training (DGT) is the coordinating agency for all vocational education and training plans and programmes are developed. Field Institutes for Vocational Education Schemes, Women's Vocational Training and Employment Services, Industrial Training Institutes etc, are the parts of DGT's network. DGT serves as the primary agency for national development and coordination of programmes connected to vocational training, including vocation training for women. State governments or union territory administrations are in charge administratively and financially of industrial training institutes. In certain of the more specialised fields, DGT also runs

vocational training programmes through field institutions that are directly under its direct authority. The DGT is responsible for developing these programmes at the national level, particularly in the areas of uniform rules, standards, and processes, instructor training, and trade testing. However, the State Governments/Union Territories Administrations are responsible for management of Industrial Training Institutes.

Skill India- Kaushal Bharat, Kushal Bharat (Skill India- Kaushal Bharat, Kushal Bharat, 2015): A programme started by the Indian Prime Minister seeks to ensure that 500 million young people in the nation receive training and skill development by the year 2020. It serves as an umbrella movement for a number of programmes, which including the Skill Loan Scheme, the National Policy for Skill Development and Entrepreneurship 2015, Pradhan Mantri Kaushal Vikas Yojana, the National Skill Development Mission.

Pradhan Mantri Kaushal Vikas Yojana, the Skill Loan Scheme, the National Skill Development Mission, and the National Policy for Skill Development and Entrepreneurship 2015. The campaign's focus areas include both traditional industries like carpentry, welding, nursing, tailoring, etc. and modern industries like the gem industry, banking, tourism, jewellery design, etc.

National Institute for Open Education (NIOS), there are institutions which are authorised under NIOS, these includes registered societies, non-governmental organisations and government institutions. NIOS provides 82 vocational education programmes. Neo literates can receive instruction from the 1063 Accredited Vocational Institute (AVI) up to the pre-degree level (National Institute for Open Education, 1989).

Rights of Juvenile under Constitution of India

The Constitution of India contains provisions that grant authority and impose obligations regarding children's needs and the defence of their fundamental human rights. The State is empowered by Article 15(3) to enact protections for women and children, who are exempt from the other non-discrimination requirements of Article 15. The Constitutional framers under this provision, aimed at establishing a positive discrimination to serve the purpose of uplifting women and children.

Part IV's Directive Principles of State Policy also specify several goals for the state to pursue. The State's policy regardless of their gender should provide all its citizens with adequate means of subsistence (The Constitution of India, 1949) and Article 39(f) states that "the State should make sure

that children have access to resources and opportunities that will support their healthy development in an environment that upholds their freedom and dignity and protects them from moral and physical harm" (The Constitution of India, 1949). According to Article 45, all children must get free, compulsory education until they turn 14 years old (The Constitution of India, 1949).

The Juvenile Justice Act of 2015 is the legislation that controls minors in India. The Act addresses children involved in legal disputes, deprived children, orphans, and other children foster parents, and children who have been the victims of particular crimes. By keeping best interest of the children in mind several institutions and organizations have been created in accordance with the act for rehabilitation and reformation of such children.

Juvenile Justice Board was established under the Act of 2015. The Board will investigate regardless of age of the juvenile and determines whether the juvenile has committed a petty, serious, or heinous offence, and may pass an additional order requiring the juvenile to attend vocational training (The Juvenile Justice (Care and Protection of Children) Act, 2015).

The institutions registered under the Act must also be able to refer the juvenile in question to vocational training, if necessary, as part of their rehabilitation and re-integration services (The Juvenile Justice (Care and Protection of Children) Act, 2015).

Research Problem

A child is assumed to be sinless. The type of crime a juvenile commit is a reflection of the condition that led to that crime. Every country's justice delivery system mandate that such a child be reformed through corrective methods offered by governmental or non- governmental agencies in child care facilities. There is a need for a wide variety of options available for juveniles to select, based on factors, including age, gender, skill level, length of imprisonment, etc. in the State of Haryana. The options offered should also take into account the demands of the country; for example, the course should be chosen based on talents that are in demand on the domestic market.

Objective

1. To analyse the occupation of the juvenile delinquents prior to institutionalization.
2. To inspect the status of vocational training options available for juvenile delinquents in different districts of Haryana.

2. METHODOLOGY

The descriptive method concentrates on the present and tries to ascertain the situation of the

phenomenon being investigated. Considering the type of data that would need to be gathered for the investigation, the current study chose a descriptive design. The study illustrates the status of vocational training provided to the juveniles inside the institution in the State of Haryana. Long recognised is the technique for obtaining a sample that accurately reflects the wider population from which it was drawn. There are four observation homes in the State of Haryana, these are at Ambala, Hissar and Karnal and Faridabad. For primary data, out of 22 districts of the State of Haryana three Observation Homes/ Place of safety namely Ambala, Hissar and Karnal are selected for in depth study. The respondents were the inmates of the Observation Homes/ Place of Safety. The sample of study carried out with 26 respondents from Ambala, 90 from Hisar and 160 from Karnal, total 276 juveniles from

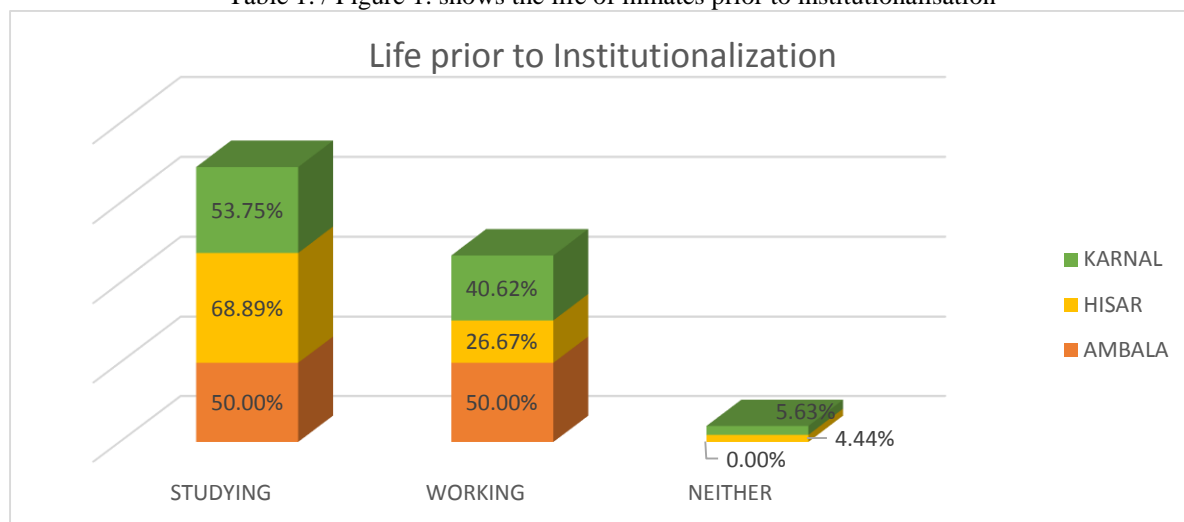
the juvenile homes in the State of Haryana. Questionnaire method is adopted for the subject in hand. Pre-structured questions were used. The findings of this study can be used to enhance the service and elevate the in-homes training and vocational facilities of institutions.

Field Report:

Life prior to Institutionalization:

The respondents were placed in three categories with respect to their occupation prior to institutionalization. The respondents in this study were engaged in skilled labour, factory worker, plumber, car mechanic, carpenter before they enter Juvenile Homes. The available data suggested that, the youth might have committed crimes for financial needs and that unemployment was closely related to crime for young children.

Table 1. / Figure 1. shows the life of inmates prior to institutionalisation



	AMBALA	HISAR	KARNAL	TOTAL
STUDYING	13 (50%)	62 (68.89%)	86 (53.75%)	161(58.33%)
WORKING	13 (50%)	24 (26.67%)	65 (40.62%)	102(36.96%)
NEITHER	0	4 (4.44%)	9 (5.63%)	13(4.71%)
TOTAL	26	90	160	276

Table no. 1 depicts the life of inmates prior to institutionalization. Out of 276 inmates from three districts 161(58.33%) were studying, 102(36.96%) were working and 13(4.71%) were neither studying nor working.

The district wise analysis shows that in Ambala 13(50%) of the inmates were studying and 13(50%) of the inmates were working before entering in the

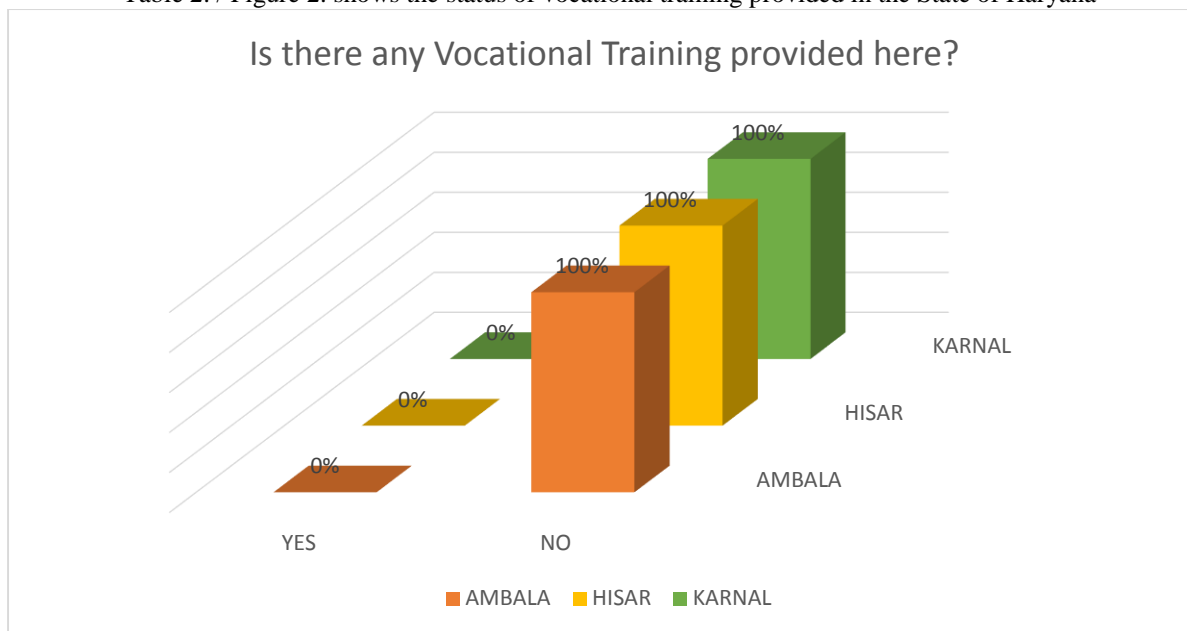
institution. In Hisar 62(68.89%) were studying and 24(26.67%) were working and in Karnal 86(53.75%) were studying and 65(40.62%) were working. In Hisar 4(4.44%) and 9(5.63%) were neither working nor studying.

In most of the cases the inmates were studying/schooling followed by them others were employed for the purpose of remuneration and a few were doing neither prior to institutionalization. The

data shows that most of the juveniles were self-dependent and daily wage laborers. This provides a platform to rehabilitate them inside the institutions and to learn better skills during their stay so that they can get employment opportunities post their release.

Status of vocational training for juveniles in the State of Haryana:

Table 2. / Figure 2. shows the status of vocational training provided in the State of Haryana



	AMBALA	HISAR	KARNAL	TOTAL
YES	0	0	0	0(0%)
NO	26 (100%)	90 (100%)	160 (100%)	276(100%)
TOTAL	26	90	160	276

Table No. 2 represents that all the 276 respondents of the three districts mentioned that there is no vocational training provided to them. Under the various provisions of the Act of 2015 vocational training was made mandatory to make sure that the children have necessary skills to help themselves after release. It is an essential part of the rehabilitation, re-integration and reformation, but the status of implementation of these provisions was found to be dreadful in the State of Haryana. The state's policymakers are also anticipated to gain from this, enabling them to organise and carry out suitable programmes to offer these young people a safe haven where they can develop their self-worth, societal values, and successful futures.

Need for better vocational training:

Juvenile offenders agreed that vocational education will help them to reintegrate into society. Young or adult offenders always struggle for their release to re-integrate into family and society. Therefore, from the moment juvenile offenders enter homes, the therapies they get must be geared at getting them ready for eventual return to their families and society. Young offenders can receive the job skills and career readiness through vocational education, which will help them find employment after they are released. By boosting their social support, maintaining their socioeconomic level, and enhancing their mental health wellbeing, having a job aid in their effective reintegration back into society.

Table 3. / Figure 3. Shows the need for better vocational training in the State of Haryana

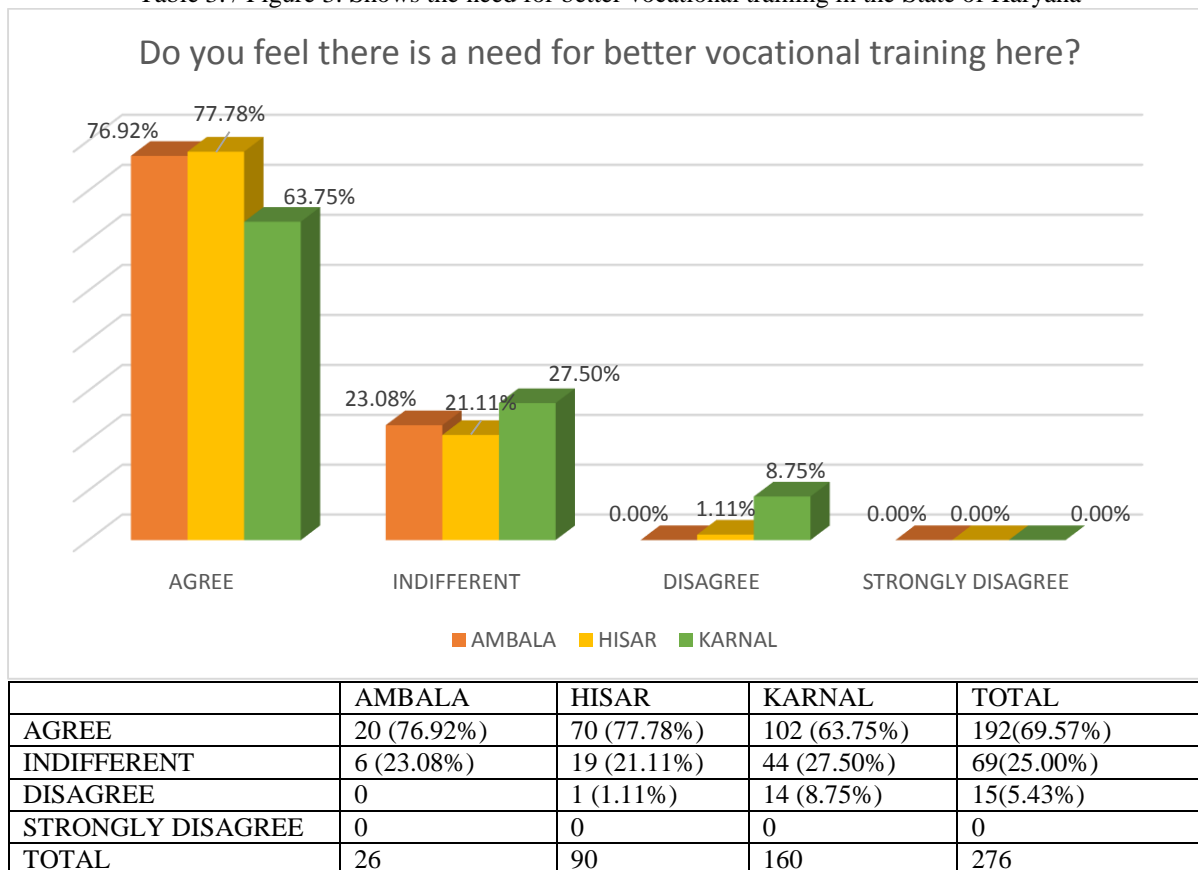


Table No. 3 shows that out of 276 respondents of the three districts 192(69.57%) respondents agreed that there is a need for better vocational training here, 69(25%) were indifferent and 15(5.43%) disagreed. District wise analysis depicts that the respondents who agreed that there is a need for better vocational training were 20(76.92%) in Ambala followed by 70(77.78%) in Hisar and 102(63.75%) in Karnal. The respondent who disagreed were 1(1.11%) in Hisar and 14(8.75%) in Karnal. Those who were indifferent were 6(23.08%) in Ambala followed by 19(21.11%) in Hisar and 44(27.50%) in Karnal. Many inmates agreed that there is a need for vocational training in the Homes/ Place of Safety. The Act 2015 is the primary legislation for delinquent children, and have adequate provisions for rehabilitation and re-integration of Juveniles. The Observation Homes/ Place of Safety are required to provide vocational training and skill development, but there is a lack of such facilities inside the Observation Homes/ Place of Safety in the State of Haryana.

3. CONCLUSION

In today's world, importance of vocational education and training for the reformation and rehabilitation of juveniles cannot be overstated. It is preferable to use

an approach that considers all the factors relevant for the development of juveniles including physical, emotional, intellectual, creative, spiritual etc., for the successful rehabilitation and reformation of delinquent juveniles. The main goals of the strategy should be to make sure that the juvenile can reintegrate into society with as little disruption as possible. Through vocational education, offenders may understand their purpose in life, and this is important for offenders to be truly rehabilitated (Morris & Levinson, 1995)

The international legal system also mandates that, when suitable or necessary, vocational education and training be provided to children. Numerous laws have been passed in India to help and improve the situation of delinquent juveniles. The Indian Constitution, the ultimate law of the land, also has several measures designed to safeguard children and ensure that they have access to opportunities and a childhood free from hindrances. The Act of 2015, among other things, provides for strengthened and improved measures for juveniles. The Act should be generously read in light of the principal goals of the legislation because it is a useful piece of legislation or social welfare. Every child should have the right to receive vocational training in fields that would best position them for future employment. Juveniles should have

the option to select the type of work they would like to do, with due consideration for good occupational selection and institutional management requirements. In addition to receiving vocational instruction, Juveniles should be given the chance to conduct compensated labour, if possible, within the local community, to increase the likelihood that juveniles after release will find suitable employment when they will return to the society. The detention facilities or a third party's financial gain should not come before the interests of the young people or their vocational training.

Suggestions

- a) An ideal and adequate framework for vocational education should give children the freedom to select a profession that matches their talents and aptitude as opposed to having the decision chosen for them by the authorities.
- b) Depending on the juveniles' age, gender, skill level, length of imprisonment, etc., there should be a wide range of possibilities available to them. The choices should also meet national needs, the course should be selected based on competencies that are in demand in the domestic market.
- c) Testing can be used to identify the adolescents' areas of strength so that they can be streamlined towards those areas when they are unsure of their decision or talents.
- d) Juvenile vocational training should be facilitated by professionally qualified officials, who should also regularly take refresher courses to keep up with the latest developments in the field.
- e) The trainers need to be adequately trained in dealing with children and made aware of how delicate their job is.
- f) Regular performance evaluations of the juvenile recipients' development are necessary.
- g) To guarantee that the young people undergoing vocational training have jobs when they leave the institutions, tie-ups should be made with businesses and other organisations.
- h) Differently abled inmates should be given access to specialised vocational education programmes for disabled youth.

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