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Research Article

A Study on Impact of Empowering Rural Women with Skill India initiative

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ABSTRACT

Skill India is a government-led initiative that began on 15 July 2015 with the objective of training over 40 million people in various skills in India by 2022. Additionally, he established four game-changing initiatives within the skill development and entrepreneurship ministry. Skill development is critical for poverty reduction because it boosts empowerment and productivity and enables the development of sustainable enterprises, income growth, and development. The government has demonstrated a commitment to keeping its promises regarding skill development in order to empower its citizens. India, on the other hand, lags far behind other countries in terms of skill development. According to reports, only 10 percent of the country's total labour force receives some form of skill training (20 percent receive formal training, and 8 percent receive informal training); additionally, 80 percent of new workers lack access to skill training. This situation, however, is constantly changing.

Keywords: development, constantly, entrepreneurship

The National Skill Development Program's objective is to provide affordable skills, knowledge, and vocational training to youth from various sections of society's disadvantaged and low-income groups through the establishment of several training centres throughout the country. India has long recognized the critical role of youth in social and economic imperatives and has contributed significantly to economic development by introducing novel methods of empowering the poor and

unemployed. Skill India offers training, support, and guidance in a wide variety of industries, including agriculture, construction, textiles, horticulture, fishing, and transportation.

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) (MSDE). The purpose of this Skill Certification Scheme is to provide an opportunity for a large number of Indian youth to acquire industry-relevant skills that will enable them to earn a more secure living. Additionally, as part of the Recognize Prior Learning (RPL) programme, individuals with prior educational experiences or skills will be evaluated and certified (RPL). The government covers the entire cost of training and assessment for this programme.

The Union Cabinet approved the Pradhan Mantri Kausha Vikas Yojana, India's largest skill certification scheme, on 20 March 2015. (PMKVY). The Scheme was subsequently launched on 15 July 2015, on the occasion of World Youth Skills Day, by Honorable Prime Minister Shri Narendra Modi. PMKVY was implemented on behalf of the Ministry of Skill Development and Entrepreneurship (MSDE) by the National Skills Development Corporation (NSDC) (MSDE). MSDE's vision of a "Skilled India" is to skill India rapidly and uniformly.

WOMEN ENTREPRENEURSHIP IN INDIA

Empowering women has become critical for the development of any economy. Numerous forums and non-governmental organisations that are actively pursuing this goal have been identified. Numerous research studies substantiate this claim. India's economy has significantly liberalised in recent years, with a growing role for small-scale private enterprise. Along with economic liberalisation, there has been a push to strengthen women's roles, with an emphasis on ensuring that at least 30% of seats in local councils and other elected bodies are held by women. Women occupy a unique position in every society. True development is impossible without including women, who account for half of a country's population and serve as catalysts for social revolutions. Women can achieve financial independence and self-esteem through entrepreneurship. Despite the fact that women account for approximately half of India's population, male-dominated business sectors such as trade, commerce, and industry persist. In India, entrepreneurialism has historically been a man's world as well. This is due to the fact that women account for only 7% of all entrepreneurs in India. Gujarat, Maharashtra, and Karnataka are the states with the highest rates of female entrepreneurship. Women in India compete on an equal footing with men in all fields and are equally capable of entrepreneurship success. As a result, it is critical to maximise Indian women's potential. Women's participation in trade, industry, and commerce, all of which require entrepreneurialism, remains low, owing primarily to issues surrounding gender roles. As a result, governments, funding agencies, and non-governmental organisations are up against a steep uphill battle to promote female entrepreneurship and economic empowerment. It is critical for these individuals to place a premium on the constraints women face and to develop supportive systems to promote women entrepreneurship in India.

In rural areas, women already assist men in agriculture and agro-based industries. With a little training, they can establish industries on their own. Women can excel in a variety of industries, including food preservation, bakery, dairy, and poultry production, as well as forest weaving and hand looming. Women in urban areas can benefit from the mechanical and electrical industries by opening ancillary units, maintenance and repair shops.

Parameter	Value (%)
Female total early stage entrepreneurial activity (TEA)	7.6
Ratio of female/male TEA	0.6
Percentage of necessity driven women entrepreneurs	33.1
Percentage of opportunity driven women entrepreneurs	61.6
Percentage of Indian women having entrepreneurial intentions	16.7
Percentage of women established business activity	3.4

Source: Global Entrepreneurship Monitor Report on Women's Entrepreneurship 2018-19

Female entrepreneurs were responsible for 7.6 percent of total early stage entrepreneurial activity (TEA). Male/female TEA ratio of 0.6 percent Women entrepreneurs motivated by a sense of urgency % 33.1 Opportunity-driven entrepreneurial women 70% Indian women who take risks 16%

Economic Census

Table 3 contains the most recent data on female entrepreneurs in India.

Table 3: Overview of Women Entrepreneurs in India

Total No. of establishments owned by women entrepreneurs	8,050,819
Rural establishments owned by women entrepreneurs	5,243,044(65.12 %)
Urban establishments owned by women entrepreneurs	2,807,775(34.88 %)
Women owned establishments without hired workers	6,697354 (83.19 %)
Women owned establishments with hired workers	1,35,3465(16.31 %)
Women owned agricultural establishments	2.76 Million (34.3 %)
Women owned non-agricultural establishments	5.29 Million (65.7 %)

According to the Sixth Economic Census, women own approximately 8.0 million businesses, or roughly 13.76 percent of the total 58.5 million businesses. In India, women-owned and operated businesses employ 13.48 million people, or 10% of total employment. Table 4 summarises the characteristics of female entrepreneurs by state.

According to the results of the Sixth Economic Census, the following conclusions about women entrepreneurship in India can be drawn:

• Women entrepreneurs are underrepresented, with 13.76 percent of establishments owned by women.

• The majority (83.19%) of women-owned businesses operate without the assistance of hired labour; and the majority (65.7%) of women-owned businesses are non-agricultural.

• Tamil Nadu (13.51%), Kerala (11.35%), Andhra Pradesh (10.56%), West Bengal (10.33%), and Maharashtra (10.33%) are the top five states for female entrepreneurship (8.25 per cent).

• The top five economic activities pursued by female entrepreneurs are agriculture (34.3 percent), manufacturing (29.8 percent), trade (18.23 percent), other services (5.38 percent), and lodging and food services (34.3 percent) (2.77 per cent).

• The vast majority of agricultural establishments (92.20 percent) are engaged in livestock production.

• The majority (45.36 percent) of establishments are engaged in non-agricultural activities.

• 13.48 million people were employed by women-owned businesses.

• The majority (89 percent) of women-owned businesses are perennial in nature, while 9% are seasonal and 2% are casual.

• The majority (79 percent) of women-owned businesses are self-funded, while 14.65 percent receive funding through donations or agency transfers. Government funding accounted for 3.37 percent, financial institutions accounted for 1.08 percent, non-institutions/money lenders accounted for 0.84 percent, and self-help groups accounted for 1%.

8. NATIONAL SKILL NETWORKS AND DIFFERENT WOMEN'S EDUCATION SCHEMES

The following are the major determinants of female entrepreneurship.

- Economic self-sufficiency

- Creativity
- Identity development
- Superiority
- Confidence
- Capacity for risk-taking

Female entrepreneurship, as a concept, places a premium on revenue and output generated by the productive use of women's labour. Empowering female entrepreneurs would contribute to poverty alleviation. For the first time in India's history, the Sixth Five Year Plan placed a premium on integrating women into economic development and expanding women employment in the household sector through adequate support in areas such as technology advancement, training, credit, raw material requirements, and loan development. Since the 1990s, sincere efforts have been made toward this goal through a variety of plans, policies, and programmes geared toward the development of female entrepreneurs.

RESEARCH QUESTIONS

1. To attend any Training programme, there is ought to be some motivating factors and thus what are the different motivating factors of the Skill India Training Programme that has motivated the then prospective Women Entrepreneurs to attend such Training Programme?
2. What are the Skills acquired by the young women after attending the Skill India Training Programmes?
3. To attend any training programme with involvement and seriousness, the perception of the attendees about the training programme and about the trainers are very much important and hence, what are the perception of the attendees about the training programme and about the trainers?
4. What are the major problems and challenges encountered by the young women while becoming entrepreneurs after the Training Programmes of Skill India programme?
5. For any research of this nature, the outcome of the same should be useful to the Researcher or the Society and since Skill India Training Programme is an ongoing one, instead of conducting such research every time like this study, is it feasible to build a model to measure the Women Empowerment provided by the Training Programmes of Skill Development Campaigns in Karnataka?

After tentatively finalizing the title of the research study the researcher had a detailed discussion with different persons who are experts in the subject field to find out the feasibility of conducting the research study and get answers to the above questions. The officials involved in the Training Programmes of Skill Development Campaigns in Karnataka were also consulted.

3.9. OBJECTIVES OF THE STUDY

The main objectives of the study are:

1). To examine the factors that motivated the women entrepreneurs to attend the Training Programmes of Skill Development Campaigns in Karnataka,

2). To analyse the effectiveness of the Training Programmes of Skill Development Campaigns,

3). To understand the specific constraints and challenges faced by young women while becoming entrepreneurs after the Training Programmes of Skill Development Campaigns,

4). To study the impact of the Training Programmes of Skill Development Campaigns on women empowerment in Karnataka and

5). To develop a model to measure the Women Empowerment by the Training Programmes of Skill Development Campaigns in Karnataka.

3.10. HYPOTHESES

OBJECTIVE – 1: To examine the factors that motivated the women entrepreneurs to attend the Training Programmes of Skill Development Campaigns in Karnataka.

Chi-Square Tests:

H_{a1}: There is no association between 'Motivating factors to join Skill India' Training Programme and Longevity in running the unit.

OBJECTIVE No.2: To analyse the effectiveness of the Training Programmes of Skill Development Campaigns.

a) Opinion about Training:

Chi-Square Test:

H_{b1}: There is no association between the attributes on 'Opinion about Training' and 'Longevity in running the Unit as Entreprenuers':

b) Opinion about Trainers:

Chi-Square Tests:

Hc_1: There is no association between the attributes on 'Opinion about Trainers' and 'Longevity in running the Unit as Entreprenuers'.

OBJECTIVE – 3: To understand the specific constraints and challenges faced by young women while becoming entrepreneurs after the Training Programmes of Skill Development Campaigns.

Chi-Square Tests:

H_{g1}: There is no association between various Constraints and Challenges Faced and 'Longevity in running the Unit as Entrepreneurs'.

OBJECTIVE No-4: To assess the level of Women Empowerment acquired by the attendees after attending Skill India Development Training Programme.

Chi-Square Test:

H_{h1}: There is no association between the attributes of various variables of Women Empowerment and Longevity in running the Unit as Entreprenuers.

ANOVA Tests:

H_{i1}: Analysis of variations between longevity in running the Unit as Entreprenuers on the dimension of variables of Women Empowerment.

H_{j1}: There is no significant influence by the longevity in running the Unit as Entreprenuers on the dimension of variables of Women Empowerment.

RESEARCH DESIGN

The data collected for this study came from the respondents selected for the purpose of this study. The data pertaining to the number of participants and their other details were collected from National Skill Training Institute (NSTI) located in Dr. Punith RajKumar Road, Yaswanthpur, Bangalore. The secondary data came from various sources such as magazines, newspapers, and school records.

The objective of this study is to collect information from the respondents through a survey questionnaire. Instead of conducting an interview, the researcher has used a survey questionnaire specifically designed for this study purpose. Through casual talk and observation, the researcher was able to collect information about the target group. The findings of the survey were then used to construct the questionnaire. The questionnaire's validity was tested by administering the same to a small group. Through a confirmatory factor analysis, they were able to modify the questions and improve its content according to the study's objectives.

SAMPLING DESIGN

Target Population

The population is the entire pool of people that a statistical sample is drawn from. The data collected from this sample helps researchers develop their hypotheses about the larger number. The target population indicates the universal set of data which includes each and everyone in the study area on which the research is carried out. The target population for this study is the number of women who have undergone Skill training in Karnataka.

Sampling frame:

Sampling is the technique through which the representation of the population is selected for the research study. The samples so selected represent the whole population in its characteristics. The sample can also be called as the subset of the population. The purpose of the sampling is to make the study easier by making the researcher to contact the sub-set of the population under study. However, while selecting the sample out of the population due care must be taken to ensure the sample so selected represents the population in its fullest extent. It should be possible to include every segment of the population, but the number should not be large, as the same will make it difficult to manage within the time constraints. The sampling frame used for the study is a list of all the women sampling units that are representative of the population being studied. The list is derived from the list of women who have undergone Skill training in Karnataka.

Sampling method:

In the present scheme of study, the simple random sampling methodology has been used. According to this method, every element in the population must get the equal chance to get included in the sample. The selection of the sample out of the population happens in one go with each subject in the population selected independently of the other member within the population.

Sampling Unit:

Women who have undergone Skill training in Karnataka were selected, as these women will be able to provide the kind of data required to achieve the objectives as mentioned above.

Sample size:

In order to get the required number of women who have undergone Skill training in Karnataka, number of women undergone Skill training were obtained. The Cochran formula can help to estimate the ideal sample size for a given project. It can also be used to determine the confidence level and the proportion of the attribute that is present in the population.

A sample size of any kind provides more information about the population than a larger one, which is why the number given by the **Cochran** formula can be adjusted if the whole population is small.

The Cochran formula is:

$$n_0 = (Z^2\, pq)/e^2$$

Where:

- e is the desired level of precision (i.e. the margin of error),
- p is the (estimated) proportion of the population which has the attribute in question,
- q is 1 – p.

The z-value is found to be 1.96 as per the Z table.

For instance, if we want 95% confidence, then we need to have at least 5% precision. This gives us a Z value of 1.96.

$$\{(1.96)^2\ (0.5)\ (0.5)\} / (0.05)^2 = 385.$$

Sample size for the current study is fixed as 385. Simple random sampling procedure was used for the study.

Reliability Tests Values for the Dimensions of the factor 'Entrepreneurial Skills'

Dimensions	Cronbach's Alpha		No. of Items
	Before Training	After Training	
Personal Skills.	.885	.977	4
Decision Making Skills.	.905	.968	4
Self-Confidence.	.943	.977	4
Knowledge.	.961	.987	5
Business Awareness.	.968	.988	5
Economic Awareness	.965	.993	5
Social Awareness.	.963	.993	5
Overall	.986	.995	32

Reliability Tests Values for the Dimensions of the factor 'Women Empowerment'

Dimensions	Cronbach's Alpha	No. of Items
Economic Empowerment - (4)	.980	4
Social Empowerment – (4)	.970	4
Political Empowerment – (4)	.977	4
Psychological Empowerment – (4)	.984	4
Legal Empowerment – (4)	.982	4
Family Empowerment - (4)	.878	4
Individual Empowerment – (4)	.889	4
Overall	.999	28

Table 3.5.

Reliability Tests Values for the Dimensions of the factors 'Effectiveness of Training' and 'Problems/Constraints faced'.

Dimensions	Cronbach's Alpha	No. of Items
Opinion about the Training (5)	.992	5
Opinion about the Trainer (5)	.997	5
Problems/Constraints faced	.997	10

OBJECTIVE – 1: To examine the factors that motivated the women entrepreneurs to attend the Training Programmes of Skill Development Campaigns in Karnataka.

1.1.a. Crosstabulation between Motivating factors to join Skill India and Longevity in running the Unit.

Table – 1.1.

Crosstabulation

Motivating factors to join Skill India and

Longevity in running the Unit.

Motivating factors to join Skill India	How long you have been running the Unit?		Total
	Less than 3 years	More than 3 Years	
To create visibility for Self	21	17	38
Financial benefits	25	17	42
Financial Independence	28	29	57
To provide employment to others	25	29	54
Supplement family income	38	20	58
To enhance my Social Status	23	20	43
To Have Secured feeling	20	14	34
Support from government	51	8	59
Total	231	154	385

1.1. b. Chi-Square Test between 'Motivating factors to join Skill India' and 'Longevity in running the Unit':

Table – 1.2.

Chi-Square Test between 'Motivating factors to join Skill India' and 'Longevity in running the Unit'.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.096[a]	7	.000
Likelihood Ratio	28.677	7	.000
Linear-by-Linear Assn.	10.889	1	.001
N of Valid Cases	385		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.60.			

OBJECTIVE No.2: To analyse the effectiveness of the Training Programmes of Skill Development Campaigns.

2.1. Level of Training Effectiveness

Tables furnished below deals with the level of training effectiveness through the respondents' perception of training. Here performance of training and performance of trainer are scrutinized via the reply of respondents.

Table – 2.1.

Descriptive Statistics - Opinion on Training Programme.

	N	Sum	Weighted Average	Std. Devn.
The training objectives were properly accomplished.	385	1569	4.08	1.372
I was provided with adequate resources to implement the learning from training session.	385	1561	4.05	1.390
The training has increased work efficiency and effectiveness.	385	1545	4.01	1.397
Training session has increased my confidence level.	385	1575	4.09	1.367
Skills acquired through Training were helpful in establishing my business.	385	1561	4.05	1.394
Valid N (list wise)	385			

2.1.2. Performance of Trainer

Table – 2.2.

Descriptive Statistics - Opinion on Performance of Trainers.

	N	Sum	Weighted Average	Std. Devn.
Trainer was well prepared.	385	1603	4.16.	1.355
Trainer used varied learning methods for different types of learners (e.g. slides, images, videos, practical demos)	385	1589	4.13.	1.370
The trainer encouraged the trainees to ask any queries pertaining to the training contents.	385	1596	4.15.	1.363
Trainer helped me to learn in every stages of the Training.	385	1617	4.20.	1.322
The Trainer encouraged the trainees to interact with each other so as to have long standing relationships in future.	385	1615	4.19.	1.303
Valid N (list wise)	385			

Cross-Tabulation between the Attributes on Opinion about Training and 'Longevity in running the Unit as Entrepreneurs':

Table – 2.3.

Cross Tabulation

Attributes on Opinion about Training and

Longevity in running the Unit as Entreprenuers.'

Attributes on Opinion about Training		Longevity in running this unit.		Total
		Less than 3 Years	More than 3 Years	
The training objectives were properly accomplished	Strongly Disagree	23	8	31
	Disagree	30	13	43
	Undecided	23	10	33
	Agree	28	9	37
	Strongly Agree	127	114	241
I was provided with adequate resources to implement the learning from training session	Strongly Disagree	26	8	34
	Disagree	29	12	41
	Undecided	20	14	34
	Agree	30	7	37
	Strongly Agree	126	113	239
The training has increased work efficiency and effectiveness	Strongly Disagree	28	10	38
	Disagree	26	10	36
	Undecided	22	14	36
	Agree	39	9	48
	Strongly Agree	116	111	227
Training session has increased my confidence level	Strongly Disagree	24	8	32
	Disagree	26	10	36
	Undecided	26	17	43
	Agree	23	5	28
	Strongly Agree	132	114	246
Skills acquired through Training were helpful in establishing my business	Strongly Disagree	24	8	32
	Disagree	31	14	45
	Undecided	23	13	36
	Agree	20	9	29
	Strongly Agree	133	110	243
Total		231	154	385

CHI-SQUARE TESTS:

2.2.b. Chi-Square Test between the attributes on 'Opinion about Training' and 'Longevity in running the Unit as Entreprenuers':

Table – 2.4.

Chi-Square Tests - Attributes on Opinion about Training and Longevity in running the Unit as Entreprenuers

		Value	df	Asymp. Sig. (2-sided)
The training objectives were properly accomplished	Pearson Chi-Square	14.748[a]	4	.005
	Likelihood Ratio	15.178	4	.004
	Linear-by-Linear Assn.	10.336	1	.001
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.40.			
I was provided with adequate resources to implement the learning from training session	Pearson Chi-Square	21.745[a]	4	.000
	Likelihood Ratio	22.857	4	.000
	Linear-by-Linear Assn.	11.237	1	.001
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.40.			
The training has increased work efficiency and effectiveness	Pearson Chi-Square	17.960[a]	4	.001
	Likelihood Ratio	18.967	4	.001
	Linear-by-Linear Assn.	10.166	1	.001
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.60.			
Training session has increased my confidence level	Pearson Chi-Square	15.087[a]	4	.005
	Likelihood Ratio	15.989	4	.003
	Linear-by-Linear Assn.	8.806	1	.003
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.20.			
Skills acquired through Training were helpful in establishing my business	Pearson Chi-Square	8.489[a]	4	.000
	Likelihood Ratio	8.726	4	.000
	Linear-by-Linear Assn.	7.464	1	.006
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.60.			

CROSS TABULATION:

Cross Tabulation between the attributes on 'Opinion about Trainers' and 'Longevity in running the Unit as Entrepreneurs' (Table – 2.5):

Table – 2.5.

Cross Tabulation between all the Attributes on Opinion about Trainers and Longevity in running the Unit as Entrepreneurs'

Attributes on Opinion about Trainers.	Attributes Scale	How long you have been running this unit?		
		Less than 3 Years	More than 3 Years	
Trainer was well prepared	Strongly Disagree	29	7	36
	Disagree	25	6	31
	Undecided	31	3	34
	Agree	19	7	26
	Strongly Agree	127	131	258
Trainer used varied learning methods for different types of learners.	Strongly Disagree	29	7	36
	Disagree	29	7	36
	Undecided	29	2	31
	Agree	23	11	34
	Strongly Agree	121	127	248
The trainer encouraged the trainees to ask any queries pertaining to the training contents.	Strongly Disagree	29	7	36
	Disagree	27	7	34
	Undecided	29	2	31
	Agree	25	12	37
	Strongly Agree	121	126	247
Trainer helped me to learn in every stages of the Training	Strongly Disagree	28	7	35
	Disagree	20	4	24
	Undecided	33	5	38
	Agree	24	14	38
	Strongly Agree	126	124	250
The Trainer encouraged the trainees to interact with each other so as to have long standing relationships in future.	Strongly Disagree	25	7	32
	Disagree	25	4	29
	Undecided	28	4	32
	Agree	27	16	43
	Strongly Agree	126	123	249
	Total	231	154	385

CHI-SQUARE TESTS:

2.4.b. Chi-Square Test between the attributes on 'Opinion about Trainers' and 'Longevity in running the Unit as Entrepreneurs':

Table – 2.6.

Chi-Square Tests - Attributes on Opinion about Trainers and Longevity in running the Unit as Entrepreneurs.

		Value	df	Asymp. Sig. (2-sided)
Trainer was well prepared	Pearson Chi-Square	39.947[a]	4	.000
	Likelihood Ratio	44.104	4	.000
	Linear-by-Linear Assn.	30.569	1	.000
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.40.			
Trainer used varied learning methods for different types of learners.	Pearson Chi-Square	41.027[a]	4	.000
	Likelihood Ratio	45.991	4	.000
	Linear-by-Linear Assn.	31.612	1	.000
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.40.			
The trainer encouraged the trainees to ask any queries pertaining to the training contents.	Pearson Chi-Square	39.577[a]	4	.000
	Likelihood Ratio	44.406	4	.000
	Linear-by-Linear Assn.	30.179	1	.000
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.40.			
Trainer helped me to learn in every stages of the Training	Pearson Chi-Square	32.444[a]	4	.000
	Likelihood Ratio	35.397	4	.000
	Linear-by-Linear Assn.	26.557	1	.000
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.60.			
The Trainer encouraged the trainees to interact with each other so as to have long standing relationships in future.	Pearson Chi-Square	32.065[a]	4	.000
	Likelihood Ratio	35.300	4	.000
	Linear-by-Linear Assn.	25.865	1	.000
	N of Valid Cases	385		
	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.60.			

Overall Score under each Dimension of Entrepreneurship Skills

Dimensions	Before Training (B)	After Training (A)	GAP Score (A-B)	Avg. Gap Score	Weights	Weighted Score	RANK
Personal Skills	8.71	16.97	8.26	1.94	0.12	0.233	**6**
Decision Making Skills	9.06	16.69	7.63	1.8	0.14	0.252	**5**
Self-Confidence	9.19	17.53	8.34	1.76	0.15	0.264	**4**
Knowledge	10.9	21	10.1	1.93	0.15	0.290	**2**
Business Awareness	11.13	20.2146	11.33	1.82	0.15	0.273	**3**
Economic Development	11.81	20.20	10.97	1.68	0.15	0.252	**5**
Social Development	10.67	16.19	10.82	1.92	0.14	0.304	**1**
Average Score	10.21	18.40	9.64	1.834			
						Total	
						= 1.867	

GAP SCORES ANALYSIS

The gap score analysis is to enable us find out the level of possession of required skills by the respondents before attending the Skill Training programme and to identify the increase in level of possession of the respective skills after attending the Skill Training programme. Based on the analysis, one may conclude that higher the difference between skills possessed **After (A)** and **Before (B)** the Training Programme in terms of score, higher enhancement of Skills acquired by the respondents, indicating that the Skill Training programme has enhanced all the Skills of the Women who attended the Skill Training Programme. In this study, the gap scores were calculated based on the difference between the Skills possessed Before the Training and Skills acquired After the Training.

In general, it was found that, respondents' have enhanced the Skills after attending the Skill Training programme. The mean gaps of all dimensions reported are: **Personal Skills** = 0.233 (**6th** place), **Decision Making Skills** = 0.252 **& Economic Development** = 0.252 (both **5th** place), **Self-Confidence** = 0.264 (**4th** place**), Business Awareness** = 0.273 (**3rd** place**), Knowledge** = 0.2895 (**2nd** place**), and** Social Development = 0.3038 (**1st** place**).** Based on the above analysis and interpretations, it may be concluded that the Skill Development programmes enhance the required Entrepreneurial Skills.

2.9. DESCRIPTION OF DIMENSIONS

Table - 2.12.

Description of Dimensions

	PES	DMS	SEC	KNO	BUA	ECE	SOE
Mean	1.94	1.8	1.7575	1.934	1.816	1.678	1.922
Median	1.94	1.81	1.76	1.93	1.83	1.67	1.92
Mode	#N/A	#N/A	1.78	2	1.83	1.66	#N/A
Std. Devn.	0.06976	0.05597	0.02629	0.06542	0.03130	0.024	0.0618
Skewness	-1.74263	0.61576	-	0.01821	-	1.6712	0.2210
Std. error of skewness	0.1250	0.1250	0.1250	0.1250	0.1250	0.125 0	0.1250
Kurtosis	- 1.74266	-2.3026	-0.2901	-2.7839	-0.2478	2.8147	1.2474
Std. error of kurtosis		0.2490	1.7575	1.934	1.816	0.249 0	0.2490

PES - Personal Skills, DMS – Decision Making Skills, SEC – Self-Confidence, KNO – Knowledge, BUA – Business Awareness, ECE – Economic Environment, SOE – Social Environment.

.a. Personal Skills:

Personal Skills dimension has an average score of 1.94 and the median gap is 1.94. The standard deviation is 0.06976 indicating the spread of gaps away from the mean. The distribution is skewed with a skewness of -1.74263 which indicates that the figures are deviated more to the left. The kurtosis value is -1.74266 which means that there is no clustering from the mean.

b. Decision Making Skills:

Decision Making Skills dimension has an average score of 1.800 and the median gap is 1.810. The standard deviation is 0.05597 indicating the spread of gaps away from the mean. The distribution is skewed with a skewness of 0.61576 which indicates that the figures are deviated more to the right. The kurtosis value is -2.30362 which means that there is clustering somewhere away from the mean.

c. Self-Confidence:

Self-Confidence dimension has an average score of 1.7575 and the median gap is 1.760. The mode score is 1.780. The standard deviation is 0.026299 indicating the spread of gaps slightly away from the mean. The distribution is skewed with a skewness of -0.12369 which indicates that the figures are deviated to the right. The kurtosis value is -0.29017 which means that there is clustering somewhere away from the mean.

d. Knowledge:

Knowledge dimension has an average score of 1.934 and the median gap is 1.93. The standard deviation is 2.0 indicating the spread of gaps are almost closer to the mean. The distribution is skewed with a skewness of 0.018213 which indicates that the figures are slightly deviated more to the right. The kurtosis value is -2.78397 which means that there is clustering somewhere away from the mean.

e. Business Awareness:

Business Awareness dimension has an average score of 1.816 and the median gap is 1.83. The standard deviation is 0.0313 indicating the spread of gaps slightly away from the mean. The mode score is 1.83. The distribution is skewed with a skewness of -0.7692 which indicates that the figures are deviated more to the right. The kurtosis value is -0.24781 which means that there is clustering

somewhere away from the mean.

f. Economic Environment:

Economic Environment dimension has an average score of 1.678 and the median gap is 1.67. The mode score is 1.66. The standard deviation is 0.024899 indicating the spread of gaps slightly away from the mean. The distribution is positively skewed with a skewness of 1.67121 which indicates that the figures are deviated more to the left. The kurtosis value is 2.8147 which means that there is clustering somewhere away from the mean.

g. Social Environment:

Social Environment dimension has an average score of 1.922 and the median gap is 1.920. The standard deviation is 0.0618 indicating the spread of gaps slightly away from the mean. The distribution is skewed with a skewness of 0.2210 which indicates that the figures are deviated slightly to the right. The kurtosis value is 1.2474 which mean that there is clustering somewhere away from the mean.

2.10. OVERALL SKILL DEVELOPMENT

Table – 2.13.

Descriptive statistics for Overall Skill Development

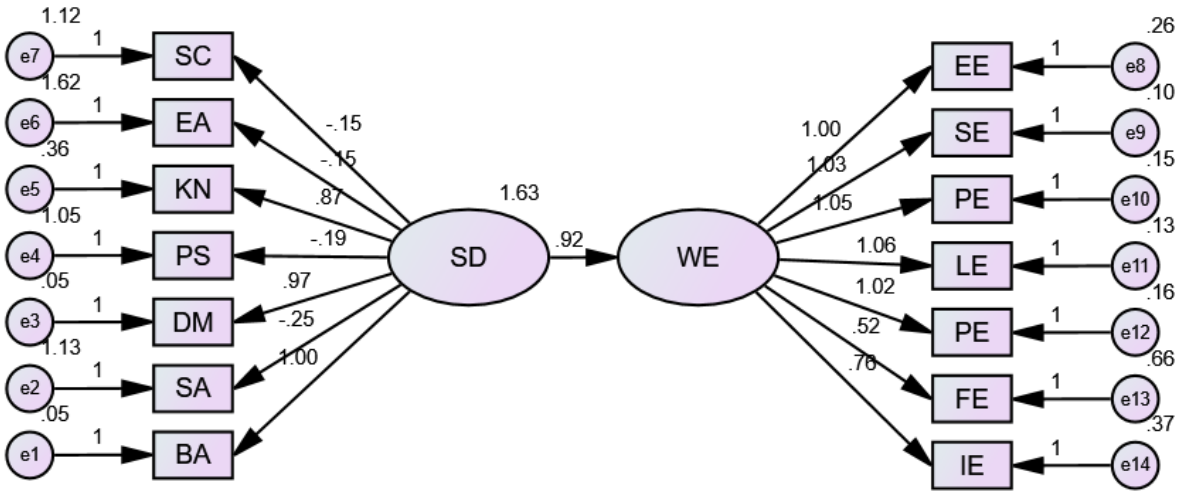
After the Training Programme.

	N	Min	Max	Mean	Std. Devn.	Skewness		Kurtosis	
						Value	Std. Error	Value	Std. Error
Overall Skill Development	385	1.66	2.02	1.836	0.1062	0.0427	.12436	-0.862	.99746
Valid N (list wise)	385								

From **table 2.13**. it may be inferred that all the respondents had skills lesser than what was acquired by them after the Training. This is evident from the lesser mean (2.233) for the Skills possessed by the respondents than the mean (4.069) for the Skills possessed by the respondents than the mean. This shows that the Skills acquired by the respondents after the Training exceed the Skills possessed by the respondents before the Training.

To develop a model to measure the Empowerment of Women by the Training Programmes of Skill Development Campaigns in Karnataka.

Model



Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments:	105
Number of distinct parameters to be estimated:	28
Degrees of freedom (105 - 28):	77

Result (Default model)

Minimum was achieved

Chi-square = 1986.645

Degrees of freedom = 77

Probability level = .000

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
WE	<---	SD	.925	.022	41.511	***	
MEAN Business Awareness AT	<---	SD	1.000				
MEAN Social Awareness B4	<---	SD	-.248	.043	-5.809	***	
MEANDecisionMakingAT	<---	SD	.972	.013	75.601	***	
MEANPersonalskillsB4	<---	SD	-.192	.041	-4.656	***	

			Estimate	S.E.	C.R.	P	Label
MEANKnowlegeAT	<---	SD	.869	.025	34.151	***	
MEANEconomicAwarenessB4	<---	SD	-.147	.051	-2.879	.004	
MEANSelfConfideneB4	<---	SD	-.154	.043	-3.622	***	
MEANECONOMIC	<---	WE	1.000				
MEANSocial	<---	WE	1.025	.027	38.370	***	
MEANPsychological	<---	WE	1.046	.029	36.530	***	
MEANLegal	<---	WE	1.056	.028	37.371	***	
MEANPolitical	<---	WE	1.024	.029	35.485	***	
MEANFamily	<---	WE	.517	.037	13.918	***	
MEANIndividual	<---	WE	.756	.031	24.169	***	

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
SD	1.631	.121	13.442	***	
e1	.050	.005	9.962	***	
e2	1.132	.082	13.846	***	
e3	.054	.005	10.442	***	
e4	1.052	.076	13.850	***	
e5	.363	.027	13.459	***	
e6	1.625	.117	13.854	***	
e7	1.121	.081	13.852	***	
e8	.265	.020	13.237	***	
e9	.101	.008	12.123	***	
e10	.146	.012	12.615	***	
e11	.128	.010	12.421	***	
e12	.164	.013	12.806	***	
e13	.662	.048	13.791	***	
e14	.368	.027	13.603	***	

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	28	1986.645	77	.000	25.801
Saturated model	105	.000	0		

Model	NPAR	CMIN	DF	P	CMIN/DF
Independence model	14	8618.443	91	.000	94.708

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.218	.582	.429	.426
Saturated model	.000	1.000		
Independence model	.896	.163	.034	.141

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.769	.728	.776	.735	.776
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.846	.651	.657
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	1909.645	1768.082	2058.576
Saturated model	.000	.000	.000
Independence model	8527.443	8226.007	8835.178

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	5.174	4.973	4.604	5.361
Saturated model	.000	.000	.000	.000
Independence model	22.444	22.207	21.422	23.008

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.254	.245	.264	.000
Independence model	.494	.485	.503	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	2042.645	2044.921	2153.336	2181.336
Saturated model	210.000	218.537	625.091	730.091
Independence model	8646.443	8647.582	8701.789	8715.789

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	5.319	4.951	5.707	5.325
Saturated model	.547	.547	.547	.569
Independence model	22.517	21.732	23.318	22.520

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	20	22
Independence model	6	6

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