



Women Empowerment through Andhra Pradesh State Skill Development Corporation (APSSDC) **(A Study Reference in Selected Training Partner Institution's in Visakhapatnam)**

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Women's empowerment has been an issue of vast discussions and observation over the last few decades world-wide. This is as an agenda has been on top of the lists of most government over plans & programs as well. Efforts have been made on a regular basis across nations to address this issue and enhance the education, economic status of women. However, it has been observed that most of the policies and programs view empowerment in the economic sense only working in the belief that economic self-reliance empowers women ignoring other variables like health, education, literacy etc. Empowerment is essential practice having their personal, educational, economic, social dimensions with personal empowerment being the core of the empowerment process.

Concept of Empowerment:

Empowerment is the most frequently used term in development channel of communication today and it is also the most unfocused and widely interpreted of concepts, which has simultaneously become a tool for analysis and also an umbrella concept to justify development intervention. The empowerment of women is an active multi-dimensional process which enables women to realize their full identity and powers in all sphere of life in the context of women's development is a way of essential, challenging and overcoming barriers in a woman's life through which she increases her ability to shape her life and environment¹.

Empowerment of women shows the empowerment of a society and an economically stable and empowered woman is blessing for her family, society and nation. A skilled and trained woman is the best form of human capital because if skills are developed or upgraded through training and when these skills are applied in venturing the entrepreneurial activities then not only women get benefited from it but her family and community also benefited. Economic empowerment of women is a famous phenomenon which is capturing the attention of researchers from all over the world.² Gender-transformative policy can hope to provide women with the enabling resources which will allow them to take greater control of their own lives, to determine what kinds of gender relations they want to live within, and to devise the strategies and alliances to help them get there³.

Kabeer, 1994

Even though, the last half of the 20th century has witnessed some improvements in gender equality, gender disparities still persist in most of developing countries. In almost all developing countries, women do not possess the same education, legal, social and economic rights as do men. Similarly, gender gaps are widespread in access to and control over resources, in economic opportunities⁴.

Cite this article as: T.Hemalatha, "Women Empowerment through Andhra Pradesh State Skill Development Corporation (APSSDC) (A Study Reference in Selected Training Partner Institution's in Visakhapatnam)", International Journal of Research in Management Studies, Volume 3, Issue 12, 2018, Page 6-11.



Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is balanced to becoming superpower, a developed country by 2020⁵. "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered".

Jawaharlal Nehru

Empowerment is treated as a destination reached through development's equivalent of motorways: programmes rolled out over any terrain. But in the process, pathways women are travelling in their own individual or collective journeys of empowerment remain hidden. Revisiting foundational feminist work on empowerment, this commentary draws on findings from multi-country research programme, Pathways of Women's Empowerment, to explore what works to support these journeys⁶. The National Policy on Skill Development was first formulated in 2009 to create a skills ecosystem in India. It acts as a guide to formulate strategies by addressing the different challenges in skill development. The objective is to empower the workforce with the required skills, knowledge and qualifications to make the Indian workforce globally competitive. The government has introduced a National Policy on Skill Development and Entrepreneurship in 2015 and the aim of the policy is to provide an umbrella framework to all skill related activities carried out within the country, to align them to common standards and link skill activities with demand centre's⁷. NSDC has been funding various private sector parties in the form of loan, equity and grants to develop skills of the required workforce.

It has also partnered with various private support agencies to generate knowledge for the skills development domain⁸. India's emergence as a potential economic and social power rests on the Indian youth. The skills development initiative is designed to force potential of the youth population (19% of India's population is in between 15-24 years of age) by developing their employability skills. However, the challenge remains in developing right skill sets among these youth matching global standards with relevance to both local and global job markets. It will ensure that Indian enterprises remain globally competitive based on the growth trends of various industrial segments and enable its youth to avail these opportunities in excess of this context, Government of India has undertaken a target of creating 500 million skilled work force in India by 2022.

Skill Scale in India:

Skills and knowledge are driving forces of economic growth and social development for any country and with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. The first industrial policy in the country was notified in 1956, Science and Technology policy in 1958, Housing Policy in 1988 and National Labour Policy in 1966. The first National Policy on Skill Development was notified in 2009. In the aftermath of this policy, National Skill Development Corporation (NSDC) was established in 2009 to promote private sector participation via innovative funding models. NSDC has tied up with more than 211 training providers, many of whom have started extent up their operations, to offer short term training programmes. They also supported and incubated 37 Sector Skills Councils (SSCs) which are intended to facilitate much needed participation and ownership of industry to ensure needs based training programmes⁹.



Skill India:

Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to “prominence” across the 15–59 age groups over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country.

Preamble of Skill India:

Skill development, however, cannot be viewed in isolation. Skills are useful to, but not always sufficient for securing adequate economic dividends. Skills need to be an integral part of employment and economic growth strategies to spur employability and productivity. Coordination with other national macroeconomic paradigms and growth strategies is therefore critical. The Indian capacity for harnessing entrepreneurship has not been fully realized Compared to 85% in Taiwan, 60% in China and 50% in Singapore. Government, the entire spectrum of corporate sector, community based organizations, those outstanding, highly qualified and dedicated individuals who have been working in the skilling and entrepreneurship space for many years, industry and trade organizations and other stakeholders.

Vision 2029 document quotes:

All the economic growth drivers will receive a significant fillip and acceleration, if ‘entrepreneurial spirit’ is encouraged and incubated across the state.

A state needs world class scientific and technology ecosystems that would empower and enable its youth to carry out profitable trade and business. For the development of innovation, entrepreneurship and startup culture in the State, the Government proposes to set up an Innovation and Capacity Building Mission as envisaged in the Blueprint Document “Re-Imagining Andhra Pradesh – Role of e-Governance, Electronics and IT¹⁰.”

APSSDC:

The corporation is incorporated as a Section-8 company (not-for-profit) with a private equity component of 51% and 49% by Govt. of AP. As per some estimates, Andhra Pradesh will face an incremental Human resources requirement of approximately 10 million skilled workers between 2012 till 2022, across the high-priority and emerging sectors. Thus the main objective of the corporation is to implement a structured and pragmatic solution to skill & up skill the workforce in the state of A.P. and to increase employability, and promote entrepreneurship in sync with Industrial growth of the state. And this will be done in a mission mode and the target is to skill 20 million people in 15 years by meeting skilled human power demands of all missions and shape AP as the skilled-workforce and Knowledge hub for the world. APSSDC will be staffed with best of talent in this sector & will partner with leading training providers & industry to carry out the training programmes. It aims to develop a best-in-class learning management system and placement and tracking mechanism. Ultimately, it aims to be among the best training provider organizations in the world¹¹.

Priority of women for Skill Development:

According to Census Data 2011, women account for 50% of the entire population in AP equal to the men population. However, only 36.16% of the women in AP participate in workforce. Given the opportunity to further drive the AP economy if women participation in the workforce is increased, the state aims to be the



International Journal of Research in Management Studies

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best in the country by increasing the women workforce participation rate from 36.16% to more than 45%, by 2029. According to estimations by Organisation for Economic Co-operation and Development (OECD) the GDP of India can raise by 12% if it can close the gender gap by 2030. Research has also found out that tailored pro-growth and pro-gender policies can result in increase in growth by nearly 1.5 to 2.4% per annum¹². Women still earn less than men earn and are mostly occupied in low paid jobs. They often do not have easy access to credit and other income generating activities and are still under represented at management and policy level. In view of above situation the present study was undertaken to an understanding of the nature and extent of the empowerment of rural women through involvement in income generating activities and subsequently with the expectation of helping the researchers, extension personnel, policy makers and women to establish empowerment¹³.

The problem of unemployment is haunting the minds of planners, economists, political leaders and social reformers of India since long. Unemployment has been more server than urban unemployment in India, for the solution of rural unemployment; wage employment programmes were stressed in labour surplus economy like India. The poverty and unemployment in rural India cannot be alleviated merely through government policies. The problem goes far deeper than merely rectifying the economic conditions of the poor people¹⁴. Much of the literature on skill has focused on general education and its extension, technical and vocational education. Attention is also given to other forms of skill development ranging from apprenticeships and enterprise training to skill development taking place outside the workplace in non – formal training provided by government and non – government bodies. This literature examine the impact of different forms of skill development on employment and earning with the expectation that skill make it easier for individuals to find work on leaving school

and became more productive and trainable once in the labour force. A considerable literature has surfaced around technical and vocational education and other form of skill development beyond formal education¹⁵. The gaps in many development countries between current reality and preferred future are enormous and the challenges for knowledge and skills development that will bring the future closer are therefore significant and substantial. More and more develop nation are or aspire to be what are called knowledge economies. The knowledge economy is not just a synonym for information economy or information society. In an age electronic, digital and satellite technologies, knowledge economies address how information and ideas are created, used, circulated and adapted at an accelerating speed in “knowledge – based communities¹⁶”.

Skill and knowledge are key drivers of micro economic growth and socioeconomic stability appropriate policies for the skill development occupy a dominant place in the development of economy. According to five year plan, India has set aggressive goals for faster and sustainable economic growth of nation. With the demographical dividend, India needs to impart adequate skills to its workforce. Skill development has emerged as national priority for which a number of measures have been taken and in process for future. In this context, present paper studies and analyses the present status of skill development and the challenges India faces while implementation of different initiatives and strategies¹⁷. Women’s enterprises tend to be relatively small, have informal structures, flexibility, low capital needs, modest educational requirement, high labour intensity, and depend on local raw materials. They are also characterized by their dependence on family labour and limited technical and managerial skills. Commonly, these enterprises are not registered, maintain no business records and do not have access to credit from formal credit institutions.

There has been an increased concern for developing the skill of women. Many factors can contribute to the socio – economic development of women such as land, technology, credit, employment etc. Of these various factors, access to credit constitutes the crucial input for their ability to earn an income, leading to an increase in their status and autonomy. In short, it contributes to their holistic development¹⁸.

Statement of Research problem:

In the effect of Globalization is growing rapidly and migration is increasing from rural areas to urban area due to urbanization the government has set up poverty reduction and infrastructure programmes in the all areas of Andhrapradesh especially in urban. The government of Andhrapradesh has introduced the new innovation training programmes for women with reference to APSSDC urban areas to eradicate poverty and empowering the women. The main objectives of skill development programmes are to enhance the skills in various categories of people of Andhrapradesh, through APSSDC programmes to acquire empowering economical sustain, to eradication of poverty and community development although, the financial needs of the poor women. If they could not participate in the economic development of the country and thereby they could not improve their living conditions so they need to overcome this problem.

The Objectives of the Study:

The main goal of this study is to seek clarity in the empowerment expansion through skill development programmes for Indian women communities and they are specific objectives of the current study are:

- ❖ To study the multidimensional role of women inside and outside of the family.
- ❖ To study the impact of the skill related programmes on empowering women in education, economic aspects.

- ❖ To study different areas of social implication of women empowerment on welfare policies and provisions in India.
- ❖ To study the functioning, decision-making, collective action through education and training programmes.
- ❖ To study the present system of regulation of the education, training and skill development sector in India to assess the opportunities available for in India.

Limitations of the study:

A total of 20 above training partner's institution's in Visakhapatnam they have been operating in the Visakhapatnam Division. Hence, in the present study, the respondents from all the five training partners' institutions have been taken into account. Since, the operations in all these institutions and uniform; the infrastructure facilities and the scope of skill development training programmes at each institution's have been observed by me it is same uniform in nature.

Need for the study:

Researches does their research on women empowerment through skill development programmes are slight in India and abroad. As it is an important area of research, this study has been taken up to throw some light on the education and economic right of women empowerment in this society. The Government is expansion programmes whole over in the world and it is true that the Governments are "thinking globally". The role of women empowerment has been increasing from time to time to generating the employment and generating income from applying their skills in various organizations in the globe and also they need to manage women for competitive advantages, challenges over several organizations, this study is carried out for an important aspect of Indian society and it is need to come to from that issues and problem.



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