MODERN REFORMS OF INDIAN SMALL SCALE INDUSTRIES

Dr. A. Jaya Sundar

Lecturer in Commerce, Madurai Kamaraj University College, Aruppukottai-626159
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Abstract

The small scale sector is a vital constituent of overall industrial sector of the country. The small scale sector forms a dominant part of Indian industry and contributing to a significant proportion of production, exports and employment. Small scale industries employ labour intensive technology and hence generate more employment opportunities. Small scale industries generate opportunities for self-employment of technically qualified persons, artisans and professionals. A major problem confronting our country is of increasing pressure of population on landand the need to generate more employment avenues. A given amount of capital invested in a small scale industry provides more employment than the same amount of capital invested in a large scale industry. In a country like India confronted with the twin problems of unemployment and scarcity of capital, it is only the Small Scale Industry which can solve these problems. Small Scale Industries can be located anywhere and hence can provide employment to workers near their homes, more work for the under employed and additional work for the formers when they are idle. Therefore the present study analyzes the modern reforms of Indian Small Scale Industries. Study based on secondary sources of data collection.

Keywords: Dominant Part, Significant Proportion of Production, Exports & Employment, Technically Qualified Persons & Under Employed and Additional Work.

Introduction

In the field of human resource management, training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. Harrison observes that the name was endlessly debated by the Chartered Institute of Personnel and Development during its review of professional standards in 1999/2000. "Employee Development" was seen ass too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to be comfortable with. "Human Resource Development" was rejected by academics, who objected to the idea that people were "resources" – an idea that they felt to be demeaning to the individual. Eventually, the CIPD settled upon "Learning and Development", although that was itself not free from problems, "learning" being an overgeneral and ambiguous name. Moreover, the field is still widely known by the other names.

Training and Development

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty, of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities: **Traning:** This activity is both focused upon, and evaluated against, the job that an individual currently hold. **Education:** This activity focuses upon the jobs that an individual focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs. **Development:** This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Small Scale Enterprises

A small business (also called mom-and-pop) is a business that is privately owned and operated, with a small number of employees and relatively low volume of sales. Small businesses are normally privately owned corporations, partnerships, or sole proprietorships. Unemployment is one of the most important challenges facing the poor people in our country. This has been made worse by the fact that over the last two decades, the formal economy (especially mining) has been shedding jobs and many workers were retrenched. Furthermore, every year hundreds of thousands of new job seekers (the vast majority of them youth) join the army of unemployed. It is accepted woldwide that the development and growth of small, micro and medium enterprises (SMMEs) can play an important role in turning this situation around. Policies and programmes to support the development of SMMEs are therefore an important part of the democratic government's programmes to create a better life.

Benefits of Employee Training and Development

There are numerous sources of online information about training and development. Several of these sites (they're listed later on in this library) suggest reasons for supervisors to conduct training among employees. These reasons include: Increased job satisfaction and morale among employees, Increased employee motivation, Increased efficiencies in processes, resulting in financial gain, Increased capacity to adopt new technologies and methods, Increased innovation in strategies and products, Reduced employee turnover, Enhanced company image, e.g., conducting ethics training (not a good reasons for ethics training!), Risk management, e.g., training about sexual harassment, diversity training.

Methods of Training and Development

Training and development can be achieved through very many different methods-use as many as you need to and which suit the individuals and the group. Refer to the Kolb learning styles ideas-different people are suited to different forms of training and learning. Exercises that involve managing project teams towards agreed specific outcomes are ideal for developing management and leadership ability. Start with small projects, then increase project size, complexity and timescales as the trainee's abilities grow. Here are examples of other types of training and development. Training need not be expensive, although some obviously is; much of this training and development is free; the only requirements are imagination, commitment and a solid process to manage and acknowledge the development. The list is not exhaustive; the trainer and trainees will have lots more ideas, on the job coaching, mentoring, delegated tasks and projects, reading assignments, presentation assignments, job deputisation or secondment, external training courses and seminars, distance learning, evening classes, internal training courses, attending internal briefings and presentations, eg 'lunch and learn' format, special responsibilities which require obtaining new skills or knowledge or exposure, video, internet and e-learning, customer and supplier visits, attachment to project or other teams, job-swap, accredited outside courses based on new qualifications, eg NVQ's, MBA's, etc.

Best Methods

On – the – job Training and Lectures: The two most frequently used kinds of training are on-the-job training and lectures, although little research exists as to the effectiveness of either. It is usually impossible to teach someone everything she needs to know at a location away from the workplace. Thus on-the-job training often supplements other kinds of training, e.g., classroom or off-site training; but on –the-job training is frequently the only form of training. It is usually informal, which means, unfortunately, that the trainer does not concentrate on the training as much as she should, and the trainer may not have a well-articulated picture of what the novice needs to learn.

Programmed Instruction (PI): These devices systematically present information to the learner and elicit a response; they use reinforcement principles to promote appropriate responses. When PI was originally developed in the 1950s, it was thought to be useful only for basic subjects. Today the method is used for skills as diverse as air traffic control, blueprint reading, and the analysis of tax returns.

Computer-Assisted Instruction (CAI): With CAI, students can learn at their own pace, as with PI. Because the student interacts with the computer, it is believed by many to be a more dynamic learning device. Educational alternatives can be quickly selected to

suit the student's capabilities, and performance can be monitored continuously. As instruction proceeds, data are gathered for monitoring and improving performance.

Audiovisual Techniques: Both television and film extend the range of skills that can be taught and the way information may be presented. Many systems have electronic blackboards and slide projection equipment. The use of techniques that combine audiovisual systems such as closed circuit television and telephones has spawned a new term for this type of training, teletraining. The feature on "Sesame Street" illustrates the design and evaluation of one of television's favorite children's program as a training device.

Simulations: Training simulations replicate the essential characteristics of the real world that are necessary to produce both learning and the transfer of new knowledge and skills to applictaion settings. Both machine and other forms of simulators exist. Machine simulators often have substantial degrees of. physical fidelity; that is, they represent the real world's operational equipment. The main purpose of simulation, however, is to produce psychological fidelity, that is, to reproduce in the training those processes that will be required on the job. We simulate for a number of reasons, including to control the training environment, for safety, to introduce feedback and other learning principles, and to reduce cost.

Business games: They are the direct progeny of war games that have been used to train officers in combat techniques for hundreds of years. Almost all early business games were designed to teach basic business skills, but more recent games also include interpersonal skills. Monopoly might be considered the quintessential business game for young capitalists. It is probably the first place youngsters learned the words mortgage, taxes, and go to jail.

Conclusion

In many development programme and operations, training is one of the most expensive interventions and should be implemented in a manner that maximizes impact in terms of the priorities and objective. Projects should set criteria, that give priority in selection to those participants who are capable to utilize the training productively. There is a need for better targeting and selection of trainees and follow-up support in form of technical input, credit and mentoring.

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