

MANAGEMENT EDUCATION AND TRAINING NEEDS OF RURAL WOMEN ENTREPRENEURS IN INDIA

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Abstract:

Women entrepreneurship is gaining importance in India in the wake of economic liberalization and globalization. The policy and institutional framework for developing entrepreneurial skills, providing vocation education and training has widened the horizon for economic empowerment of women. Entrepreneurial talents and capabilities are latent in all communities but their translation to innovative action depends on appropriate stimuli and environment and these stimuli can be generated through education and training. Training women for entrepreneurial and managerial capabilities should be conceived as one of the most important factors for accelerating growth. Efforts are being made along these lines, however they are limited only to bring changes quantitatively but not qualitatively. Hence appropriate education and training and interventions are needed to bring qualitative changes in the situation. An attempt was made in this study to examine the Management education and Training needs of rural women entrepreneurs in India.

KEYWORDS:

Entrepreneurship development, vocational education, Need for training, Entrepreneurial talents

1.1 INTRODUCTION

Entrepreneurship is a more suitable profession for women than regular employment in public and private sectors since they have to fulfill dual roles. Women have been taking increasing interest in recent years in income generating activities, self employment and entrepreneurship. This is seen in respect of all kinds of women both in urban and rural areas. Women are taking up both traditional activities (Knitting, pickle making, jam and jelly) and also non-traditional activities (like computer training, catering services, beauty parlour, gym etc). It is clear that more and more women are coming forward to set up enterprises. Generally, women who initiate a micro-enterprises do it because of the factors which limit their capacity to start large ventures-low levels of self-confidence, little access to technical information, poor local market conditions, regulatory barriers and no access to capital. On the other hand, for some micro enterprises offers a meaningful source of income and satisfaction.

Women who try to enter an industry, either in managerial or in entrepreneurial role are generally exposed to various environmental constraints. Starting and operating business involves considerable risk and effort on the part of the entrepreneur, particularly in the light of highest failure rate. Perhaps, this rate is even higher in the case of women entrepreneurs who have to face not only the usual business problems but also their family problems.

This not only limits the scope of their contribution to the industrialization process, but also undermines the productive utilization of an available human resource, that is most needed in our country. Development as entrepreneurs is a recently discovered phenomenon for women for which they need motivation, training and family support.

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Entrepreneurship is a concept, which attracts everyone towards it. It is the feeling of creating something new with or without any help. Innovation is the first criteria for entrepreneurship and as the economy changed so did the thought process of the people changed and this was seen more in the developed country. The development of entrepreneur is a old phenomenon for the developed countries. They are growing very fast in developed countries like the U.S, U.K. and Canada where 30 percent of all small companies are women-owned and it is being contemplated that if women continue to grow at the same pace then very soon their percentage will rise to 50 percent. But in developing country like India it technically gained momentum since a decade or two. In some countries, entrepreneurship development is considered as the way to promote self-employment – the Panacea not only for chronic unemployment among the educated youth but also to sustain economic development and to augment the competitiveness of industries in the eve of globalization and liberalization.

Entrepreneurship is the dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risks in term of equity, time, or career commitment or provide value for some product or service. The product or service may or may not be new or unique, but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources. Women's participation in economic development call for arrangement that would lighten their domestic work load and release them for other economic and socially productive work.

1.2 LITERATURE REVIEW OF THE RURAL WOMEN ENTREPRENEURS IN INDIA

The review mentioned below helps us. To understand how management education and training can contribute towards achieving development for rural women entrepreneur, it is essential to understand how other researchers have attributed and measure the importance of management education and training for the development of women entrepreneurship from various perspective, The summary of literature reviewed in the field of rural women entrepreneurs in India, specifically to understand management education and training for rural women entrepreneurs in India.

P.Babu (1978) The study was an attempt to find out the sociological factors that contribute to the development of small entrepreneurs. The study showed that community and family background contributed to the success of prospective entrepreneurs, formal education has not been a positive factor in entrepreneurship development.

Anne Jardim (1979) The study conducted of women at managerial position by analyzing the life and career history of twenty-five women at the top management position in business and industry. The study reveals that women can build extremely successful management careers even without legal pressures to aid them. The study further reveals the price they paid – their personal lives were mortgaged to pay for their careers.

Aruna Shree P Rao (1981) The study was made on the level of organizational involvement of women in development projects. The study recommends that project personnel should train participants in the skills necessary for planning and implementing project activities and project should concentrate on activities designed to raise the income of the participants.

Mayers (1981) Conducted a research study to analyze the effect of economic pressure on employment of married women. The study reveals those married women with comparatively low economic background and having more financial burdens are coming for wage employment and undertaking other economic activities.

1.3 OBJECTIVES OF THE STUDY

1. Identify social, cultural and economic constraints can limit rural girls and women's education & training
2. To know the lower work status traps women in a vicious circle with limited development perspectives
3. To know the policy options and stimulate participation in basic education with gender-sensitive approaches
4. To know the targeted education and training strategies are included in national policies
5. Identify participation in gender aware technical and vocational education & training in rural areas

1.4 METHODOLOGY OF THE STUDY

The major criteria for the validity of any research study lies in the methodology adopted to get relevant and accurate data, analysis and interpretation of data and to end up with proper results, However, in this study I referred only secondary data, all possible periodicals, journals, printed leaflets, books on abridged case collections, newspapers etc

1.5 SOCIAL, CULTURAL AND ECONOMIC CONSTRAINTS CAN LIMIT RURAL GIRLS' AND WOMEN'S EDUCATION AND TRAINING

· Social norms: some household decision makers have negative attitudes towards educating girls and give lower priority to girls' education, especially if women's remuneration is lower than men's and employment opportunities are scarce. In addition, girls are seen as relatively “transitory assets”, not worthy of long-term investment, as they often leave their parents' household upon marriage. As families tend to rely significantly on girls to help with household chores, such as cooking, cleaning and caring for younger siblings, there are also higher opportunity costs for girls' education in most cultures.

· Women's triple work burden: Women's reproductive responsibilities (house-hold and farming cycles) restrict their time for training and economic activities and may be incompatible with fixed training times and duration.

· Gender-insensitive facilities: Long distances to schools/training institutions, lack of public transport, lack of safe and accessible boarding, and sanitary facilities in schools/training institutions, as well as lack of female teachers and trainers, are factors which can greatly impede female education and training in rural areas.

· High cost for untailed curricula: Higher education and training fees may be prohibitive to women who often have little cash of their own and limited bargaining power to access household money for training. Furthermore, education and training curricula and delivery are not always adapted to women's learning needs.

· Unsuitable attitudes among trainers: Trainers and educators sometimes have discriminatory attitudes towards girls and women who often fear sexual harassment and insecurity in attending schools and training institutions.

1.6 LOWER WORK STATUS TRAPS WOMEN IN A VICIOUS CIRCLE WITH LIMITED DEVELOPMENT PERSPECTIVES

· Rural women's limited access to productive resources, lower educational levels, and social norms about appropriate work for women tend to confine them to lower paid, lower status work where opportunities for skills training and advancement are reduced, thus perpetuating their lower status.

· Widespread patterns of insecure employment and temporary and precarious contractual arrangements in many rural enterprises discourage employers from offering training to women.

· Vocational education and training for rural women are often limited to a narrow range of female-dominated fields that reinforce their traditional roles and responsibilities. While improving their opportunities to generate income, such training limits the chances to benefit from newer, non-traditional fields, such as information and communication technologies (ICT), renewable energy and Non-Traditional Agricultural Export (NTAE) industries. These can offer women higher earnings, more skilled technical or managerial jobs, and greater opportunities to respond to environmental degradation and climate change.

1.7 STIMULATE PARTICIPATION IN BASIC EDUCATION WITH GENDER-SENSITIVE APPROACHES

Extend girls' participation in free, quality basic education on an equal basis with boys by promoting a gender-responsive learning environment which includes:

Safe school facilities and separate sanitation facilities; safe and gender-friendly transport to schools and / or building of schools in strategic locations near underserved areas.

School times and hours that allow for seasonal agricultural or household work.

Incentives for teachers (including female ones) to work in rural areas.

Legislation and / or school rules against sexual harassment and gender-awareness training for teachers.

Improved curricula that respond to rural realities, such as combining agricultural training with conventional subjects.

Information, to raise parents' awareness about the importance of educating girls and financial incentives (such as vouchers), and/or non-financial incentives (such as meals at school, take-home rations) for families of school children. Involving families and communities in planning and managing rural education systems can help ensure that they respond better to the needs and aspirations they have for their children.

Gender sensitive curricula to improve the classroom environment and “dismantle” stereotyped profiles of rural women and men that reinforce inequality and inequity in households and the world of work.

For youth and adults, the Ministries of Agriculture, Rural development, Labour and Education

should work closely, together with strategic local partners (local governments, schools and private institutions, extension services, employers' unions) for development of rural women entrepreneurs in India.

1.8 ENSURE THAT TARGETED EDUCATION AND TRAINING STRATEGIES ARE INCLUDED IN NATIONAL POLICIES

Develop a gender – responsive strategy for education, training and entrepreneurship development that responds to the needs of rural girls and women.

Establish clear objectives, indicators and evaluation mechanisms to plan and assess the education and training programmes for both rural women and men.

Collect sex-disaggregated statistics and qualitative data on rural and urban women and men in education and skills training to improve programme design and evaluate progress.

Conduct gender-sensitive analyses of economic opportunities, assessments of the related skill needs, and ensure that rural skills development takes into account the local socio-economic contexts.

1.9 INCREASE PARTICIPATION IN GENDER AWARE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN RURAL AREAS

Increase the quality and quantity of gender-responsive vocational education and training institutions in rural areas.

Support, design and deliver gender-responsive community-based training initiatives, including skills training in employment-intensive infrastructure programmes, especially in areas lacking formal educational institutions.

Expand rural women's access to science, technical education, mobile phones, computers, and other information and communication technologies to facilitate their access to quality education and training, such as distance learning. Encourage girls to study technical subjects, for example, through scholarships.

Complement vocational and technical training with numeracy and literacy training for those rural women who need it. Women, particularly the most disadvantaged, may also need training on gender issues and life skills, such as health and nutrition, confidence building, negotiation and leadership skills.

Link women with mentors/masters via apprenticeship systems. Upgrade traditional and informal apprenticeship systems by improving working conditions or combining apprenticeship with formal vocational training or links with business associations

1.10 CONCLUSION

Rural women entrepreneurship in India is presently the most discussed and encouraged concept of all over the world to overcome economic challenges. Women being the vital gender of the overall population have great capacity and potential to be the contributor in the overall economic development of any nation. In this paper I mentioned need of education and training as well as financial assistance to the rural women entrepreneurs can motivate Indian women to hold a lion share in the GDP of the country.

What women need for enterprises management is little education, training, finance, co-operation and encouragement in the sphere of activities, at all levels – home, the society and the government.

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