



Skill Development Training Programmes for Reducing Gender Inequality in India

Prof. G. Sandhya Rani

Dept. of Women’s Studies SPMVV, Tirupati

ABSTRACT

India is on the cusp of a demographic opportunity. It is today one of the youngest nations in the world with more than 62 percent of the population in the working age group (15 – 59 years) and than (54 percent of the total population below the age group of 25 years. In fact in the next 20 years the labour force in the industrialized world will decline by 4 percent while in India it will increase by 32 percent. This poses both a challenge and an opportunity to India. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its work force with employable skills and knowledge so that the youth can participate productively to make India a developed economy.

The report published by IRIS knowledge Foundation in collaboration with UN – Habitat: State of the Urban Youth , India 2012: Employment, Livelihoods and Skills, reveals the findings. The unequal access to opportunity and the lack of emphasis on education remains a persistent problem. The report says that person in an urban area has a 93% greater chance of acquiring training than someone in a rural area. While India is undergoing a demographic transition, regional disparities in education mean the benefits will not be evenly spread across the country. The report says the southern and western states will be the first to experience a growth dividend as they accounted for 63 percent of all formally trained people. The largest share of youth with formal skills was found in Kerala, followed by Maharashtra, Tamil Nadu, Himachal Pradesh and Gujarat. Among those undergoing training, Maharashtra had the highest share, Bihar the lowest.

Our Hon’ble Prime Minister, Shri Narendra Mode, in his Independence Day (2014) speech also stressed that, ‘Today our country needs skilled work force. If we have to promote the development of our country then our Mission has to be skill development and ‘ skilled India’. Millions and Millions of Indian Youth should acquire the skills which could contribute towards making India a modern country. We want to go for the capacity building of young people, My brothers and sisters having taken a resolve to enhance the skill development at a highly rapid pace. I want to accomplish this.....

Since India presently faces a dual challenge of severe paucity of highly - trained quality labour, as well as non- employability of large sections of the educated workforce that possess little or no job skills. Ministry of ‘ Skill Development and Entrepreneurship has been set up in November, 2014 to give fresh impetus to the skill India agenda and import employable skills to its growing workforce over the next few decades both among males and females. This helps to reduce the gender inequalities in the society and provides better, quality and creative jobs to women. Apart from this meeting its own demand, India has the potential to provide skilled workforce to fill the expected shortfall in the ageing developed world.

With this background this paper focuses on the need and opportunities available for the youth in India to develop their skills to become self dependent, self – reliant and self – confident.

KEYWORDS

Introduction:

As per 2011 census nearly 12 crores people were recognized as unemployed. By 2014-15., this number might have increased even more. In 2014-15 the number of vacancies available are 5.5. and the percentage among illiterates is 3.7 percent and among literates it is 19 percent as per National Finance Survey taken up recently. The demand for Government jobs is more irrespective of its position. The statistics of Central labour Department reveal that in 2013 out of three Graduates in our country two are unemployed. There is high demand for permanent jobs in Government Services. This is one side of the coin. On the other side in our country there is lot of demand (58 percent) for skilled human resources both in public and private sector enterprises. The people who have undergone professional courses training is very high in other countries. In Korea 96% Japan 80% but in India it is only 3 percent. In china every year 9 crore people are undergoing skill development training. But this type of training has been provided to only 40 lakh people in India.

The following table shows the literacy and availability of jobs in India.

Country	Literacy rate	Availability of jobs
Canada	99	71.5
Japan	99	71.0
Germany	99	71.0
Britan	99	69.5
Russia	99	67.4

America	99	66.7
South Korea	99	65.0
France	99	64.0
Italy	99	56.9
India	74	38.4

Article published in Eenadu, Daily News Paper, 2nd Dec, 2015, by Prof. G. Suryanarayana

Therefore there is a need to provide and develop professional skills among human resources available in rural as well as urban areas according to the need of the society. This kind of strategy will definitely improve the skills of youth and create more jobs both in public and private sectors. The pressure on Government jobs also reduces. In fact there is high demand for all kinds of skilled labour, professionals, in India. Since the literacy rate is gradually improving (74% as per 2011 census), and the percentage of Youth is very high compared to other countries, it is the right time to make use their capacities by providing suitable and necessary opportunities according to their interests.

So far India recorded only 2.5 percent in the world in the field of product manufacturing. If proper encouragement is given, it promotes industrial sector which includes micro, Small, Medium and big industries. There is no dearth of ideas among youth. Only thing that is required is suitable guidance and training in the required field according to the requirements of

the country as well as people. Already – China, Japan, Germany, Korea have captured the world market by manufacturing varieties of products. America, Australia, Brazil, Thailand have started supporting Micro industries. As per the analysis of critics it is clear that India is having ample scope to develop as one of the largest cars manufacturing country in the world if it can avail the opportunities in right time.

Our prime minister of India has given a slogan 'Make in India', and inviting investments from other countries. If FDIs (Foreign Direct Investments) increase it improves the employment situation in our country and the youth will get jobs. We can export commodities and hence Foreign exchange reserves will also improve. It helps to develop to increase the overall Growth rate of the country in all sectors. Agriculture, Cottage industries, Agra based industries, industries related to construction must be given priority. As per the survey of the National Skill Development Council there will be high demand for skilled personnel in retail business, health and construction field. By 2022 nearly 3 crores of skilled human resources necessity is there in construction field. Some private and public institutions have already started giving training to the youth to enhance their technical skills, and also to overcome the shortage of labour in coming years.

Objectives:

- To highlight the importance of skills for the development of country.
- To focus on gender inequalities in possessing skills in rural and urban India among women.
- To study about the programmes providing skill Training for both women and men.

Methodology:

This paper is prepared fully depending upon secondary data. The data required is collected from the necessary published and unpublished information and from the internet sources wherever necessary.

List of Twenty High Growth Sectors for skill Development in our country

1. Automobile and Auto – Components
2. Banking / Insurance and Finance Services
3. Building and construction Industry
4. Construction Materials / Building Hardware etc.
5. Chemicals and Pharmaceuticals
6. Electronic Hardware
7. Food Processing / Cold Chain /Refrigeration
8. Furniture and furnishings
9. Educational and Skill Development Services
10. Gen and Jewellery
11. Health care services
12. ITCs or BPO
13. ITCs or Software Service s/ Products
14. Leather and leather goods
15. Media, Entertainment, Broad casting, content creation and Animation
16. Organised Retail
17. Textiles, Apparel and Gorments
18. Real Estate Services
19. Tourism, Hospitality and Travel Trade
20. Transportation Logistics, Warehousing and Packaging etc.,

Gender Equality:

While practicing all the above one should keep in mind Gender equality also. The rate of literacy among females as per 2011 census was 65.46 percent and they are possessing higher education and also entering into various types of professional courses – such as MBA, Engineering, MCA, Teaching, Para Medical courses, Medicine, etc. Apart from this majority of women have been changing their perception towards Government jobs and starting their own enterprises availing the supports provided by the Government of India under various schemes. But the number of women in this field of self employment must be encouraged by providing skill development

training programmes and, entrepreneurship development Training Programmes through NGO, State level Concerned Department and National and International Organisations.

Although there has been consistent decline in Work Force Participation Rate (WPR) of women since 1980s, the decline seems to have accelerated in the later half of the decade, that is, between 2004-05 and 2009-10 pushing down the overall LFPR and WFPR to a low level. The decline in female labour force participation has occurred in both rural and urban areas, though the decline is much sharper in rural compared to urban areas. This points to the fact that in both rural and urban areas girls over 14 years of age (i.e. of working age) are either attending the educational institution or having withdrawn from work due to improvement in family income. The most serious problem that women in the work force face is poor quality of work. For the vast majority of women in non-agricultural employment they tend to work from home in home – based work, usually sub contracted to them by male contractors in a variety of low productivity work. (for. Eg:- Bidi making, Zari – Making, Bangle Making etc) or as helper in the construction industry. It is expected that attainment of the education would empower the women to join the labour market at a slightly later age better trained, qualified and in quality employment with necessary skills even in unorganised sector also.

The aim of skill development, particularly in case of women, is not merely to prepare them for jobs, but also to improve the performance of women workers by enhancing the quality of work in which they are engaged. The XI Five Year Plan (2007-2012) has recognised India's massive need to skill millions of formal and informal workers in the next ten years. In response, the government developed an ambitious scheme of increasing the proportion of formal and informal skilled workers in its total workforce from a mere 2 (two) percent to 50 percent by 2022, thus creating a 500 strong resource pool.

Women form a significant proportion of this work force in India, however, they are largely concentrated in the informal sector, engaged in vocations characterised by low earning, low productivity, poor working conditions and lack of social protection. Both men and women, whether urban or rural are majorly unskilled compared to having some skills. There are higher number of unskilled workers in rural than in urban areas, and more number of women do not have any skills, compared to men with no skills. Hence there is an urgent need that prompted the government to take serious note of the dire situation in training and skill education. It should be noted that the initiations required to skill the workforce, cannot be assumed to be the same for both men and women, as women and men face very different social and economic circumstances in India. Gender differences arise right from the access to and the availability of education and training, to the conduct of training programmes. Low social value is attached to girl's education and as they are considered secondary income earners, lower importance is given to training of girls for empowerment.

The gender roles defined for women, expect them to primarily devote their tie to household chores and child rearing, while time devoted to skill training and economic activities is conditional and limited. Hence, a sustainable skill development programme would aim to take on board, both women's as well as men's concerns and experiences. The strategy for women's empowerment and gender equality is to combine policy and institutions at the local level. The National Skill Development Mission, headed by the Prime Minister, was launched in 2008 and a Co-ordinated Action Plan for skill Development was formulated with a three tier structure that includes (a) the Prime Minister's National Council on Skill Development as the apex body for advice on policy and interventions. (b) the Skill Development Co-ordination Board to device detailed strategies, guidelines, and instructions based on the advice of the council and (c) the National Skill Development Corporation (NSDC) a non- profit company registered

under the companies Act of 1956. The role of the Corporation is to identify the full range of skill development needs, develop processes with special emphasis on excellent standards and certifications, training of trainers and proper delivery of training. Historically, vocational Training has been primarily coordinated by Directorate General of Employment and Training (DGET) under Ministry of Labour and Employment (MOLE), Government of India, while technical falls under the Ministry of Human Resource Development. The main objective of Vocational Education and Training (VET) is to furnish the Technical and Management skills and help to develop appropriate attitudes for specific occupations and jobs.

NSDC, has identified a few of the major challenges which need to be addressed for building a conducive ecosystem of skill development for the women workforce. These are as follows, (1) The large number of Women who need to be trained since currently only 2% of the female workforce is formally trained. (2) Inadequacies in the quality and relevance of TAVET (Technical and Vocational Employment Training in India), (3) Inadequate infrastructure, acute shortage of trained women workers, poor quality of training. (4) Lack of Mechanisms to Judge and certify quality (5) Inequity in access to TVET for women (6) Low level of education of potential women trainees that limits training of women in the formal sector (7) lack of recognition of prior learning of potential women trainees. (8) relatively high opportunity cost of learning involved for training women.

The major challenges noted here are only few in number but represent a complexity of issues involved. Additionally, it is argued that the empowerment practice has to go beyond its focus on women to gender. A focus on gender would imply an emphasis on strategic needs such as leadership and advocacy, rather than a simple focus on basic needs. The concept of gender will also, encourage an understanding and an analysis of power relations, and enforces the idea of developing capabilities than simply skills.

There are several suggestions and implications for the overall improvement of the TVET and skill development programme in India, with particular focus on concerns related to women's skill development that were highlighted at the GEPP Forum. Below are some of the main suggestions and strategies clubbed under the following heads

- Policy level changes
- Societal Changes
- Local level changes, including changes in the training institutions.

Ministries of the Central Government having Skill development programmes – Line Ministries, Departments will continue to be responsible for the implementation of the skill development programmes, appropriately modifying them in line with the policies and strategies as decided by the Apex Committee into the Mission mode.

Strategies to Develop Skill Development::

1. IITs must be regulated and conduct all trades related training programmes.
2. There is a need to improve the quality of education in our Polytechniques.
3. The Delays and Red tapism should be avoided in providing support to the Young entrepreneurs.
4. All Rural Development Institutions, NGOs also Plan to provide training in skills such as electronics, electric, plumbing, computers etc.
5. Youth must be encouraged and motivated to join in IITs, Polytechniques and IITs.
6. The Seats for women candidates must be enhanced.
7. Transforming employment exchanges to act as career counselling centres.
8. Upgrade and strengthen the State Council of Vocational Training.
9. Modernise the existing ITIs, etc with better funding and enhancing the effectiveness of on – going programmes.

10. Revamp the Institute Management Committee and ensure genuine implementation
11. To encourage girls and women to undergo skill training.
12. Draw up plan for strengthening existing infrastructure.

The state governments may establish State – level missions to gear skill development activities in the Mission mode, with appropriate structures. Departments of the State Governments and Universities having Skill Development Programmes will be required to reorient their skill development strategies and programmes in line with the central objectives.

Conclusion :

The initiatives described above involving both the States and the Centre, often with private partnership will lead to the establishment of credible, trustworthy and reliable training, testing and certification edifice linked to global standards and responsive to the needs of the ultimate consumers of skill. With an estimated 58.6 million new jobs in the International Economy inviting skilled personnel for quality jobs beckoning the Indian Youth, the government and Private Sector will act in a concentrated manner so that these opportunities materialize and operate as an employability guarantee.

Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalisation and technological changes provide both challenges that is taking place in the world. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the XI Five Year Plan should focus on advancement of skills and these skills have to be relevant to the emerging economic development.

References:

1. Abrahart, A etal (2009), " Reforms in the Indian Vocational Education and Training Systems", Vol.7, 2008-09, pp 107-116.
2. Surinder Batara, (2009), " Strengthening Human Capital for Knowledge Economy Neds: An Indian Perspective ", Journal of Knowledge Management, Vol, 13, ISS:5, pp, 345-358.
3. Ministry of Labour and Employment (2011), "Second Annual Report to the People of Employment ", Government of India, 2011.
4. Mukerji.S & Tripathi. P "Using Technological Interface in Vocational Education for Women in India: Theme: Skill Development, Sub Theme: Skills Development for National Development , Available at http://wikieducator.org/images/fff1/siran_mukerji.pdf.
5. National Skill Development Corporation (2012), "Skill Matters", News Letter issue no. 12, March, 2012.