

An Evaluation Study on Women Employability Programs in India

(A Study with reference to Andhra Pradesh State Skill Development Corporation)

T.Hemalatha

Department of Commerce and Management Studies,
AIMS, Andhra University,
Visakhapatnam, Andhra Pradesh 530045, India.

Abstract

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Women are the most vibrant and dynamic segment as well as potentially most valuable human resources. However, despite phenomenal capabilities, India is seriously handicapped with a very weak and narrow knowledge and skills base, with 12.3% gross enrolment ratio, as compared to 21% in China, 54.6% in developed countries and the world average of 23.2%. This paper represents the concept and meaning of education and training by linking it to lifelong learning. The importance of education and training for underprivileged, marginalized groups and women has been pinpointed, as it is a powerful weapon against poverty and hunger, and for women's empowerment. By focusing on the need for education and training for women, it was felt that education and training can make a big difference for many of the rural poor and women by improving household productivity, employability and income-earning opportunities and also for enhancing food security and promoting environmentally sustainable development and livelihoods¹.

Review of literature:

Vilas Mohan Kadrolkar (2013) said the the problem of unemployment is haunting the minds of planners, economists, political leaders and social reformers of India since long. According to Jawaharlal Nehru – “The prosperity of a nation is judged by members of people who are employment, unemployed is bane nation”. Rural unemployment has been more server than urban

unemployment in India, for the solution of rural unemployment; wage employment programmes were stressed in labour surplus economy like India. The poverty and unemployment in rural India cannot be alleviated merely through government policies and the problem goes far deeper than merely rectifying the economic conditions of the poor people².

Arvil V. Adams (2011) observed his article the literature on skill has focused on general education and its extension, technical and vocational education. Attention is also given to other forms of skill development ranging from apprenticeships and enterprise training to skill development taking place outside the workplace in non – formal training provided by government and non – government bodies. This literature examine the impact of different forms of skill development on employment and earning with the expectation that skill make it easier for individuals to find work on leaving school and became more productive and trainable once in the labour force³.

Andy Hargreaves and Paul Shaw(2014) were identified knowledge and skill development takes place within the context of a present reality and preferred future. The gaps in many development countries between current reality and preferred future are enormous and the challenges for knowledge and skills development that will bring the future closer are therefore significant and substantial.The knowledge economy is not just a synonym for information economy or information society. In an age electronic, digital and satellite

Cite this article as: T.Hemalatha, "An Evaluation Study on Women Employability Programs in India", International Journal & Magazine of Engineering, Technology, Management and Research, Volume 6 Issue 1, 2018, Page 1-6.

technologies, knowledge economies address how information and ideas are created, used, circulated and adapted at an accelerating speed in “knowledge – based communities”⁴.

Sonali Kanchan and Sakshi Varshney (2015) observed skill and knowledge are key drivers of micro economic growth and socioeconomic stability appropriate policies for the skill development occupy a dominant place in the development of economy. According to five year plan, India has set aggressive goals for faster and sustainable economic growth of nation. With the demographical dividend, India needs to impart adequate skills to its workforce. Skill development has emerged as national priority for which a number of measures have been taken and in process for future. In this context, present paper studies and analyses the present status of skill development and the challenges India faces while implementation of different initiatives and strategies⁵.

Thabit A. Hassan, et al (2015)⁶ reviewed their paper women’s enterprises tend to be relatively small, have informal structures, flexibility, low capital needs, modest educational requirement, high labour intensity, and depend on local raw materials. They are also characterized by their dependence on family labour and limited technical and managerial skills. Commonly, these enterprises are not registered, maintain no business records and do not have access to credit from formal credit institutions⁶.

Shaikh Shamim Hasan, et al (2015) their study was conducted to determine the socioeconomic characteristic of the respondents participating in different agricultural income generating activities, to attain the nature and extent of participation in different Income Generating Activities (IGAs) and find out the relationship between the selected characteristics of the respondent and their opinion in poverty alleviation through IGAs⁷.

Lavina Sharma and Asha Nagendra (2016) the Indian government’s ‘Make in India’ campaign and the accelerate growth in the economy has highlighted the

demand for skilled manpower in the country. The objectives of their article to understand the current state of vocational education and training and review the vocational training models of the emerging economies. The skill development model of India is studied in detailed with reference to the ‘Make in India’ campaign. The vocational training model of the China and Brazil is also reviewed for the study as they are a part of the BRICS countries and also the emerging economies of the world. Singapore’s vocational education model is also studied to gain additional insights on the skill development initiatives and policies⁸.

Saswati Basu and Parikshit Basu() observed in their paper ‘Empower means authorize, so ‘Empowerment’ is a process, which gives women power or authority to challenge some situation. In the case of women’s development issue empowerment of women is a process nourished by development policies and programs that could enable women to get enough strength to challenges their submissive social condition or status. The definition of empowerment according to the concept of UNDP includes the expansion of choices for women and an increase of ability to exercise those choices when women are empowered⁹.

Danish NGOs (2000) reviewed their report in many developing countries; people are being increasingly pushed into finding new ways of generating income. Regular wage-earning jobs are becoming harder to come by, while pressure on the land drives many families to seek alternatives means of support. Moreover, the growing application of charges for basic services obliges even poor household to raise a minimum of cash in order secure the family’s livelihood. The individual household tends to depend on a range of sources of income, which combine to form its basis of subsistence. To millions of people, activities like breeding chicken, selling vegetables at the market or producing mats are the income-generating activity (IGA) which ensures the household its most essential cash income. In this regard, women usually have fewer options, which is why they often make up the target group of IGA project¹⁰.

My paper is dealt skills development through skill training along with various measures such as Pradahant Mantri Kausal Vikas Yojna, National Skills Development Corporation, National Skills Development Mission. Ministry of Labor and Employment has taken a number of initiatives in the field of skill development and employment. Skill is the bridge between job and workforce and women often have different training needs than men, since they are more likely to work as contributing family workers, subsistence farmers, home-based micro entrepreneurs, or low-paid seasonal laborers, in addition to handling their domestic work and care responsibilities. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing sustainable rural development and livelihoods¹¹.

Objectives of 'Skill India:

The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development. The new programme aims at providing training and skill development to 500 million youth of our country by 2020, covering each and every village. Various schemes are also proposed to achieve this objective.

Features of Skill India:

- The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.
- Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.
- More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors, where skill development is inadequate or nil.

- The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia.
- Another remarkable feature of the 'Skill India' programme would be to create a hallmark called 'Rural India Skill', so as to standardize and certify the training process.
- Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioral skills, including job and employability skills.
- The course methodology of 'Skill India' would be innovative, which would include games, group discussions, brainstorming sessions, practical experiences, case studies etc¹².

According to NaMo, Skill India won't be just a programme but a movement. Here, youth who are jobless, college and school dropouts, along with the educated ones, from rural and urban areas, all will be given value addition. The new ministry will be the certifying agency. Certificates will be issued to those who complete a particular skill or programme and this certificate has to be recognized by all public and private agencies and entities, including overseas organisations. Skill India is a programme for the entire nation. College and school dropouts, along with the educated ones, from rural and urban areas, all will be given value addition. The new ministry will be the certifying agency. Certificates will be issued to those who complete a particular skill or programme and this certificate has to be recognized by all public and private agencies and entities, including overseas organisations. Skill India is a programme for the entire nation.

Advantages of Skill India

The idea is to raise confidence, improve productivity and give direction through proper skill development. Skill development will enable the youths to get blue-collar

jobs. Development of skills, at a young age, right at the school level, is very essential to channelise them for proper job opportunities. There should be a balanced growth in all the sectors and all jobs should be given equal importance. Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also. Corporate educational institutions, non-government organizations, Government, academic institutions, and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.

What shape 'Skill India' will take and what it will do only time can tell. But no doubt it seems to be a good initiative – providing skills to people, especially because India is one of the few countries all across the world whose working age population will be very high, few years down the line, going by its ever-increasing growth of population, as per the World Bank. It is also high time now measures are taken to improve the physical and mental development of the youths of the country so that none of them remains unemployed and the country's unemployment problem also gets reduced. It is time to open up avenues by which the youth accepts responsibility and no one remains idle because an idle youth is a burden to the economy. The economy should concentrate on job creation and social security schemes. With this new approach towards skill development, India can definitely move forward towards its targeted results.

Poor women's needs are many—there are both basic and strategic needs, which are different from poor men's. Because women undergo child births and take charge of the bulk of unpaid care work, they have higher life-cycle—related health risks, as well as higher economic risks/constraints of not being able to engage in productive work, compared to men. In order to enhance socio-economic well-being of the poor, promoting access to employment and income opportunities and expansion of social protection is most effective. The following summarizes the critical employment and

social protection challenges which poor women/men commonly face in developing countries.

Many constraints and challenges face both women and men, but on average, women face greater constraints/challenges than men across various societies and cultures. In some societies and cultural contexts women face higher barriers for accessing various economic opportunities than in others. Such barriers, therefore, vary from one context to another. Generally speaking, on the demand side, the lack of employment and income opportunities, due to underdeveloped economy affect both poor women and men in all developing countries. Similarly, the lack or inadequate infrastructures, policies and legislation related to doing business could hamper both women and men from establishing small businesses for undertaking income and employment creation activities.

- Challenges of basic education- in India bulk of the women lack basic education. The census of India 2011 reports that nearly 56% of the women in rural areas still lack access to secondary education. 42% of the rural women population go up to secondary education while those seeking higher education is still very less.
- Challenges of access to higher education-Even though women constitute nearly 50% of the population their access to higher education is still a dream as only 2.2% of the rural women opt for higher education. They thus are circled out without awareness and knowledge towards entrepreneurship skills.
- Challenges of social inclusion- As all know, Women entrepreneurship is not an economic criteria, it is completely a social phenomenon. Societal support towards creating an environment of stimulation and motivation is very much needed. women are still suffering from patriarchal hegemony and the society need to rejuvenate women from being cornered from accessing economic resources
- Challenges of economic inclusion- Women in India lack proprietary rights and equal access to

economic resources. , rural women have no rights over landed properties and urban women have no rights over their salaried earnings. Women are still excluded form banking, accessing micro credits, accessing landed properties or accessing equal share of properties on par with men.

- They are neglected to be included in financial activities. Nearly 32% of the rural women do not have an independent bank account. 42% of the urban women do not have any savings to their credit, 69% of the rural women are digitally illiterate.
- A challenge of Political inclusion- The constitutions of India authorizes every India citizen's equal rights of participation and representation. Women representation in central parliament is only 9% while in states it is below 10%. Women in local self governments also suffer from proper representation. Women oriented schemes and policies are framed without women representation in the committees. NGOs supporting women welfare schemes too suffer from appropriate women representation¹³.

References:

[1]. www.dcmsme.gov.in

[2]. Vilas Mohan Kadrolkar (2013) Skill Development Programs in India: An Evaluation Study, ResearchGate, Chapter I, p-1.

[3]. Arvil V. Adams (2011) The Role of Development in Overcoming Social Disadvantageso, Background Paper Prepared Education for all Global Monetary Report, 2012/ED/EFA/MRT/PI/04, The Impact of Skill on employment and earning, p-4.

[4]. Andy Hargreaves and Paul Shaw(2014) Knowledge and Skill Developing and Transitional Economies, An Analysis of World Bank Knowledge and Skill for the

Modern Economy Project, Knowledge Economies and Societies, p-4.

[5]. Sonali Kanchan and Sakshi Varshney (2015) Skill Development Initiatives and Strategies, Asian Journal of Management Research, Vol 5, Issue 4, ISSN 2229 – 3795, p-666.

[6]. Thabit A. Hassan, et al (2015) Socio – Economic Factors Affecting Income Generating Activities of Poor Women Enterprises in Zalingei – Sudan, ARPN Journal of Agricultural and Biological Science, Vol 10, No 11, ISSN 1990 – 6145, p-429.

[7]. Shaikh Shamim Hasan, et al (2015) Women's Involvement in Income Generating Activities and their Opinion about its Contribution: A Study of Gazipur District, Bangladesh, Science Innovation Group, ISSN: 2328 – 7861 (print), ISSN: 2328 – 787X (online), p- 72.

[8]. Lavina Sharma and Asha Nagendra (2016) Skill Development in India: Challenges and Opportunities, Indian Journal of Science and Technology, Vol 9(48), ISSN (print): 0974 – 6846, ISSN (online): 0974 – 5645.

[9]. Basu and Parikshit Basu(2015) Income Generation Program and Empowerment of Women- A Case Study in India, Charles Strut University Bathurst NSW 2795 Australia, p-4.

[10]. Danish NGO's (2000) Handbook on Income-Generating Activities, The Projects Counseling Service Klosterport 4E, 4. Sal, DK- 8000 Arhus Denmark, 1st edition, p

[11]. www.prngo.dk.

[12]. Naoko Otobe(2014) Promoting women's economic empowerment through productive employment and social protection, ISSN 1798-7237 ISBN 978-92-9230-812-4,p-2



ISSN No: 2348-4845

International Journal & Magazine of Engineering, Technology, Management and Research

A Peer Reviewed Open Access International Journal

[13]. Tharamani.(2015)Women Empowerment through Women Entrepreneurship Development Schemes- A Critical Appraisal,IOSR Journal Of Humanities And Social Science (IOSR-JHSS) e-ISSN: 2279-0837, p-ISSN: 2279-0845. PP 34-36