Chapter 7

HRD STRATEGIES FOR WOMEN EMPLOYEES’ UPLIFTMENT IN SULTANPUR DISTRICT
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Numbers of strategies for women employees’ upliftment have been formulated by state government and Sultanpur district is not an exception. All the government schemes are applied properly here in Sultanpur District also. These are being applied in different forms. Various strategies have been formulated for this purpose here in Sultanpur District. These are:

7.1 Poverty eradication and HRD strategies:

The overriding objective of a country’s policy and planning is to raise the standard of living and enhance the productive capabilities of its people. With over a billion people, this challenge is particularly daunting for a developing country such as India. An effective strategy for tackling the problems of poverty, development and environment should encompass simultaneously demographic issues, enhanced health care and education, the rights of women, the role of indigenous people and local communities and democratic participation process in association with improved governance. Integral to such action is, together with international support, the promotion of economic growth in developing countries that is both sustained and sustainable and direct action in eradication of poverty by strengthening employment and income-generating programs. It is recognised that poverty is a multi-faceted phenomenon going beyond lack of adequate income and must be viewed as a state of deprivation.
spanning the social, economic and political context of the people that prevents their effective participation as equals in the development process.

This recognition has resulted in a renewed focus on education and health—critical for capacity building—and other social and environmental factors that have a direct bearing on the state of well being (Planning Commission, 2002). Since Independence, the government has accordingly followed a three-pronged strategy for poverty eradication, which comprises:

□ Economic growth and overall development

□ Human development with emphasis on health, education and minimum needs, including protection of human rights and raising the social status of the weak and poor

□ Directly-targeted programs for poverty alleviation through employment generation, training and building up asset endowment of the poor. Economic growth enables expansion of productive employment and generation of resources, which are vital to support any form of intervention for eradication of poverty.

Since 1991 India has undertaken trade reforms, financial sector reforms, and removal of controls, which primarily were introduced with the objective of improving efficiency and productivity to accelerate growth. The ultimate objective of such reforms was ensuring the expeditious eradication of poverty. Adequate precaution was taken to protect the poorer sections of the society against the
short term effects of these changes. This was done mainly through increased allocation of resources for programs for poor in the national plan and sharpening the focus of such programs on the poor. The Central support for human resource and social development in the country has progressively increased through the 1990s. The Central Government’s expenditure (plan and non-plan) on education, health, family welfare, nutrition, sanitation, rural development, social welfare etc. has increased from Rs 9608 crore in 1992-93 to Rs 40,205 crore in 2001-02 (budget estimates). As a proportion of total expenditure the combined plan and non-plan Central expenditure on these areas has increased from 8.1% in 1992-93 to 10.7% in 2001-02 (MoF, 2002).

Most programs are implemented at the block/village level, where local bodies and Panchayati Raj Institutions (PRIs) play a significant role together with NGO’s. The enactment of the 73rd and 74th Amendments of the Constitution have provided a framework for decentralization of governance and local participation in the formulation and implementation of plans for economic development and social justice including environmental protection and provision of basic services like water supply, sanitation and solid waste management.

Sector programs

Following are the departments which lead to empowerment of women in India and Sultanpur District is not an exception. Local administration ensures to implement most of these plans at local level to strengthen the women conditions in Sultanpur District.
M o H F W: Ministry of Health & Family Welfare
D o F W: Department of Family Welfare
D o H: Department of Health
M o H A: Ministry of Home Affairs
D o H A: Department of Home Affairs
M o H R D: Ministry of Human Resource Development
D o W & C D: Department of Women & Child Development
MoTA: Ministry of Tribal Affairs
M o S J & E: Ministry of Social Justice & Empowerment
N C M: National Commission for Minorities
N C SCc & STs: National Commission for Scheduled Casts & Scheduled Tribes
M o L: Ministry of Labour
D G E & T, WTD: Directorate General of Employment & Training, Women Training Directorate
M o S C I & A & R I: Ministry of Small Scale Industries & Agro and Rural Industries & Agro and Rural Industries
D o E: Department of Education
D o W C D: Department of Women & Child Development
D G H S: Directorate General of Health Services
MoRD: Ministry of Rural Development
MoUD&PA: Ministry of Urban Dept. & Poverty Alleviation

The HDI (human development indicator), a composite measure reflecting health, education and economic attainment/deprivation for the country, has shown improvement by nearly 26% in eighties and another 24% in nineties (Planning Commission, 2002). The Human
Poverty Index (HPI) recently formulated for the country is an attempt to capture poverty in its various dimensions, including access to minimum services, reveals that the proportion of the deprived at the national level declined from about 47.3% in the early eighties to 39.4% in early nineties in line with the head count measure of poverty (Planning Commission, 2002). However, there are considerable variations in terms of the rural-urban incidence as well as at the state level. The rural-urban ratio for the proportion of the HPI is nearly twice as high as that on the head count ratio of poverty, possibly reflecting the lower levels of basic amenities in rural areas. At the state level, while the HDI declined in all states, interstate differences have persisted.

**Employment and labor welfare**

An important objective of development planning in India has been to provide for increasing employment opportunities not only to meet the backlog of the unemployed but also to accommodate additions to the labor force. A two pronged attack on rural and urban poverty has been launched in the country through wage employment and credit linked self-employment schemes. The Government, from time to time has undertaken several programs and enacted legislation to reduce the incidence of unemployment and improve the welfare of labor both in the organized and unorganized sectors. Policies eliminating child labor and, enhancing employment opportunities for women and disadvantaged sections of the population are also given high priority.

In addition, elimination of the gap between skills required and available has been a major focus of human resource development in the country, with emphasis also on enhancing the skills and
productivity of workers through vocational training and education. One of the main sources of such training is the Industrial Training Institutes (ITIs). Other initiatives include the Ministry of Labour's National Vocational Training System, the oldest training set-up and a number of organizations in sectors such as small industry, the khadi and village industries commission (KVIC), handlooms, tourism, electronics, medical technicians, agriculture and rural development also provide sector-specific training.

Other initiatives include creation of necessary infrastructure (e.g. Pradhan Mantri Gramodaya Yojana) and setting up of employment exchanges as sources of information, counseling and guidance to employment seekers. States such as Gujarat, Maharashtra, Pondicherry, Tamil Nadu and Andhra Pradesh have been successful in setting up employment exchanges on a computer-linked network for efficient exchange of information on placement services. Various labor welfare programs including those catering to the interests of women (e.g. Equal Remuneration Act, 1976, National Policy on Child and Labor etc) have also been introduced by the Government.

These initiatives have been successful in ensuring higher employment levels of the organized sector. There has also been an increase in the real wages for unskilled agricultural labor, an indicator of change in quality of employment, at the all-India level (Planning Commission, 2001c).
Basic Amenities:

Safe drinking water and sanitation

Provision of sustainable housing facilities goes in tandem with access to safe drinking water and proper sanitation facilities. The 1991 Census reported nearly 62% of households in India with access to safe drinking water compared to 38% in 1981. The NFHS II survey revealed that share of population with access to safe drinking water was nearly 78% in 1998-99 while 64% of the households in the country did not have access to sanitation facilities compared to 76% in 1991 (Planning Commission, 2002).

The government has undertaken several initiatives to ensure availability of safe drinking water. The trend is towards greater community participation in the provision and management of basic services. One such program, Swajal, the Uttar Pradesh Rural Water Supply and Sanitation Project is implemented by the Government with World Bank assistance since 1996. Under this program, nearly 1000 villages have been covered in 12 districts of Uttarakhand with the aim of providing not only safe drinking water in rural areas but also community empowerment by converging a range of development initiatives including Non-Formal Education (NFE); Hygiene and Environmental Sanitation Awareness (HESA); and Women’s Development Initiatives (WDI). The program has been successful in promoting self-reliance amongst the local communities.

Another successful program is the Sulabh Sanitation Movement started by Sulabh International Social Service Organization, an NGO. The movement has demonstrated the use of low cost technology for providing sanitation facilities throughout the country especially to
the economically weaker sections. The key to the success of the Sulabh movement is creation of public awareness and enhanced community participation in implementation and maintenance of the infrastructure.

**National Policy for Empowerment of Women (2001)**

The goal of the Policy is to bring about advancement, development and empowerment of women. Specific objectives of the Policy include:

- Creating an environment through positive economic and social policies for full development of women
- The de jure and de facto enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres-political, social, cultural and civil
- Equal access to participation and decision making
- Equal access to health, education, career, vocational guidance, employment, equal remuneration, occupational health and safety, social security etc.
- Strengthening legal system aimed at elimination of all forms of discrimination against women
- Changing societal attitudes and community practices by active participation and involvement of both men and women
- Mainstreaming a gender perspective in development process
- Elimination and discrimination of all forms of violence against women and girl child
- Building and strengthening partnerships with civil society, particularly the women organizations.
7.2 Khadi and Village Industries:

During the Freedom Struggle, the development of Khadi and Village Industries was an instrument to meet the twin objective of self-reliance through local production and seeking active participation of the poor in the struggle for Independence through removal of hunger and unemployment. Their potential as an instrument of poverty alleviation was also recognised by our early planners. Accordingly, the Khadi and Village Industries Commission (KVIC) was created by an Act of Parliament to plan, promote and organise their systematic development and expansion.

While the output and employment of Khadi and Village Industries have grown manifold during the last four and a half decades, their role in the context of the new paradigm of development has been questioned. In particular, the effectiveness of the programme in terms of its employment generation capacity, resource-use efficiency and sustainability has come under attack from various quarters. At the instance of Planning Commission, the Programme Evaluation Organisation (PEO) undertook the evaluation of the performance, adequacy, effectiveness of the implementation mechanism and impact of the KVI programme.

Before Independence, the development of Khadi and Village Industries was entirely a non-governmental effort under the guidance of Mahatma Gandhi. After independence, the Government of India took the responsibility of bringing the development of Khadi and Village Industries within the overall framework of the Five Year Plans. Therefore, the Government of India set up Khadi and Village Industries Commission (KVIC), which is a statutory organization by
an Act of Parliament. This organisation came up in 1956 and it plays a pivotal role in the strengthening of rural economy by promoting and developing Khadi and Village Industries. The Khadi and Village Industries programme plays a predominant role in providing employment opportunities to rural artisans more specifically the socio-economic weaker strata of the society. Since agriculture sector has been losing its ability to generate additional employment opportunities for the fast increasing workforce in rural areas, the importance of Khadi and Village Industries Commission (KVIC) has increased to find an alternative and appropriate employment for rural people.

The functions of the KVIC are generally to plan, promote, organize and assist in implementation of programmes for the development of khadi and village industries. To achieve this, it undertakes:

(a) financing of eligible agencies
(b) training of persons employed or desirous of seeking employment in Khadi and Village industries, supervisors and other functionaries
(c) building the reserves of the materials
(d) R&D in Khadi and Village Industries sector
(e) promotion of sale and marketing of khadi and village industries products
(f) promotion and encouragement of cooperative efforts among the persons engaged in Khadi and Village Industries, etc.

The implementation of Khadi and Village Industries Programme in our country is a joint effort of the Khadi and Village Industries Commission, which is an Apex Organization at the Central level and the State Khadi and the Village Industries Boards, functioning in
various States and Union Territories. Though, the primary responsibility of carrying out programme of village industries lies with State Khadi & Village Industries Boards, they require drive and direction from central as well as state governments for the proper development of this sector. That is the reason when the Government of India decided to constitute a National Level Organisation in the name of Khadi and Village Industries Commission (KVIC). It emphasized the need for similar organisations in States also, to work in collaboration with the Central Organisation. Subsequently, the State Khadi and Village Industries Boards were constituted in all States and Union Territories.

7.3 Education:
Women and men in India enjoy de jure equality. Article 14 of the Constitution of India guarantees equal rights and opportunities to men and women in political, economic and social spheres, Article 42 directs the State to make provision for ensuring just and humane conditions for work and maternity itself and Article 51 (A) imposes upon every citizen, a fundamental duty to renounce the practices derogatory to the dignity of women.

However this de jure equality has not yet materialised into a de facto equality, despite the efforts made in the Five Year Plans. The First Five Year Plan sought to “promote the welfare of women” by helping them to play their legitimate role in the family and the community but emphasised that the major burden of organising activities for the benefit of the female population had to be borne by the private agencies. Five Year Plans continued to reflect the same welfare approach to women’s interests though they accorded priority to
education for both, men and women and launched measures to improve maternal and child health services and supplementary nutrition for children as well as expectant and nursing mothers.

It was the Sixth Five Year Plan in which the focus on women's interests shifted from 'welfare' and 'development'. Planners and policy makers began to recognize women not only as partners but also as stake-holders in the development of the country. The Seventh Five Year Plan saw developmental programmes which aimed at raising the economic and social status of women and at ensuring that they get the benefits of national development. This is when 'beneficiary oriented programmes' extending direct benefits to women in different developmental sectors began. There was a stress upon the generation of both skilled and unskilled employment through formal and non-formal education and vocational training. The Eight Five Year Plan had a Human Development focus. It tried to ensure that the benefits of development do not bypass women and it implemented special programmes for women to complement the general development programmes and to monitor the flow of benefits to women in education, health and employment.

The Ninth Five Year Plan was rather ambitious. It took up 'empowering women as agents of socio-economic change and development' as a major commitment. To begin with, it adopted the 'National Policy for Empowerment of Women', which among other objectives, sought to organize women into Self Help Groups to work for their own empowerment, accorded a high priority to schemes for maternal and child welfare and most importantly, made a bid at easy and equal access to education through the Special
Action Plan of 1998, plans for the free education of girls up to the college level (inclusive of professional courses) and vocational training.

Education as such, results in positive externalities. Not only does it have an intrinsic value in the sense of the joy of learning, reading etc, but it also has instrumental, social and process roles. Moreover education may spread through interpersonal motivation. When one individual sends her child to school, her neighbor is likely to do so as well. Women's education too, often spreads this way, more specifically, through same sex effects. i.e. an educated woman is far more likely to send her daughter to school than an uneducated woman. Also, she is likely to maintain better conditions of nutrition and hygiene in her household and thereby improve her family’s health (Sen 1997). The presence of a larger number of female teachers may encourage parents to send their daughters to school. Thus education is a fundamental tool for women’s empowerment.

7.4 Sarva Shiksha Abhiyan
The SSA was launched in accordance to the Eighty Sixth Constitutional Amendment for Universal Elementary Education (UEE) towards the end of the Ninth Five Year Plan in 2001 and was integrated with the District Primary Education Programme (DPEP). It was continued into the Tenth Five Year Plan. The aims and objectives of the SSA were rather ambitious. It was intended to ensure that all children were enrolled into the schooling system by 2003. All initially enrolled children were to complete five years of schooling by 2007 and eight years by 2010. By 2010, the SSA aimed to achieve universal retention.
The SSA was also an attempt to bridge gender and social disparities at the primary level by 2007 and at the elementary level by 2010. It was meant to improve access to education as well as the quality of elementary education.

**Education Guarantee Scheme (EGS) or Schemes for Alternative and Innovative Education (AIE):**

The EGS/AIE Schemes were launched under the SSA as successors to the Non Formal Education Scheme launched in 1979 and revised in 1987. These targeted not only out-of-school children but also hardest-to-reach children i.e. out of school girls, adolescent girls, school drop outs, children from habitations with no schools and working children. The target group was expected to comprise of children aged 6 to 14 and handicapped children aged 6 to 18. The EGS/AIE schemes covered 12 million people in 2003. The objective of the scheme was to enrol children between 6 to 8 years of age into school. It was intended to arrange motivational courses to this end, if necessary. Children of ages 9 to 11 in non formal schools were to be mainstreamed with the help of bridge courses and residential camps. Schools in school-less habitations were to be setup. Projects costing above Rs. 845 per child per annum for primary schools and above Rs. 1200 per child per annum would be approved by the Centre. Funding is done on a three tier system. EGS Centres and other State run Schools are funded on a 75:25 basis by the Centre and the States. Voluntary Agencies which run innovative schemes to enrol hardest-to-reach children into the schooling system are fully funded through Central grants. The Mid Term Appraisal of the Planning Commission recommended that EGS/AIE Centres should enrol the remaining 8.1 million out of school children (as of September 2004) and
mainstream the 12 million children in formal schools. Details about programme implementation for 2006-7 are rather surprising. For one thing, Bihar and Jharkhand have done remarkably well. Bihar had a target of having 1.2 million children enrolled in EGS Centres.

7.5 National Program for Education of Girls at an Elementary Level (NPEGEL)

The National Programme for Education of Girls at an Elementary Level was tarted in September 2003 as an integral component of the Sarva Shiksha Abhiyan. It sought to distribute free textbooks for girls till Class VIII, construct separate toilets for girls and to conduct bridge camps for older out-of-school girls. The NPEGEL aimed at ensuring that 50% of the newly recruited teachers were female and that learning materials would be gender sensitive. NPEGEL also intends to mobilise intensive community efforts and institute an innovation fund (for better enrolment and retention) per district.

As such, the NPEGEL provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at an elementary level through more intense community mobilisation, development of model schools in clusters and the provision of need based incentives like textbooks and uniforms. Concrete details of its implementation are, in fact, available. 29532 model schools or cluster schools (1 school for 8-10 villages) have been developed. 73788 teachers in educationally backward blocks have been sensitised to gender issues. 7713 additional rooms have been constructed in schools for space for teacher training and skill building for girls. Free uniforms have been distributed to 20 million girls in Educationally Backward Blocks. NPEGEL was expanded to 38748 clusters (8-10 villages) in 3122
blocks in 2006. According to the mid-term appraisal of the Tenth Five Year Plan by the Planning Commission, areas of concern with respect to NPEGEL are factors leading to low learner's achievement including poor classroom transactions, lack of pupil evaluation and low proportion of female teachers.

7.6 Mahila Samakhya (MS) Program
Launched in 1988 in accordance to the New Education Policy of 1986, the Mahila Samakhya Programme seeks to benefit women of all ages, especially those from socially and economically marginalized groups. It aims to integrate formal and non formal education for girls, education schemes for adult women and vocational training for girls and women. Launched as a pilot project in 10 districts in Uttar Pradesh, Gujarat and Karnataka in 1988, the Mahila Samakhya Scheme covered 9000 villages in 60 backward Districts in 10 States-Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerela, Gujarat and Uttar Pradesh as of 2000. 0.2 Million women had been actively mobilized.

7.7 Women and governance
One of the main functions of the government is to provide information with regard to policies, rules and regulations, administrative and service delivery matters, etc. This information forms the basis of informed participation of the civil society in matters relating to governance. The newly elected women members of the Panchayat have started demanding proper training for capacity-building in order to understand the functioning of panchayats, budget operation and the method of executing works. They are very aware of their inadequacies resulting from lack of
literacy and exposure. Nevertheless, they are determined to overcome these stumbling blocks and believe that with training and exposure they will be further enabled. Systems of training are given priority in all departments dealing with social development. These schemes are to be intensified both for technology transfer in improving lifestyles and for upgrading skills to achieve greater productivity. More than anything, training is essential in capacity building and empowerment of women so that they can improve their status in society. Women, who are considered agents of change, can perform this role adequately only if they are empowered with the skills and knowledge to bring about change. The transformation has to be originated with the training of catalysts—the army of workers responsible for implementing a variety of programs. Only then it will become possible to pass on information and create the necessary awareness of change. New technologies have to come to the rescue of vast numbers who have been deprived for so long.

7.8 Constitution of India and Women Upliftment

The Constitution of India prohibits discrimination on grounds of sex (Part III, Art. 15) and India has ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which makes the country obligated to eliminate violence and discrimination against women. However, informal institutions govern gender relations in the Indian society, and in many ways justify discrimination against women. India is a patriarchal, patrilocal and patrilineal society.

Many cultural and social norms create a situation where women and girls are discriminated. Women are usually restricted to household
duties and are not the “providers” of the household. Inheritance usually passes from father to son in a patrilineal pattern. To give away a daughter in marriage can be costly, with the obligation to pay dowry. When a marriage is initiated the bride leaves her natal home to live with her husband’s family, in a patrilocal tradition. This may involve that the bride has to move to another village or district. Therefore, girls are not seen as reliable care-givers in the future, and the investments made in daughters will be for another family’s benefit. Thus, there are many disincentives for having daughters in India (Hatti et al, 2004:33). The discrimination of women and girls will be further examined in the coming sections.