

Implemented of Skills and Knowledge Drive Eco- Social Advancement of Women Workers in India

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Abstract

The gender roles defined for women, expect them to primarily devote their time to household chores and child rearing, while time devoted to skill training and economic activities is conditional and limited. The present contribution of women to the national GDP is around 18%. In India, women comprise 48% of the agricultural workforce and own only 13% of the land. Women in India constitute around 20% of the manufacturing workforce and around 30% of the total workforce in the services sector. Hence, a sustainable skill development programme would aim to take on board, both women's as well as men's concerns and experiences. These should form an integral part of the design, implementation, monitoring and evaluation of policies and the programmes on skill training and development. The following table presents the current scenario of women workforce in India is one can clearly observe the huge concentration of female workforce in favor of the informal sector. Furthermore, presents the percentage of skilled women and men in rural and urban areas in terms of marketable skills. Both, women and men, 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. The table reflects the urgent need that prompted the government to take serious note of this dire situation in training and skill education. 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 employment. The key strategy for women's empowerment and gender equality is to combine policy and institutions at the local level.

Introduction

The 12th five year plan (2012-17) has recognized 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 40% now to 50% by 2022, thus creating a 500 million strong resource pool. Indian women contribute only 18% to GDP despite constituting 48% of the population. Advancing women's equality could lead to a \$28 trillion increase in global GDP, with India potentially seeing a \$770 billion boost by 2025. 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 training falls under the approaches and interventions that promote capacity building and empowerment, and not just training per se. The present focus is to develop and achieve sustainable improvements in the livelihoods of the poor. Women form a significant proportion of this work force in India; however, they are largely concentrated in the informal sector, engaged in vocations characterized by low earning, low productivity, poor working conditions and lack of social protection.

The National Skill Development Mission (NSDM)

The National Skill Development Mission (NSDM) was launched in 2015, by the Honorable Prime Minister Narendra Modi, on World Skills Day. The NSDM aims to consolidate efforts of skill training and development across sectors and states and help sectors expedite steps to achieve various skilling efforts at scale at a fast pace. NSDM's mission is to create an end-to-end framework which promotes sustainable livelihoods for citizens while aligning them with the demands of potential employers. The National Skill Development Mission, headed by the Prime Minister, was launched in 2008, and a Co-ordinate Action Plan for Skill Development was formulated with a three tier structure that includes.

- The Prime Minister's National Council on Skill Development, as the apex body for advice on policy and interventions
- The Skill Development Co-ordination Board to device detailed strategies, guidelines and instructions based on the advice of the council
- The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship
- The National Skill Development Corporation (NSDC), a non-profit company registered under the Companies Act of 1956

The Ecosystem of Skill Development for the Women Status

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 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, the large number of women who need to be trained since currently only 2% of the female workforce is formally trained,

- Inadequacies in the quality and relevance of TVET (Technical and Vocational Employment Training in India)
- Inadequate Infrastructure, acute shortage of trained women workers, poor quality of training
- Lack of mechanisms to judge and certify quality
- Inequity in access to TVET for women
- Low level of education of potential women trainees that limits training of women in the formal sector
- Lack of recognition of prior learning of potential women trainees
- Relatively high opportunity cost of learning involved for training women

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 rather than simply skills. Another important point that cannot be left out is the potential advantage

of “demographic dividend” that India has over many other countries. “The demographic dividend arises as an asset for India due to expected decline in dependency ratio in the country clear, that there is a dire and urgent need for a paradigm shift in the skill development sector, in favor of innovations, improvements and high quality training. It is also observed, that the concepts of training and skill development needs to move beyond the conventional goal of imparting technical and managerial competencies, to playing a broader role of even including basic literacy, numeracy, critical social and political awareness, awareness about gender, and enhancing life skills. Such interventions by their nature will encourage higher self-esteem among women and overall personality development. It is also urged that for skill development to be more effective, training needs to bend towards developing the kind of skills women and men already know. Or, in other words, the need is to enhance or adapt traditional skills too especially in the case of women who otherwise may get further entrenched in traditional skills and roles.

Overall Improvement and Implications

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, other deeply impacting skill such as behavioral skills, including building self esteem, self-organizational and negotiating capacity for employment purpose. Issues of identity, autonomy, leadership, rights and responsibilities, the youth were also given assistance in getting jobs after completion of their training which enabled them to access a better livelihood, enhance their self-esteem and contribute to the well-being of their family as well. Entrepreneurial and business management skills, increasing awareness on gender are to be relevant issues not only for women but also for men.

For holistic development, there must be a focus on personality development, life skills, and the knowledge of the competitive and ever-changing environment. Through economic empowerment, the program tries to bring a positive change in the cultural and social life of women who have been facing historical injustice for ages. Resource persons are identified and stakeholders are involved that ensures the success of the training program. Greater efforts are being made in the form of awareness drives, skill programs are highly market-driven & market linked ensuring that our skilling becomes a medium to earn livelihood and improve their standard of living. It also incorporates women-related issues such as issues of a safe training environment, counseling of families to assuage their fear with regards to the training of women, and investment is done in the personality development of women so that they can challenge the discriminatory practices. The entire national skill development system should be put under the umbrella of one ministry, rather than running them under the leadership of two key Ministries (MOLE and MHRD) and several other Ministries. This will lead to better focus and coordination between different initiatives.

Initiatives to Facilitate Skill Development among Women Entrepreneurship

There is a need to further develop human resource development and training policy from a gender perspective, with an understanding of local customs and traditions. It also implies focus on improvements in access to education and training for girls, including the provision of services, such as transport, hostels, scholarships, and other incentives to encourage women to enroll for education and training.²⁰ Women are seriously under-represented in many occupations, thus, policies are needed to fight exclusions in the labour market by reducing the incidence of discriminatory practices.

Revisiting the Apprenticeship Act and the government enacted the Apprenticeship Act in 196, to connect job seekers and industrial units it made obligatory for employers in specified industries

to provide both basic skills and job training according to a certain set of prescribed standards there is a pressing need for radical improvements in the 1961 Act. Status to the changed times being the circumstances and challenges faced by youth, particularly women, are very different from what existed in India at the time of formulation of the act. There have been dramatic changes in the employment scenario and the skills required meeting the industrial demand for skilled labour.

- Long Term Skill Development Training via Industrial Training Institutes (ITIs)
- Partnerships with Private & Non-Government Organizations to
- boost skill development
- Short Term Skill Development Training
- Recognition of Prior Learning (RPL)
- Apprenticeship Training
- Policy Interventions
- Projects in Pradhan Mantri Mahila Kaushal Kendra (PMMKK)
- Entrepreneurial Initiatives
- Future jobs and industry-oriented courses.

Conclusion

The presents the current scenario of women workforce in India is one can clearly observe the huge concentration of female workforce in favor of the informal sector. Furthermore, presents the percentage of skilled women and men in rural and urban areas in terms of marketable skills. Team work and, other deeply impacting skill such as behavioral skills, including building self esteem, self-organizational and negotiating capacity for employment purpose Both, women and men, whether urban or rural, are majorly unskilled compared to having some skills Socio-cultural norms and structural hurdles continue to hinder women's access to skill development opportunities, perpetuating the divide. Traditional gender roles confine women to domestic duties, limiting their ability to acquire new skills. Mobility constraints, alongside familial and transportation barriers, further impede women's participation in training programmes. This disparity extends across various indicators, including literacy rates, labour force participation, and digital inclusion.

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