



ORIGINAL RESEARCH PAPER

Education

VOCATIONAL TRAINING FOR WOMEN EMPOWERMENT

KEY WORDS:

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ABSTRACT

Vocational training enables adolescent women to earn an income and build crucial life skills. Woman in general lack access to financial assets and have limited opportunities to avail proper education, knowledge and skills necessary for a good standard of living. Inadequate policy frameworks and inequitable gender discriminations existing in the society act as obstacles to women's overall development especially economic independence. Financial assistance, life skills, employment and social support strategies play a vital role in deciding the empowerment of women.

In India the female work force participation is less compared to male work force. It is 26-28% in organized sector and 44% in unorganized sector as per 2011 census in the group of 25-54 years. The workforce development or the employment strategies in our country are not according to the need of the job market. Due to globalization innumerable opportunities are open for skilled persons. But the supply is not at all matching the growing demand. Since women occupy 50 percent of the world population it is very much essential to provide necessary skills to them as per market requirements. As majority of women are from rural areas it is necessary to provide vocational training skills using technologies suitable to their requirements and make them to utilize resources available in their surrounding areas. This requires serious initiatives to be adopted by the government to design need based training programmes. At the same time proper motivation and effective implementation of the programmes also very necessary. At present though the State and Central Governments have been offering some innovative programmes to provide vocational skills to youth especially women, due to lack of awareness they are not fully successful. With this background this paper highlights the need for Vocational Training to women in different skills.

INTRODUCTION

Hon'ble Prime Minister Narendra Modi launched his campaign 'Skill India' in July 2015 emphasizing on the need for greater focus on vocational training and skill development for youth especially women. India witnesses an entrenched prevalence often assumes and even neglects the interest of its female population. Despite of many policies, programmes and schemes to elevate the status of women and to change the attitude of the society in our country they continue to be neglected, discriminated from basic facilities like education, sanitation, safety and security and a good and decent standard of living. Given the gender disparity and alarming decline on female workforce participation rate, it is important to understand rural women's current education, employment situation and identify skill development opportunities in the background of prevailing socio-economic and cultural constraints.

DEFINITION:

Business Dictionary.Com defines Vocational Training as: Training that emphasizes skills and knowledge required for a particular job function (such as typing or data entry) or a trade (such as carpentry or welding).

Another definition on vocational education says that it is an education that prepares people to work in various jobs, such as a trade, a craft or as a technician. It is sometimes referred to as career education or technical education. A Vocational school is a type of educational institution specially designed to provide vocational education/training.

IMPORTANCE OF VOCATIONAL EDUCATION/SKILL

Training:

Vocational Training historically has been a subject handled by the Ministry of Labour, other Central Ministries and various State level Organizations. For the variation and multiplicity in terms of standards and costs, the National Skill Qualification Framework was launched in December 2013. In November 2014, the government of India formed the Ministry of Skill Development and Entrepreneurship. Articulating the need for such ministry, as a continuation of its efforts to harmonize and consolidate skill development activities across the country, the Government of India launched the 1st Skill India Development Mission (NSDM) on 15th July 2015 and also the National Policy for Skill Development and Entrepreneurship.

Basically, vocational training or education prepares people for the day-to-day duties that will be doing in a specific craft, trade,

profession role. It requires with real skills, as opposed to theoretical knowledge alone. Vocational Training or education is very much essential in a country like India where population is exploding at a rapid rate. Majority of the population is living in rural areas and most of them do not have any access to formal education. The educational statistics of India reveal the status of education of both males and females. Even in this computer age women / girls education is given second priority. As a result India's economic progress is not so fast since it is not taking into consideration the work of women. Its majority of women are unskilled and their capacities are going unutilized for the progress of the country.

OBJECTIVES:

1. To highlight the importance of Vocational Training/Education in present day context.
2. To analyze the opportunities of Vocational Training in India.
3. To examine the effectiveness of these schemes and programmes on women.

METHODOLOGY:

The present paper is a descriptive qualitative research using secondary data. This data was gained from various sources which have been duly acknowledged. Various websites were also consulted for the necessary information.

The data thus collected was presented in the following pages. The various programmes and schemes imparting vocational training were discussed in the paper.

High dropout rate of girls in India:

According to the ministry of human resource development (MHRD) 62.1 million children are out of schools in India. The 2011 census estimated the figure at 84 million nearly 20% of the age group covered under the Right to Education (RTE) Act. At this stage, traditional gender norms push girls to help their parents in performing household chores and sibling care. It leads to heavy work loads on their part and finally results to irregular attendance and dropouts. Early marriages, lack of safety in schools and the social attitude towards continuation of girls education also enhancing their dropout rate.

Recent Annual Survey of Education Report (ASER) 2017, findings suggest, that on an average the difference between enrolment levels of boys and girls at age 14 one declining, by 18, when the state doesn't enforce compulsory education through RTE Act, 32% girls are not enrolled – compared to 28% boys bringing

mechanisms for out of school children exist at the primary school level. But it is absent at secondary education stage. Hence girls find it very difficult to re-enter into education, once they dropped out of formal education stream.

Moreover the number of schools after upper primary level are less. In 2015-16, for every 100 elementary schools (class I to VIII) in rural India, there here 14 schools offering higher secondary education(class XI to XII). In addition to this the entry of private schools made education more expensive beyond the reach of majority of children especially girls.

Table-1: Literacy Rates

Census year	Persons	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

Average Annual Dropout Rate in School Education

Table -2

Classes/ Year	Primary			Upper Primary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	5.89	5.34	5.62	2.13	3.20	2.65	NA	NA	NA
2012-13	4.68	4.66	4.67	2.30	4.01	3.13	14.54	14.54	14.54
2013-14	4.53	4.14	4.34	3.09	4.49	3.77	17.93	17.79	17.86

Source: Table1 and 2: For School Education: National University of Educational Planning & Administration, New Delhi.

It is difficult to implement a mechanism to identity girls at risk of dropping out and implement necessary effective measures to bring them back to schools. Therefore the literacy, percentage among girls is not as per the expected mark inspite of so many policies and programmes. For example, the establishments of Kasturba Gandhi Vidyalyas have been providing education upto Class-XII. The very popular and famous slogan by the Central Government "Beta Bachavo, Beta Padavo" inspired many rural population to send their girl children to schools. But it can not be successful unless there is a mechanism to support secondary education with high quality and public educational institutions available and accessible for all the girls within their reach.

Infact, schools need to become more receptive for girls to deliver education of better quality suitable to their needs. It is also very important to see that all teachers should be provided training on gender sensitization. The school education needs some revolutionary changes which make students self confident and self dependent in future. It must be enriched with education that challenges gender stereotypes and provide vocational/ skill training.

Importance of Vocational Training for Women / Girls

Vocational education/ Training enables women and adolescent girls to earn an income and build essential life skills. These skills are the driving forces for economic and social development of any country. The economy becomes more productive, strong, innovative with the involvement of all its human resources (both men and women). Our country is lagging behind in terms of skill based knowledge to the needy. Vocational education and training is very important to all youth especially for marginalized and under privileged. VET brings a considerable change in the lives of these poor people by making them more resourceful with household productive activities, employable skills and income generating opportunities. This enhances their standard of living and leads to sustainable development of the country.

In India at present there are many Organisations and Institutions offering Vocational Education/ Training (VET). Not only the Govt. Institutions but non-governmental organizations also importing VET to the youth. There are training programmes, specially

designed for women and girls according to their needs and market demand. Women who have undergone there trainings are confident enough to start their own business ventures at micro or small size in the initial stage. There are many examples of women who have been successfully running their businesses and expanding them. Some women are diversifying their business activities by entering into different and challenging businesses such as Granite business, PVC pipes and electronic gadgets manufacturing, furniture designing and manufacturing etc.

In this paper some organizations and institutions which are imparting VET are mentioned:

- SETWIN
- MEPMA
- ITIs
- Polytechnics
- Women Technology Parks
- Technology and Business Institution Centres
- TEPP
- Janasikshana Santhan
- Make in India
- A.P. Innovation Society
- Stand Up India
- State Bank of India
- Andhra Bank Institute for Rural Development

"NSDC, AWAKE, ALEAP, SEWA etc.

Many NGOs have also been offering vocational education/ training. Recently RASS a local NGO started imparting training to women in Auto Driving in Tirupati town. Many women underwent that training and driving auto in the city. This is only an examples and there are so many other NGOs in the state offering innovative trainings to women and girls which enhances their capacities and provides an opportunity to lead their lives with confidence.

Need to make VET mandatory in School Curriculum

In view of the circumstances and the changing trends in the society as well as in the job market, it is necessary to make VET mandatory in school curriculum. In secondary school education VET should be included as part of curriculum to provide hands on training to the students. It generates interest towards skill training and changes the mindsets of the students as well as parents towards education. By the time they complete school or +2 education students will be in a position to decide their career with clear objectives.

Strategies to be adopted:

1. Creation of awareness
2. Providing accessibility
3. Establishment of more number of institutions.
4. Including in school curriculum itself.
5. Introduction of innovative skills
6. Providing training by experienced professionals.
7. Conducting study/ knowledge tours for exposure visits.
8. Inviting eminent persons for delivering motivational lectures
9. Encouragement/ support to establish business ventures
10. Showing marketing channels for their products.
11. Encouraging innovative ideas and first generation entrepreneurs with awards and rewards.

CONCLUSION:

The overall empowerment of women not only depends on availability of jobs, but also on protective and supportive policies and effective execution of programmes and schemes. In India in the present day context to acquire competitive skills, it is imperative to have skills. The VET provides that opportunity and opens up enormous job avenues to them. In the light of globalization everyone has to develop necessary skills for achieving better standard of living to lead their lives with dignity. The real empowerment of women can be achieved only with the effective imparting and proper designing of the courses suitable to the diversified needs of women.

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