

EMPOWERING WOMEN THROUGH SKILL DEVELOPMENT PROGRAMME: A CASE STUDY OF JAN SHIKSHAN SANSTHAN, SURAT

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Abstract

Women participation and empowerment are fundamental women's rights to have control over their lives and put forth influence in society. Skill is the bridge between job and workforce. Women often have different training needs than men, since they are more likely to work as contributing family workers, subsistence farmers, home-based micro entrepreneurs, or low-paid seasonal laborers, in addition to handling their domestic work and care responsibilities. Skills development are key to improving household productivity, employability and income-earning opportunities for women and also for enhancing sustainable rural development and livelihoods.

The aim of skill development through JSS, is not just simply preparing them for jobs; but also to boost their performance by improving the quality of work in which they are involved. The main purpose of this paper is to clearly highlight the impact of skill development on women empowerment. The researcher has used descriptive study to investigate the objectives. 50 women beneficiaries were selected as respondents to understand the feedback about the training received. This paper is significant as it tries to understand the basic need for empowering women to instill the required skills and abilities in order to empower themselves.

Keywords: JSS (Jan Shikshan Sansthan), women empowerment, women skilling and women development.

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Introduction

This article briefly presents the brief history of JSS, role and functioning of JSS in the promotion of skill development training courses among the women, objectives, target group, type and nature of skill development training programmes. Women play an important role in the development of a family and society. From last few decades, they have been actively participating in various economic & social activities, but their efforts remain unrecognized. Women Empowerment means giving them freedom or power to live the way they want. It allows them to identify their skills, knowledge & abilities to make their own decisions. It is a dynamic & growth process for women which includes awareness, attainment & actualization of skills. For the socio-economic development of any society, women empowerment is essential. Hence, it is important that women be a part of skill development. In India, women are now participating in various areas like – education, art and culture, service sector, sports, politics, media, and science and technology. They form a substantial part of the workforce - but the working percentage rate of women in the total organized labor force is declining. A large number of them are working in the informal sectors. This represents lack of employment opportunities and skills for women workforce. They can be motivated to develop their life skills – that will give them high paying jobs with better livelihood & confidence to earn for their family.

Most of the migrants from rural to urban areas are illiterate, unskilled and inexperienced. Unable to benefit from the developmental programmes of Government, they lack in education and skills, both vocational and technical which have left migrants unemployed or underemployed. Even those who are employed receive a meager sum as wage/salary and hence unable to make both the ends meet. Some women, have fallen prey to anti-social elements. Therefore a need of study is required for specialized education integrated with awareness and functional improvement.

The ShramikVidyapeeths constituted the special institutions to meet the need of the deprived sections in organized and unorganized sector in urban and semi-urban areas. The ShramikVidyapeeths were designed to offer educational programmes to satisfy the multifaceted needs of the target group identified in a community and the programmes were implemented in a manner that suited the target group. Need based educational scheme of polyvalent nature for the deprived sections implies a lot of flexibility in designing and implementing the programmes. This is what made the ShramikVidyapeeth a special non-formal educational centers.

Scheme of Jan ShikshanSansthan (JSS)

The Jan ShikshanSansthan (formerly known as ShramikVidyapeeth) is an innovative educational Scheme in the field of non-formal and continuing education and training for adults started by the Government of India in the year 1967, when the first ShramikVidyapeeth was set up at Mumbai (Worli). The distinct features of the

Sanshtan are: The flexibility characteristics of non-formal education, special target group of the socially, economically and educationally deprived sections of the society and the objectives of offering polyvalent education that is meant to provide the individual not only the skills to enhance his /her productive potentiality but also the knowledge necessary for him/her to improve the quality of life. These features distinguish the Jan ShikshanSansthan's from other educational programmes and institutions for adults.

Jan ShikshanSansthans are non-formal vocational educational institutions for adults. By linking literacy with vocational training, JSSs seek to improve the quality of life of the beneficiaries. In the beginning, these institutions were organizing vocational training and skill up gradation programmes mostly for industrial workers in the urban area. But after the introduction of the National Literacy Mission in 1988, almost the entire country has been covered by literacy campaigns and now JSS's are being set up in different districts in the country to consolidate the gains of the literacy campaigns and improve the quality of life through vocational training. The JSSs now have the entire district as their area of operation and they are expected to work as district level resource support agencies in organizing vocational training programmes for neo literates. JSS's in some places are also running continuing education centers and Nodal Continuing Education Centers.

Registration

JSS's are registered societies set up as non-governmental organization and the affairs of the JSSs are looked after by a board of management. The Government of India is keen that funds which are provided to these JSS's are utilized as per the approved pattern in meeting the needs of deprived sections of society and helping them to enhance their income generating capacities.

The scheme of ShramikVidyapeeth was renamed as Jan ShikshanSansthan in the year 2001. This programme is being implemented by the Ministry of Human Resource Development, Government of India through selected Non-governmental organizations. Along with the change in its name came, the change in its focus. A scheme that was meant for the industrial workers and their families was expanded both in terms of its clientele and focus and was extended to the rural areas. There was logic for its expansion. Total Literacy Campaigns launched after the setting up of the National Literacy Mission in 1988, had transformed the literacy landscape of the country and created an army of neo-literates who having realized the power of the written word, now wanted to use it to improve their livelihoods through skill development. The post- literacy programme had given a few of them the taste of vocational skills but the continuing education programme promised to extend it to many more beneficiaries. That became the rationale of setting up of more Jan ShikshanSansthans to match the needs of the districts.

Scope of vocational training and skills development programme

Vocational Training programme is introduced to enhance livelihood opportunities of women who are at a disadvantageous position and have scant exposure to technical skills and knowledge. The vocational training program for women aims to develop entrepreneurial skills among women.

Methodology

The Jan Shikshan Sansthan's through the country performs an important function in the development of the nation by providing skill improvement programmes to various sections of the society particularly to those coming from weaker sections including women. It is assumed that the training programmes through JSS leads increased the incomes from self-employment through income generation activities and employment in various institutions in proper families resulting in reduction in poverty levels. In this context the present study aims in understanding the function of JSS and their training programs and its impact on the target group in the Kadodara, Satadhar, Dhindoli, Bardoli, Aavas area of Surat Jan Shikshan Sansthan.

Objectives of the study

1. To study the present socio - economic and demographic profile of the trainees and families in centers.
2. To study the impact of skill development programs on socio - economic life of women who accessed training in the selected JSS.
3. To know feedback of effectiveness of vocational training provided by JSS.

Research Design

The researcher used descriptive study to understand the perception of the respondents towards the effectiveness of training and development programme in JSS, Surat. The study focuses on the influence of various dimensions of training and development and their effectiveness.

Research Area

Study conducted in Kadodara, Dhindoli, Satadhar, Aavas, Bardoli area of Surat JSS.

Sample

The researcher selected 50 respondents (the beneficiaries of the skill development programme) as the sample of the study of Kadodara, Dhindoli, Satadhar, Aavas, Bardoli area of Surat JSS.

Sampling Method

The researcher used Simple Random method for selecting the unit for the study. The researcher were randomly selected to collect the data.

Tool of Data Collection

The researcher used Interview schedule as the tool for collected data.

Major Findings

Profile of respondents

The researcher found that 35% trainee are between the age group of 20 to 30 years and 6% respondents are between the age group of above 40 year. 8% respondents are illiterate, 48% respondents have complete secondary education.

Social profile

52% respondents are married 20% respondents belong to SC caste, 28% respondents are belonging to ST caste, 34% respondents belong to OBC caste, and 18% respondents belong to others.

Socio - Economic impact

The researcher found that 62% respondent's monthly income is between Rs. 3,000 to 5,000 which is a supplementary income to meet the needs especially in the present era with the growing needs.

Selection of Course

With regard to selecting the course, it was found out that 28% respondents have taken vocational training of beauty culture, 28% respondents have taken vocational training of dress making and embroidery, and 28% respondents have taken vocational training of fashion designing. It indicates that demand of the course and its sustainability. 80% respondents are engaged in business after taking training. Majority of the respondents are seen to be occupied with the self-owned business. The reason for this is their choice of freedom in ownership. And it indicates that the mobility remains within their native or near to their native which makes them feasible to dedicate their time in the business. Majority of respondents have got information about Jan Shikshan Sansthan from the institution itself.

Changing the Livelihood

Most of the respondents indicates (94% respondents) found that vocational training is beneficial to them with regard to supplementary source of income to meet their needs. 4% respondent's say that improvement is required in training provided by JSS. 2% respondents said that facilities provided JSS is not enough.

56% respondents save money in Sakhi Mandal. While 58% respondents do not regularly save money. This shows that the money which they earn remains barely during the end of the month. 60% respondents save Rs. 100 to 1000 per month. 58% respondents live in joint family. 98% respondents family member take husband's, in-laws opinion in any important decision.

Problems Still Faced By Women after Getting Proper Skills

Even after proper training, it is not easy for them to get a job – due to

following reasons:

- Too much competition for gender bias, family issues & long working hours.
- Early marriages & traditional protocols, do not allow them to stand independently in their career path.
- Even after getting a job, many women are paid less as compared to males.

Conclusion and Suggestions

The scope of workforce development should be comprehensive, attending to the interface between local context, mechanisms and implementation contexts, which shape engagement in, and the impacts of, workforce development. Suggestions based on the findings, some suggestions are given to the company and to the employees. Greater awareness about the objectives of the training and development programme must be created among the trainees at the time of their nomination for the training so that it helps the trainee easily understand and attain the objectives and goals of the programme. Trainees must be motivated to take up Training Programmes regularly to update their skills and learn new technique to perform their work effectively and efficiently. Objectives of the training programme must be in line with the need of the trainee and must be clearly explained to them and so that they can be easily attained. Superior quality of training materials and training aids provided to the trainee will increase their involvement and participation for the training which in turn help in their performances. Duration of the sessions could be extended and training related with the new machinery, techniques and methods of operation could be given more emphasis. Training Programme must be given importance according to the expectations of the employees. Jan Shikshan has to organize more vocational training programme and make people aware about vocational training programme and its importance in life. JSS have to try improving quality of training, organize more vocational training center in rural area and for back-ward classes also, so that they can also improve their life and be self-independent.

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