



**SKILL DEVELOPMENT AMONG WOMEN – AWARENESS AND NEED
– STUDY ON NATION SKILL DEVELOPMENT MISSION**

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ABSTRACT

Skill sets are defined as “a single unit or combination of units which link to a license or regulatory requirement or defined industry needs” as per the Nation Quality Council – 2006 Skill Development of the peoples is generally empowered by Governments of different country keeping in mind the present situation and the future needs and growth plans of the country. India is a vast country with the second largest population in the world. Women form 48.5%¹ of the total population of the country and thus form a very crucial link in the growth and development of a country. For being equal contributors in the growth of the country the women of the country need to get equal or better opportunities to education and skill development. The Government of India has several schemes for uplifting the status of women in India. Some of them being free education for girl child from grade I to grade XII, in order to ensure that they have the basic minimum education required to get a job. The National Skill Development (NSD), under the skill development council (SDC) is also imparting a number of skills development courses under different schemes where the women do not have to pay for learning the skill, but they are paid a stipend on successfully finishing the courses.

The efforts taken by the Government are aimed at improvement in the level of skills that women in the country have and increasing the women work force of the country. The statistics

¹Ministry of Statistics & Programme Implementation, Statistical Year Book India 2015, "Table 2.1 Area and Population by States (Census 2011)" (2015).

regarding women is not very encouraging, only 51% of the women population is literate². Overall, the labour force participation rate for women is 33% in 2011-12.³ In 2011-2012, women comprised 14.7% of all urban workers and 13.4% of Indian working women have a regular salaried job⁴. India has one of the lowest female labor force participation (FLFP) (rates measured as the share of women that are employed or seeking work as a share of the working-age female population), among emerging markets and developing countries, which is around 33% at the national level in 2012⁵, India's FLFP rate is well below the global average of around 50 percent and East Asia average of around 63 percent. A FLFP rate of 33 percent implies that only 125 million of the roughly 380 million working-age Indian females are currently employed⁶. The study aims to find out why the Governments efforts towards inclusion of women in the knowledge and skill work force has not shown the desired result

KEY WORDS: NSD, Need and Awareness, Skill development, Women

1. INTRODUCTION

India is the second most populace country in the world and the most unique advantage that India enjoys over the whole world is its demographic dividend. The median age in India is 27.3 years compared to 37.8 years in the United States⁷. The population in the age-group of 15-34 increased from 353 million in 2001 to 430 million in 2011. Current predictions suggest a steady increase in the youth population to 464 million by 2021 and finally a decline to 458 million by 2026.⁸ By 2020, India is set to maximum number of youth in the world with 64 per cent of its population in the working age group. This demographic potential offers India and its growing economy an unprecedented edge. The youth are said to be the innovators, creators, builders and leaders of the future, but they can transform the future only if they have skills, health, decision-making, and real choices in life.

²World Economic Forum, "India," Economies (2014).

³International Labour Organization, Global Employment Trends 2013: Recovering From a Second Jobs Dip (2013) p. 79.

⁴Indiastat.com, "Workforce Participation Rate by Sex and Sector in India."

⁵ Women Workers in India: Why So Few Among So Many? – IMF working paper

⁶Ministry of Statistics & Programme Implementation, [Statistical Year Book India 2015](#), (Census 2011)" (2015).

⁷CIA, "[India 2015](#)," *The World Factbook* (2015); CIA, "[United States 2015](#)," *The World Factbook* (2015).

⁸State of the Urban Youth, India 2012: Employment, Livelihoods, Skills,' - IRIS Knowledge Foundation & UN-HABITAT

Women are a very important section of the workforce in any country and same is the case in India. They form almost 50% of the total population but they form only 33% of the total labour force and only 13.4% have a regular salaried job and are mainly seen in the informal sector in the country. They are mainly engaged in jobs that require low or no skills and are characterized by low earning, low productivity, poor working conditions low respect. The share of women workers in the formal work force is very low and they generally end up reporting to male bosses who may be less qualified or experienced. The gender biases in India are very strong and this sometimes leads to women ending up doing jobs which are considered to be 'jobs for women'. Society especially, in rural India, does not encourage girls to take a formal education and develop skills which are considered 'male' domains. Therefore, large number of women do not have any employable skills and are trained in skills which are useful at home and can be used to earn some money, if needed.

Any good Government ensures that all its resources are utilized properly. Thus the Government has to ensure that this section of the population is well utilized and contributes in the growth and development of the country. Keeping this as focus the Prime Minister Narendra Modi has introduced the National Policy for Skill Development and Entrepreneurship, the aim is to create awareness and a positive pro-skilling environment in the country. A Skill Development Fellow Scheme has been introduced to tap talented and young individuals who will work with state and district administration to spread awareness about skill development, identify the local needs and steer skill development efforts in the region.

The aim of the government is not to just train the youth but also ensure that they are fruitfully employed, for this they will promote the use of these certified, skilled manpower for government projects by making provisions in all Government contracts and further scaling it to all government, private and foreign contracts.

2. LITERATURE REVIEW

There is a lot of literature on the economic implications of gender participation gaps in the IMF report of 2013, this literature stresses that gender gaps in labor force participation, entrepreneurial activity, or education act to impede economic growth Cuberes and Teignier,2012, 2014; Esteve-Volart, 2004, and Klasen and Lamanna 2008, among others. Cuberes and Teignier (2014) examine the quantitative effects of gender gaps in labor force participation on

productivity and living standards. They simulate an occupational choice model with heterogeneous agents that imposes several frictions on female economic participation and their wages, and shows that gender gaps in entrepreneurship and in labor force participation significantly reduce per capita income. For India, they find that gender gaps lower overall per worker incomes by about 26 percent.

In recent work, Agenor (2015) uses an overlapping generations model in which time use is modeled over three phases (childhood, working and retirement) and simulates the effect of public policies (including public investment in infrastructure and efficiency of spending on health and education) on participation choices and economic growth (via impact on human capital, productivity and labor input directly). This paper finds these policies raise female labor force participation rates, and depending on the relevant policies, economic growth could increase by between 1.5–2.4 percentage points per annum.

Female labor supply is often modeled using the framework of the time allocation model (Becker, 1965), which posits that women make their labor supply decisions not only considering leisure and labor tradeoffs, but also home-based production of goods and services (including caring for children). Most studies also include wages as a key driver of female labor supply (Heckman and MaCurdy, 1980). However, as Jaumotte (2003) points out, working for a wage is chosen by women only if earnings at least make up for the lost home production (and the associated costs), implying a higher elasticity of female labor supply to wages.

Many studies have emphasized the importance of education in models of female labor supply. Eckstein and Lifshitz (2011) estimate a dynamic stochastic female labor supply model with discrete choice (contained in Eckstein and Wolpin, 1989), and find that changes in education (accounting for a third of the increase in female employment) and wages (explaining about 20 percent) play a large role in explaining female employment.

A number of empirical papers have examined low and declining female labor force participation in India, with many focusing on the role of educational attainment (Mammen and Paxson, 2000). Klasen and Pieters (2012) find that for urban Indian women, participation in the workforce at lower education levels is dictated by economic necessity, and there is a pull factor coming into play for highly-educated women entering the workforce. Bhalla and Kaur (2013), find that the education level of the spouse has a larger negative effect (each extra year of male education means a drop in female participation of 1 percentage point) than the positive effect on

participation of increasing female education. They also find some evidence of a depressing effect of the emerging middle class on female labor force participation.

More broadly, previous research (Goldin, 1995; Mammen and Paxson, 2000) suggests that rising household incomes could lead to a withdrawal of women from the labor market. Klasen and Pieters (2013) study the decline in female labor force participation in urban India between 1987 and 2009, and find that demand and supply factors were at play. On the labor supply side, the main drivers were rising household incomes, husband's education, and the stigma against educated women seeking menial work. On the labor demand side, they find that employment in sectors appropriate for educated women grew less than the supply of educated workers, leading to many women withdrawing from the labor force.

Focus was also given on the role of female entrepreneurial activity in India. Ghani, Kerr and O'Connell (2012) use detailed micro-data on the unorganized enterprises and analyze the spatial determinants of female entrepreneurship in India in the manufacturing and services sectors. That paper finds that adequate infrastructure and education levels predict higher female entry. Higher levels of female entrepreneurial activity in turn have been associated with stronger economic growth. Indeed, Esteve-Volart (2004) uses panel data on Indian states to show that the ratio of female to male workers (and managers) is positively correlated with both growth and living standards.

Mishra Saraswati in her book "Status of Indian Women" stated the problems of women employees. The book covers level of status of women employees. However, the contribution made by Mishra on the issues related to the women employees gives detail information about the status of women employees in our society. The book covers intelligent conclusions on the same Chauhan Poonam in her book "Status of Women in India" explained the fundamental rights of women employees with practical application and implication. The book covers several articles on provision for women and children. It has stated that development of any economy is badly affected due to gender differentiation. The book elaborates the treatment of both the sex and its negative impact on performance of women employees at work place Irene Tom in his book "Women in Unorganized Sector" has focused on various sectors of economy and their treatment towards women employees. It had given detail information about women employees working in unorganized sector. The partial treatment towards men and women employees, their wage payment system and so on is systematically elaborated in this book. In addition to this, the contribution of Irene Tom on women employees giving background of unorganized sector. The

book elaborated several aspects of women employees in unorganized sector and some intelligent suggestions to minimize the gap between men and women employees

3. OBJECTIVE OF STUDY

1. To find out level of awareness among women about the different training programs conducted by National Skill Development Council of India
2. To find if the skills that are provided are useful to women in seeking employment or earning an income.
3. To find if women with an educational qualification have a higher income as compared to those women who are not educated or less educated.

4. DATA ANALYSIS

The researcher contacted the respondents personally, in order to be able to explain the question, if required, with a well-prepared sequentially arranged questionnaire. Questions are designed to cover the demographic aspect as well as the awareness of skill training programs of the government. The questionnaire was divided into three parts. Part one was respondent's profile and Part two was the awareness and use of skill training programs. The third part was to find out the occupational and income aspect of the respondents.

4.1 This research paper tests these null hypotheses

- 1) There is little or no awareness about the NSDC skill development programs among majority of the women who are of employable age.
- 2) The skill development programs provided by NSDC are not in keeping with the requirements of today and do not help women substantially to earn money

4.2 Primary Data

Primary data was collected randomly through a structured questionnaire in Mumbai city and specifically in and around Kurla's lower income or slum settlements. 10 different settlements were selected and the sample was collected using convenience based random sampling. The data was collected from a questionnaire that was administered face-to-face.

4.3 Sample Size

The study was limited to those participants who willingly elected to be part of the study. A total of 1000 questionnaires were and finally from them 824 number of questionnaires were finally used for the study. Thus the sample size was limited to 824

4.4 Sample Design

The researcher relied on convenience based random sampling technique, considering the research methodology and research type as per guidelines. A caution was exercised during the study that the respondents who did not show an inclination to be a part of the study were not insisted for.

4.5 Sample Selection

The following pointers were considered when selecting the sample

1. All sample to be Women
2. Age of the sample to be between 14-40
3. All women in the sample should be in an occupation which shall generate an income for them.
4. All women in the sample live in slums or temporary tenements
5. The sample has been selected from 10 such settlements in Kurla and area in Mumbai known for its marginalized population.
6. Questionnaire was administered only to those women who were willing to be part of the study.

4.7 Secondary Data

The secondary information or data was collected from published sources such as journals, magazines, newspapers, Industry reports, internet and other sources.

4.8 Statistical Analysis

Efficient and effective data analysis is the result of effective data preparation. This was found to be very crucial between the completion of the field work and the statistical processing of the collected data. Data preparation involved transferring the questionnaire into an electronic format which allowed and facilitated subsequent data processing. Data sheet was prepared directly at

Statistical Program for Social Sciences (SPSS) software for further analysis. Each response was assigned code for data entry and data record. Transcribed data sheet was prepared for data analysis. On the basis of data sheet, tables and graphs were prepared for the analysis.

Table 1:Sample Demographics

Age	Frequency	Percentage
14-20	141	17.1
21-25	186	22.6
26-30	164	19.9
31-35	199	24.2
36-40	134	16.3
Marital Status		
	Frequency	Percent
Yes	609	73.9
No	141	17.1
Divorced	48	5.8
Widowed	26	3.2
Income		
	Frequency	Percent
5000	28	3.4
5500	1	.1
6000	2	.2
7000	1	.1
7500	39	4.7
8000	207	25.1
9000	127	15.4
10000	128	15.5
12000	8	1.0
12500	46	5.6
15000	140	17.0
18000	25	3.0
20000	72	8.7
Occupation		
	Frequency	Percent
house maid	266	266
self-employed unskilled-footpath vendors	119	119
marginal worker in factory	125	125
housekeeping/security in malls	140	140
marginal worker in shops and estbs	81	81
self-employed skilled taylor/beautician etc.	93	93

Qualification	Frequency	Percent
Graduate	26	3.2
2nd year graduation	38	4.6
1st year graduation	73	8.9
HSC	209	25.4
SSC	282	34.2
school dropout	196	23.8
Area of Residence		
Area of Residence	Frequency	Percent
Jai Amber Nagar- Kurla	88	10.7
KanjuPada - Kurla	82	10.0
Milan Nagar - Kurla	80	9.7
Sai Baba Nagar -Kurla	75	9.1
Qureshi Nagar - Kurla	73	8.9
Azad Nagar - Kurla	76	9.2
Gaiban Shah Nagar - Kurla	85	10.3
Jarimari - Kurla	82	10.0
Kismat Nagar - Kurla	101	12.3
Kranti Nagar - Kurla	82	10.0

Source: Primary data

5. EDUCATION, SKILL, OCCUPATION AND EARNINGS AMONG WOMEN

The paper explores elements of gender that should be included within the frame work on skill development for marginalized women in the age group of 14 to 40 . A review of secondary data throws up a gap in the area of gender and skill development especially among marginalized women living in area. Thus for the study the area of Kurla in Mumbai was selected. Kurla is a main hub in Mumbai but has several unauthorized hutment settlements. It is surrounded by some of the most developed and expensive area in Mumbai like – Bandra-Kurla Complex (BKC), Bandra, Santa cruz, Ghatkopar, Khamani etc.

Most of the women living in the hutments of Kurla are migratory with a few who are locals. The education levels are not very high inspite of the Government schemes of free education to girls. This is because most of the government schools have an instruction medium of Marathi and the migratory population sees no sense in educating their daughters in Marathi. The locals and some who have migrated from other places in Maharashtra keenly utilize the free education policy and educate their daughters. There is no discrimination among the local Marathi people among girls and boys as far as sending them to school and acquiring education is concerned. They encourage their daughters as much as their son to acquire education. The scenario among the

migratory non Marathi population is not the same there is a lot of discrimination among girls and boys. They prefer not to send their daughters to school and instead expect them to do house hold chores and take care of their siblings while their mothers go out of the house to work.

Skill among most of the women is limited to household matters like cooking, cleaning and in some cases to marginal skills in tailoring and beauty business. Skills in computers, office skills, teaching etc. are lacking. Women are not encouraged to acquire skills most of the time they are encouraged to acquire those skills that will not take them away from home like tailoring, embroidery, beauty business etc. The women who have some education take up courses provided by NSDC and try and earn some income from the same, along with looking after their house duties. A very big section of the uneducated ladies end up working as house maids in areas around their houses or opt for working as vendor in an around the area of residence, they mostly work as vegetable and trinket vendors. The educated women are not interested in courses provided by NSDC and generally prefer to work in offices or showroom or malls. This gives them some dignity over those who work as maids or vendor as well as those working from home. They have long working hours no job security and very poor pay.

The earning of marginal women workers have always been very low because they are not regulated by any laws. They work long hours with absolute no social benefits like holidays, health care, Provident Fund etc. The scenario is similar for both educated and not educated women work force.

6. AWARENESS OF NSDC COURSES

All participants in the survey were asked if they know what National Skill Development Council was only 9.8% of the total sample were aware of what NSDC was and what they did, the rest has either not heard at all about it or had heard about the same but were not aware of the details.

Table 2 NSDC Awareness

Do you know about NSDC	Frequency	Percent
yes	81	9.8
no	743	90.2
Total	824	100.0

Source : Primary data

Table 3 ITI Awareness

Have you heard about ITI's	Frequency	Percent
yes	743	90.2
no	81	9.8
Total	824	100.0

Source : Primary data

An interesting fact that arose was that an absolute opposite situation was seen in case of awareness of ITI's. 90% of the sample had heard about ITI's. The reason for this could be their existence for a long period of time.

Table 4 Approach ITI's For Training

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
yes	103	12.5	12.5	12.5
no	721	87.5	87.5	100.0
Total	824	100.0	100.0	

Source : Primary data

Since the awareness of ITI's was large it was presumed that the women had approached them for availing training but unfortunately only 12.5% of the total sample had approached any ITI for availing of any kind of training. Which is a very small number.

Table 5 If No -Why Not

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
ITI only for boys	289	35.1	35.1	47.5
ITI does not have any courses for me	120	14.7	14.7	62.1
don't know what ITI does	312	37.9	37.9	100.0
Total	721	100.0	100.0	

Source : Primary data

Since 90.2% of the sample was aware of ITI's and 87.5% of them have never approached ITI's for any training programs the reasons for the same were sought and the results were quite worrisome since all of them states reason that arise of poor communication on the courses provide. 35% of the sample felt that ITI's were only for boys and provided skill courses only for boys. 14% said that there were no courses for them i.e. ITI's were not providing the type of

courses that they wanted to do. 37.9% of the sample said that they had heard of ITI's but were not aware of what they did.

The above proves that the Hypothesis 1 is right. There is little or no awareness about the NSDC skill development programs among majority of the women who are of employable age.

7. THE TRAINING AND ITS EARNING POTENTIAL

The main aim of the Prime Ministers Skill Development scheme is to ensure that there is skill development and people are employable and able to earn money by the skills they have learned and are able to lead a good life and provide a good life to their family.

Table 6 What Training Have You Done At ITI

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No – TRAINING	722	87.6	87.6	87.6
COAP- Computer Operation and applied programming	10	1.2	1.2	88.8
Stenography - English/hindi/marathi	14	1.7	1.7	90.5
Dress Making	4	.5	.5	91.0
Embroidary and Needle work	1	.1	.1	91.1
Basic Beauty and Hair dressing	39	4.7	4.7	95.9
Cutting and Sewing	34	4.1	4.1	100.0
Total	824	100.0	100.0	

Source : Primary data

Out of the sample only 12.40% went to ITI for training from this 11.1% went for courses that are traditionally very much gender based i.e. where men will be hesitant to participate. Only the COAP course was an open course and only 1.2% of the sample had gone for it.

Table 7 Was The Training Useful

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NA	722	87.6	87.6	87.6
yes	1	.1	.1	87.7
no	101	12.3	12.3	100.0
Total	824	100.0	100.0	

Source : Primary data

With only 12.4% of the sample going for the courses offered by ITI what was further shocking was that only 0.1% of the sample feels that the syllabus taught was relevant and has helped them get a job or helped them to earn some money. This is one of the most shocking outcomes of the study.

Table 8 What Needs To Be Done To Improve The Training Provided

Valid	Frequency	Percent	Cumulative Percent
New courses introduction	115	100%	100%
Syllabus change	100	86.95%	86.95%
Better Teachers	115	100%	100%
Better accountability	115	100%	100%
• Trainers	115	100%	100%
• Institutes			
More practical sessions	115	100%	100%
Placement assistance	115	100%	100%

Source : Primary data

The above proves Hypotheses 2 to be right since The skill development programs provided by NSDC are not in keeping with the requirements of today and do not help women substantially to earn money.

8. CONCLUSIONS

The above study has thrown up a few points that the Government needs to consider if it wants the Skill Development Program to be successful

1. Awareness: The aware of the program among women is very low as the study shows only 81 out of 824 women are aware of the Nation Skill Development Council and its programs. This is a dismal 9.8% only. Thus the onus of bringing about awareness also rests with the Government. In order to make the scheme of increasing the skill base of the people successful it should also educate the people for whom these programs are conceived about their existence.
2. Relevance: The training that is being provided should be relevant to the training needs of the industry today. Providing training in skills that encourage women to stay at home and work should not be the only aim. Women should be provided training in skills where they can go out and work and thus meet people and increase their earning potential.
3. Accountability: The Government has selected the PPP (Public Private Partnership) for implementing the training needs under NSDC. The Government sponsored training centers, under ITI get huge grants for modernization and payment for faculty. The Private centers are partly sponsored by the Government. The biggest gap is seen in the administration of these centers where no accountability for relevant skill development or placement is taken.

9. RECOMMENDATIONS

If the Government is really keen to make the NSDC training successful they must undertake the following steps:

1. Revamp the sills under which training is provided : The Government must find out the skills that the industry is looking for and accordingly they must provide training so that the industry absorbs these trained women and they are able to earn money.
2. Accountability of the centers that are operating the course is a must. In many cases it is seen that registration is high then attendance for the courses is low and later the students are cleared, in spite of little or no skills, given certificates but get no jobs. The center collects the money from the Government and the students are not place able.

3. Course syllabus should enable practical training which should be monitored so that the student does not have to be given training once placed.
4. Assistance in placement should be provided.
5. Awareness about the training provided under NSDC is very poor and also awareness of institute that provide the training is also very poor. Government must take measures to improve the awareness and must target the areas where

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