

SOCIAL EMPOWERMENT IN MADURAI DISTRICT-SKILL DEVELOPMENT, EMPLOYABILITY THROUGH SKILL INDIA SCHEME

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Abstract:

Purpose

– The objective of the present study is to study the effective skill India development programmes in enrichment of Social empowerment in Madurai district.

Design/methodology/approach:

The study approaches Qualitative research using descriptive method of research design.

Findings:

By adopting Kirkpatrick’s training model it was noted the most influencing variable is found to be Response factor, Learning factor, application factor of the training programmes is achieved which in turn the outcome of the programmes is yielded one.

Practical implications

– The practical implications are about selection of trainees for the programme, are having influence on energy and effort invested on the programme and the outcome is also correlated.

Originality/value

– Through KALVI educational trust respondents were selected for the study, sample size is about 110.

Paper type: Empirical Research Paper

Keywords: Social Empowerment, Employability, Skill India.

Introduction:

“Empowerment” is a hubbub world in India used by academicians, social activist, politician, business magnets and even for common people. Basically it expresses the attitude of the people who crave for power and self-sufficient. In management connotation it can be termed as decentralization of power and authority. In nutshell it talks about the participation of backward sections of the people, including special reserved people in decision making. In Asia, Africa and latin America viewed that social empowerment means to achieve an alternative future society. Empowerment as a concept was discussed in the International Conference in 1985 at Nairobi. The conference defined empowerment as a redistribution of social power and control of resources in favor of all the people¹. Empowerment is the process of equipping a person or group of persons with the power towards the development. Among the various empowerment activities the role of the societal are more significant. Social Empowerment is achieved through skill development programmes like Vocational training programmes is introduced to develop the livelihood opportunities for the people from backward areas and communities. This branded programmes aims to develop entrepreneurial skills among the people as it is driven by knowledge and a nation’s competitive advantage in the global economy. It is a notable realization that availability of educational opportunities to all segments of the society irrespective of their culture and caste will successfully lead to self-sustained population.

Objectives of the study:

To study the effectiveness of skill India development programmes

To study the relationship between skill development and employability that leads to social empowerment.

Role of Skill development programmes in Madurai district:

India's first Premier Late Jawaharlal Nehru and the members of the Constituent Assembly responsible for drafting the Indian Constitution (1950) sought to address the social and educational disparities of analphabetism and racism by expressly prohibiting discrimination on grounds of religion, caste, age, race or birth in education ..

Current educational policy on structure and access is focused on the D.C.Kothari Commission's goals, the recommendations of which form the basis of the National Education Policy of 1968. The first Ten years were to be nonselective and provide a well rounded general education available to all children. After the first ten years of general education the system would become highly selective and provide opportunities in both the academic and vocational streams. (Nick Clark: 2006)

There are two commonly used terms in India for the vocational education system one is vocational education and other vocational training. Both are the pillars for the skill development.

Reasons for Economic empowerment in Madurai

Economic and social developments go hands in hand only when social empowerment is in the main stream of progress. It is possible through the existence of skill development centres / programmes. These kind of programmes makes people empower i.e., economic freedom and to create large scale awareness with the active participation of the candidates. Basically these skill development programmes actively provides employment and also it promotes entrepreneurship ability. It is estimated that half of the population of this city will become productive and creative. This is the emergency need for any developing countries like India. As of 2011, the district had a population of 3,038,252 with a sex-ratio of 990 females for every 1,000 males. Total population to Tamilnadu its add about only 4.21%. Average literacy was about 83%. Quite fascinating facts about Madurai is Some streets are named after the businesses done by the residents in that area. Eg., Valaiyal kaara theru (Bangle Mercent Street), Nel Pettai (Paddy Selling Area), Thavittu Sandhai (Husk Selling Area) , Chithiraikaara theru (Artisans Street). Skill development schemes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), TNSDC, PMGDISHA, NRLM, NRUM.

The majority of the informal sector workers had worked for a period of 181 to 300 days which can be considered stable. As skill level rises, there will be a tendency to enjoy leisure among the workers.

TYPES OF EMPLOYMENT

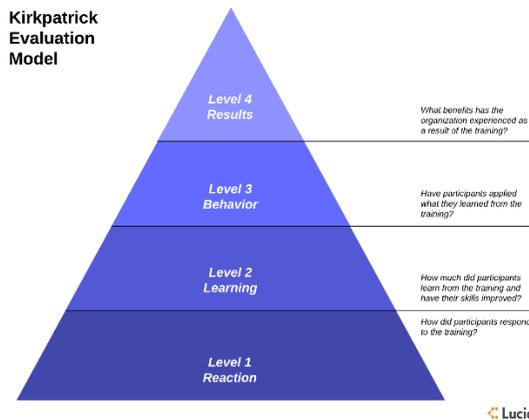
Sources of Employment	Profession										Overall
	Construction Workers	Vegetable Vendors	Street Vendors	Workers in Shops and Hotels	Rickshaw pullers	Tailors	Washermen	Hair-dressers	House-maids	Loadmen	
Self-Employment	15 (21.43)	58 (82.86)	62 (88.57)	12 (17.14)	64 (91.43)	59 (84.29)	66 (94.29)	57 (81.43)	10 (14.29)	9 (12.86)	412 (58.85)
Wage Employment	55 (78.57)	12 (17.14)	8 (11.43)	58 (82.86)	6 (8.57)	11 (15.71)	4 (5.71)	13 (18.57)	60 (85.71)	61 (87.14)	288 (41.15)
Total	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	70 (100)	700 (100)

Source: Survey Data.

From the surveyed data it can be concluded that more than 50% of the respondents are belonging to informal sector i.e., by self employment, and small business. By providing skill development we can enhance social empowerment of the city.

Research model conceptual frame work:

Kirkpatrick's model for analyzing the training effectiveness.



Review of Literature:

Meaning of Skill:

'Skill' as described via the NSSO skill any marketable ex-pertise alternatively acquired, irrespective of whether marketed or not, whether or not the intention is to market it or not. (b) A individual who has received a certificate or diploma in an gorgeous subject is enumerated as professional along with the individual who has acquired the skill except acquiring any such certificates or even barring attending any institution. (c) If a character has obtained skill in extra than one trade, talent in which that character is extra knowledgeable is regarded to be his/her skill. (d) It is placing that there is no frequent list of skills. The skill composition in the case of team of workers differs from the talent composition of the non-workers. (e) The fiftieth round of the NSS informs us of the stock of expert labour force but the fifty fifth spherical informs only of the talent com-position of the non-workers. (f) The talent codes in the 50th spherical are in all 30, whereas in the case of fifty fifth round the total wide variety is 41 In the former, washerman and craftsman have been excluded however in the latter they have been included. Silversmith in the fiftieth spherical has been coded one at a time but in the fifty fifth round both silversmith and goldsmith have been assigned a common code. Word processor, pc programmer and information entry operator are sparkling additions in the fifty fifth round underneath three distinctive ability codes.

Skill Development and Education

Unemployment by level of education. Second, state among educated youths specifically by level of secondary and higher than education. (a) state by level of education: it's determined from Table three that rather than lower share in state of the labour force of the upper academic levels, lower the amount of edu- ion, lower is that the percentage. Among the non-literates it's the bottom. Quite contrary to that, the graduate and higher than cohort show the best incidence of state. clearly there's a requirement bottleneck within the case of the educated labour force. The non-literates, literate up to primary and people at middle level education might not have something to try and do with their academic endowment and rather education in their case didn't become a restraining issue to underemployment. (b) state by level of instruction and higher than: Table 4a depicts the state rates amongst the educated youths by level of instruction and above. It conjointly demon- strates the unemploymentrates among youths as awhole (Table 4b). The figures area unit quite telling. For our purpose it's not vital that state rates area unit showing a declining trend. what's very vital is that as against the state rates amongst youths as an entire the state rates amongst

secondary and higher than educated youths area unit formidably higher all told the ordered rounds of the survey, be it rural, urban, or each combined.

Skill development and Employability:

It can be take in different way that the question of graduate identity has not even defined by now, but it is not question of graduation it is about skill development. The following are the basic reasons for the above mentioned concern. First, the concept of what a graduate is has undoubtedly been affected by the humungous growth of higher education. Second there is huge gap between the industries expectation and products produced in university. Finally it depends upon the candidate, employer and the environment size. Holmes(2001) stating that there is a point difference of opinion with the existing matter of graduate employability in terms of skill acquisition. The skill approach might have different path of identification. The skill approach and graduate may have different path of identification as because skill factor performance should be measurable and observable. Skill Performance, as Holmes suggests, depends upon interpretation of a situation but this ability to interpret cannot be measured in any readymade tool. Interpretation itself is a multifaceted activity depending on both understanding a situation in terms of its experience and understanding the units responsible for practicing it. Dearing (1997) to Leitch (2006) The official, government view to graduate employability is skill based. But again it raises so many questions about the fact of employability. Significant research taken by Mason et al. (2003) briefed by Cranmer(2006) called into debatable question of the efficacy of skill provision in higher education. Their major conclusion of research provides the enlighten that employers most accepting fact is most needed skills can be developed in On the job training not by higher education from universities. Adopting the USEM model (Understanding, Skillful practices, self efficacy beliefs and meta cognition) they sought to develop a sophisticated concept of employability. The other paradigm shift in the Indian economy is a demographic one, with necessary implications for skills. The GDP growth has itself contributed by the increase in the proportion of knowledge driven working age population in total population. This is called as demographic dividend. It can be rewarded to any nation once in their life time, i.e., that nation can enjoy benefits from the working age population falls under the category of 15-59 years to dependent or non-working population i.e., below 15 years and above 60 years. When the share of population above 60 years goes over 10% of the total population, the Un defines that society is comes under the category aging group.

Skill development and self employability:

Singh Nagendra (2000) entitled entrepreneurship has achieved the growth of indigenous entrepreneurship after independence of our country. The involvement of entrepreneurship is inevitable in both economic and social development of the states. Berna(2001) insisted the the characteristics of Tamil Nadu entrepreneurs such as Capital, family back ground, experience and technical knowledge about the business. D.Himachalam(2000)EDP has lost its sight i.e., it fails attract the people what they are meant for. Therefore he puts forth a few suggestions: (i) the entrepreneurs should be provided with more and more information on various aspects of EDP. (ii) there should be suitable organizational arrangements for disseminating information about appropriate technology to the proposed entrepreneurs (iii) Entrepreneurs should be provided with full assistance not only in preparing project reports but also in meeting financial requirements (iv) preparation of directory of industrial technical and management experts and (v) intensive efforts should be made to impart more technical training to the entrepreneur trainees.

Schemes taken for study

Third-Party Administrator (TPA):

A third-party administrator is a company that provides operational services such as claims processing and employee benefits management under contract to another company. Insurance companies and self-insured companies often outsource their claims processing to third parties.

TNSDC

Tamil Nadu Skill Development Corporation was formed with a vision to transform the state into skill hub by skilling the youth and enhance their employability to match the expectations of the Industry. Since 2013 it is functioning as a Corporation under the Labour and Employment Department. TNSDC has been declared as the State Nodal Agency for Skill Development by the government

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

It is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood.

PMGDISHA

The Scheme has been initiated with the vision to empower at least one person per household with crucial digital literacy skills by 2020. This is expected to touch the lives of more than 250 million individuals over the next few years. PMGDISHA is an effort to complement government's vision to transform one from each household as digitally literate. The project aims at helping adults with low technological literacy develop the skills they need to interact in an increasingly digital world.

NRLM

National Rural Livelihood Mission is a poverty alleviation project implemented by Ministry of Rural Development, Government of India. This scheme is focused on promoting self-employment and organization of rural poor.

NRUM

The National Rurban Mission (NRuM) follows the vision of "Development of a cluster of villages that preserve and nurture the essence of rural community life with focus on equity and inclusiveness without compromising with the facilities perceived to be essentially urban in nature, thus creating a cluster of "Rurban Villages".

National Apprenticeship Promotion Scheme (NAPS) is a new scheme of Government of India to promote apprenticeship. It was launched on 19th August 2016. Apprenticeship Training consists of Basic Training and On-the-Job Training/Practical Training at workplace in the industry.

Research Methodology of the study:

In this study Qualitative research was conducted, adopting descriptive method of research design for analyzing the Social empowerment in Madurai district.

Convenience and stratified random sampling method were used. Sample size is 110,

Statistical tool used percentage analysis, weighted average analysis, frequency analysis, regression analysis test, H test,

Analysis and Findings:

DEMOGRAPHIC VARIABLE TABLE

Variables	Frequency	Percentage Analysis
Age		
<18-22	39	36
23-27	48	44
28-30	12	11
30-35	9	7
>35	2	2
Education		
8 th	1	1
10 th	22	20
12 th	40	36
UG	39	36
PG	8	7
Gender		
MALE	33	30.0
FEMALE	77	70.0
Parental / Guardian Education		
8 th	55	50
10 th	20	18
12 th	26	24
UG	8	7
PG	1	1
Parental / Guardian Occupation		
Govt	3	3
Private	12	10
Self-Emp	94	86
Homemaker	1	1
Parental/ Guardian Income		
<18000	100	91
18000-25000	7	6
25000-30000	1	1
>30000	2	2
Marital Status		
Married	52	47
Unmarried	56	51
Others	2	2
Residential Location		
Rural	96	87
semi-urban	10	9
Urban	4	4
Siblings		
1	45	40
2	42	38
>2	17	16
no siblings	6	6

Test Applied	P value significance	Test of Hypothesis
U test	0.000(Significant) associated U value is 762.500	There is a significant difference between gender of the respondents and their economic empowerment
H test	0.000(Significant)	There is a significant difference between residential place of the respondents and Job condition matches with the training programme
H test	0.502 not significant	There is no significant difference between education level of a respondent and their empowerment by this training

Hierarchical Regression:

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	RF ^b		. Enter
2	LF ^b		. Enter
3	AF ^b		. Enter

a. Dependent Variable: Reslt

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734 ^a	.538	.534	.48375
2	.734 ^b	.539	.530	.48583
3	.825 ^c	.680	.671	.40656

a. Predictors: (Constant), RF

b. Predictors: (Constant), RF, LF

c. Predictors: (Constant), RF, LF, AF

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.488	1	29.488	126.008	.000 ^b
	Residual	25.274	108	.234		
	Total	54.762	109			
2	Regression	29.507	2	14.753	62.507	.000 ^c
	Residual	25.255	107	.236		
	Total	54.762	109			
3	Regression	37.241	3	12.414	75.100	.000 ^d
	Residual	17.521	106	.165		
	Total	54.762	109			

a. Dependent Variable: Reslt

b. Predictors: (Constant), RF

c. Predictors: (Constant), RF, LF

d. Predictors: (Constant), RF, LF, AF



Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.093	.346		.269	.788
	RF	.973	.087	.734	11.225	.000
2	(Constant)	.056	.372		.151	.880
	RF	.959	.101	.723	9.493	.000
	LF	.023	.082	.021	.282	.779
3	(Constant)	-.268	.315		-.852	.396
	RF	.238	.135	.179	1.762	.081
	LF	-.090	.070	-.084	-1.278	.204
	AF	.902	.132	.711	6.840	.000

a. Dependent Variable: Reslt

Excluded Variables^a

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	LF	.021 ^b	.282	.779	.027	.743
	AF	.680 ^b	6.708	.000	.544	.296
2	AF	.711 ^c	6.840	.000	.553	.279

a. Dependent Variable: Reslt

b. Predictors in the Model: (Constant), RF

c. Predictors in the Model: (Constant), RF, LF

From the above analysis R values(0.734,0.734,0.825) are more than 0.5 indicates strong correlation between the independent variables and the dependent variable. R² indicates 68% Of level of influence caused by the independent variables. In ANOVA table all the constructs indicates significance values. In the regression table it is noticed that application factor(AF) has more amount of influence on result comparing with Response factors(RF), learning factors(LF).

Model Fit Summary:

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	68	1120.063	428	.000	2.617
Saturated model	496	.000	0		
Independence model	31	2963.076	465	.000	6.372

RMR, GFI

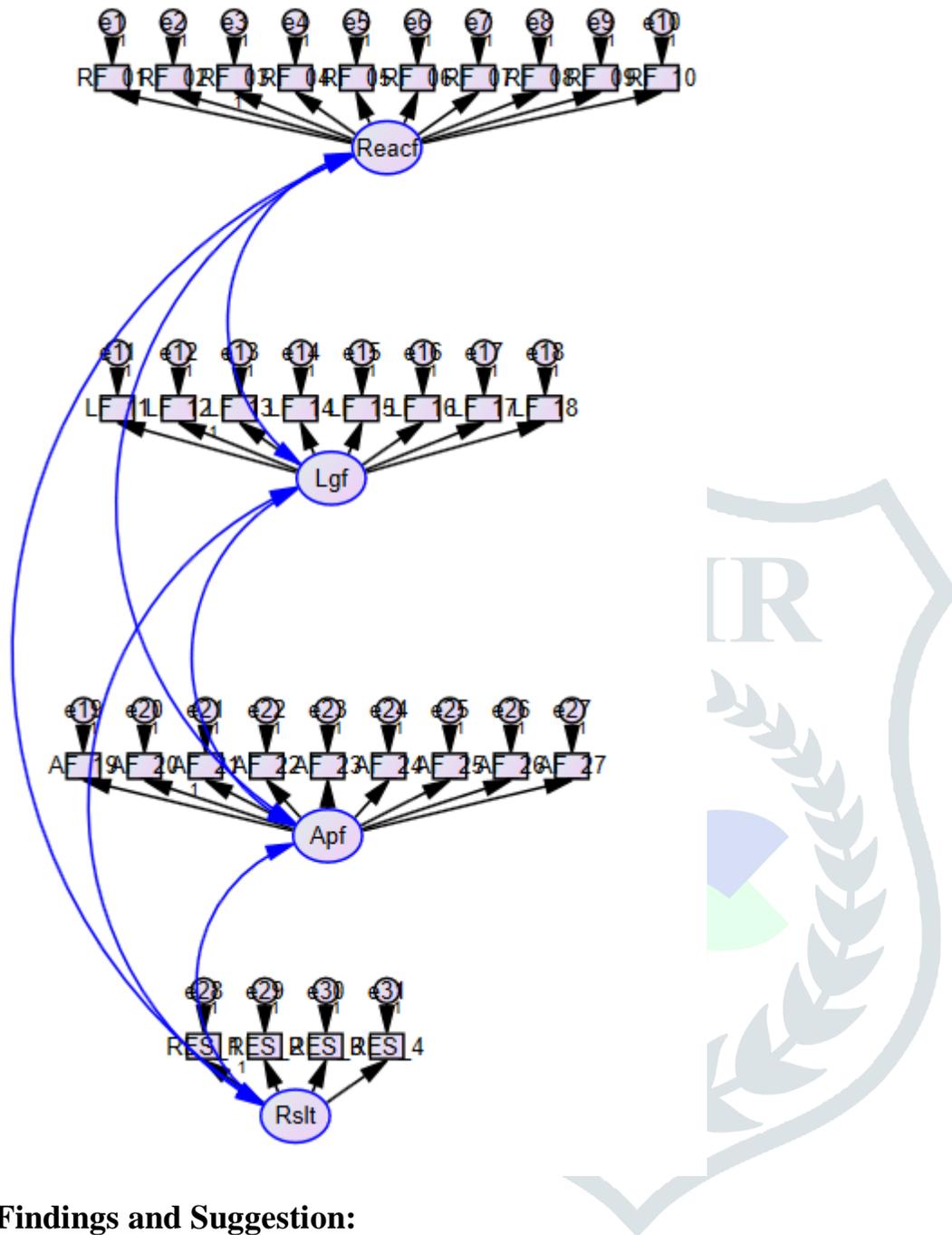
Model	RMR	GFI	AGFI	PGFI
Default model	.079	.605	.543	.522
Saturated model	.000	1.000		
Independence model	.269	.136	.079	.128

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.622	.589	.727	.699	.723
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.122	.113	.131	.000
Independence model	.222	.214	.230	.000



Findings and Suggestion:

We are interested in the relationships of Skill India training and effectiveness on employability and performance. In this line of research we have adopted Krikpatrick’s training model as the known theoretical as well as research framework for our study.

In this analysis Model1 typically includes response factor as predictor variable for dependent variable Result of the training programme.

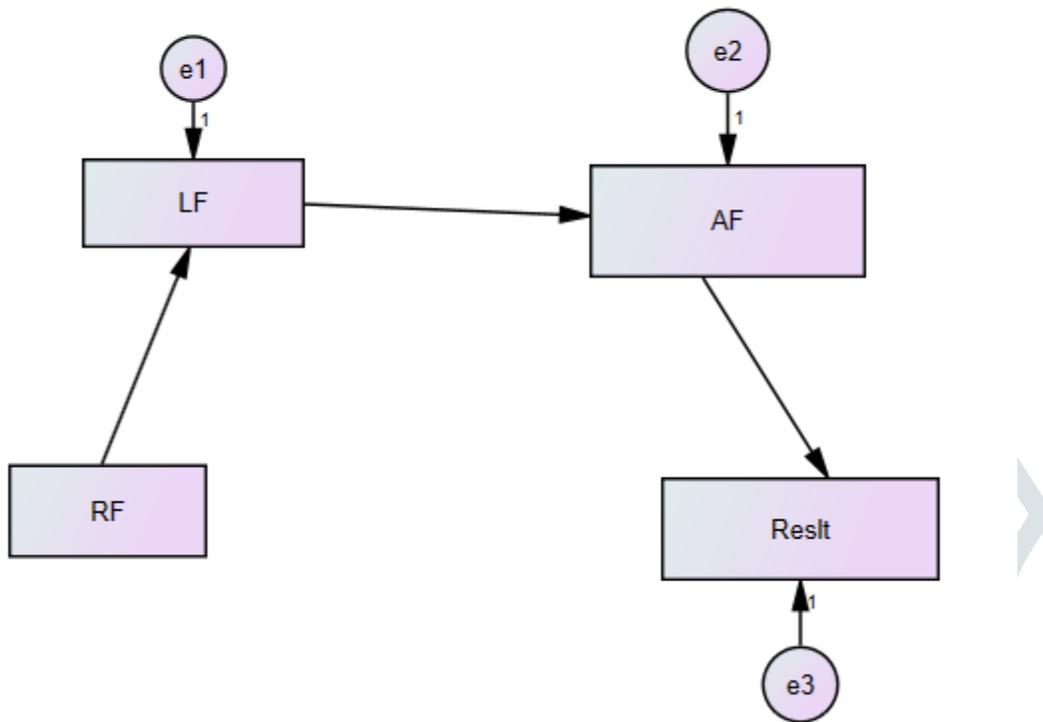
Model1 Result=Intercept + Response factor(R2 value 53.8)

Model2 Result= Intercept + Response factor + Learning factor(R2 53.9)

Model3 Result = Intercept + Response factor + Learning factor + Application factor (R26.8%)

Our research interest is whether model3 explains the DV better than model2 and model1.Both R value and R2 value are higher than rest of the model which are taken for the measurement and explains the variance about .75 and its statistically significant.

Research Model:



CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	7	106.490	3	.000	35.497
Saturated model	10	.000	0		
Independence model	4	295.574	6	.000	49.262

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.081	.757	.191	.227
Saturated model	.000	1.000		
Independence model	.185	.434	.057	.261

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.640	.279	.646	.285	.643
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.563	.474	.657	.000
Independence model	.665	.602	.731	.000

Conclusion:

Since from the independence the socio-economic equality remains a major challenge for the Government. In order to succeed, our Government had launched various skill development programmes for generation of self employment in rural areas. We can conclude here as a humungous improvement in the life of the respondents who have taken this training programme and application of the same their job environment.

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