

# Impact of Women Leadership Scheme for Women Belonging to Minorities in India

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## Abstract

*The issue of engendering development and women empowerment has been in the central stage with the shifting of paradigm of development and governance at the global level and particularly in India. Women empowerment and gender mainstreaming have been main agenda of development planning and governance in India. Women belonging to minority communities' viz., Muslim, Sikh, Christian, Buddhist, Jain and Parsi are lagging behind as against women from General religions, caste and communities. In view of the empowering women from minorities, a centrally sponsored scheme was introduced by Ministry of Women and Child Development, Government of India and subsequently shifted to Ministry of Social Justice and Empowerment. Ministry of Minority Affairs, Government of India has adopted the scheme with the change in focus and content. The scheme has been rechristened as Leadership Development Scheme for Minority Women and it was launched massively during 2012. Against this backdrop, present paper purports to examine the profile of the women belonging to minority communities under the leadership development scheme. The study also attempts to assess the impact of leadership training.*

## Introduction:

The status of women in the country, particularly those from the disadvantaged sections of the

society, is unfavourable. A girl child suffers from discrimination even before birth and also after birth in the allocation of household resources such as food, education, access to health care and at puberty, sometimes coerced into early marriage. Most women in the rural areas suffer from double burden of carrying out less quantifiable work like cooking, fetching water, sending children to school along with agriculture labour, feeding cattle, milking cows etc., while the men folk perform defined activities like selling milk and grains produced by the household. Women in the minority communities fare badly too. They are not just a minority, but the 'marginalized majority' and are sidelined in decision making in the family, and usually cut off from full involvement in the workings of the community and form an equal share in the rewards from social institutions. Empowerment of women per se is not only essential for equity, but constitutes a critical element in our fight for poverty reduction, economic growth and strengthening of civil society. Women and children are always the worst sufferers in a poverty stricken family and need support. Empowering women, especially mothers, is even more important as it is in homes that she nourishes, nurture and moulds the character of her offspring.

A report of the High Level Committee on the social, economic and educational status of the Muslim community of India (popularly known as the Sachar Report) had highlighted the fact that

India's largest minority group, the Muslim numbering 13.83 Crore, have been left out of the development trajectory and within this group Muslim women are doubly disadvantaged. With this in mind, the Ministry of Women & Child Development (WCD) formulated a scheme of "Leadership Development for Life, Livelihood and Civic Empowerment of Minority Women" in 2007-08 for ensuring that the benefits of growth reach the deprived women among the minority communities. The scheme has now been transferred to the Ministry of Minority Affairs in 2009. Keeping this in view, Ministry of Minority Affairs has reformulated the scheme in 2011-12 and renamed it as "Scheme for Leadership Development of Minority Women". The implementation of the Scheme started in 2012-13. The scheme is being implemented throughout the country with special focus on districts, blocks and towns/cities having a substantial minority population. It is proposed to cover 2 lakh minority women during entire 12th Five Year Plan Period with inclusion of 40,000 minority women in each financial year. Rs. 75 Crore have been allocated for the scheme for entire 12th Five Year Plan period. The objective of the scheme is to empower and instill confidence among minority women, including their neighbours from other communities living in the same village/locality, by providing knowledge, tools and techniques for interacting with Government systems, banks and other institutions at all levels. Empowerment of women from the minority communities and emboldening them to move out of the confines of their home and community and assume leadership roles and assert their rights, collectively or individually, in accessing services, facilities, skills, and opportunities besides claiming their due share of development benefits of the Government for improving their lives and living conditions. The minority communities as accepted by the Ministry of Minority Affairs are Muslims, Sikhs, Christians, Buddhists and Zoroastrians (Parsis), which have been notified as minority communities under Section 2 (c) of the National

Commission for Minorities Act, 1992. Eligible women of these minority communities would be the target group. However, to further strengthen the mosaic of plurality in the society and bring about solidarity and unity through their own efforts to improve their lot, the scheme permits a mix of women from non-minority communities not exceeding 25 percent of a project proposal. Efforts should be made by the organization for having a representative mix of women from SC/ST/OBCs, women with disabilities and other communities fewer than 25% group. Efforts should also be made to persuade Elected Women Representatives (EWRs), from any community, under the Panchayati Raj Institutions to be included as a trainee. Leadership, in the context of this scheme means, empowerment of women from the minority communities and emboldening them to move out of the confines of their home and community and assume leadership roles and assert their rights, collectively or individually, in accessing services, facilities, skills, and opportunities besides claiming their due share of development benefits of the government for improving their lives and living conditions. The Ministry of Minority Affairs (GOI) has identified 90 minority concentrated backward districts using eight indicators of socio-economic development and amenities based on 2001 census data with the purpose to improve all these indicators to the all India level through a multi-sector development plan as part of the Eleventh Five Year Plan. Since, it is expected that changes would have taken place in these indicators after 2001; a baseline survey has been conducted to help formulate the Multi-Sector Development Plan (MSDP) with the latest deficits and priorities. The Scheme is in operation since 2009 in India. No doubt the scheme has been instrumental in developing leadership among minority women, however, the effective implementation of the scheme could not be ensured due to several factors. Hence, it is imperative to study the implementation of the scheme and to examine the profile of the beneficiaries and also to assess the impact of

the scheme on minority women in the selected regions on India.

The leadership training modules invariably cover issues and rights of women, relating to education, employment, livelihood etc. under the Constitution and various Acts; opportunities, facilities and services available under schemes and programmes of the Central and State Governments in the fields of education, health, hygiene, nutrition, immunization, family planning, disease control, fair price shop, drinking water supply, electricity supply, sanitation, housing, self-employment, wage employment, skill training opportunities, crimes against women etc. It may also cover role of women in Panchayati Raj and Nagar Palika, legal rights of women, Right to Information Act (RTI), Mahatma Gandhi National Rural Employment Programme (MGNREGA), household surveys and Below Poverty Line (BPL) list/Modalities, Aadhar/UID Number, knowledge regarding government, semi-government office structure and functions, Redressal Forums/ mechanisms etc. Specific training modules based on local issues and needs are being developed by involving ground level local organizations. Ministry is also consulting other Ministries like Ministry of Human Resource Development, Ministry of Urban Development, Ministry of Health and Family Welfare etc. to develop modules for conducting leadership training. The training modules are also covering audio-visual aids and case studies for making it more interesting and comprehensible. Qualities of leadership like organizational capacity, communicable skill, self development and articulation, communication and public speaking, organizing capabilities, negotiation and conflict resolutions etc. form integral part of the training. Group exercises and discussions are incorporated in the training modules to encourage active participation and make the scheme more lively and interactive. Official functionaries, bankers etc. are invited to speak

on their schemes and programmes and interact with the women undergoing training.

#### **Objectives of Paper:**

The main objectives of paper are as follows:

- To study the impact of various ongoing schemes/ programmes for empowerment of women, and particularly minority women in India;
- To study the status and the current level of empowerment of minority women;
- To examine the needs of minority women with respect to their empowerment;
- To study the modus operandi of the scheme and also to examine the profile of the beneficiaries of the scheme ;
- To assess the impact of the scheme on developing the leadership among minority women and also to examine the problems being faced in implementation of the scheme;
- To suggest the policy measures for effective implementation of the scheme and also for empowering minority women in India

#### **Research Methodology:**

The present paper is based on a major research study conducted by Hi Tech Institute of Technology, Lucknow, under the auspices of Ministry of Minority Affairs, Government of India during 2014. The study is mainly empirical in nature and based on primary data. Besides collection and analysis of primary data, secondary data and pertinent literature has been compiled from published and documented sources. A multi stage stratified random sample method has been applied for the selection of the sample of the study. The survey has covered a representative sample of women from minority concentration districts from across the country. We have adopted multi-stage sampling for the study. We have selected two states from each of North, South, East, West, North-East and Central zones. From each selected state, we

selected two minority concentration districts. The sample comprises of 3000 women beneficiaries, 23 training institutions, 71 resource persons of training institutions, 100 representatives of local governments from 13 states viz., Assam, Bihar, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Punjab, Uttar Pradesh and West Bengal. The field survey has been conducted with the help of structured interview schedules.

### Profile of Minority Women:

Status of minority women in India is no better than the status of women in general. Status and empowerment of minority women depends on the prevailing socio-cultural environment, value system, socio-economic setup and changing perception and attitude. In this part of the report, an attempt has been made to examine the profile of minority women in order to understand the current situation and status of women belonging to minority communities, and to know the level of participation in development programmes and schemes.

Most of the respondents were found belonging to middle age group. About 23 per cent respondents were from the age group of 20-25 years while more than 1/3<sup>rd</sup> respondents were from the age group of 25-35 years. Respondents from the higher age group were reported significant in the states of Karnataka, Manipur and Gujarat while respondents from low age group were found pronouncing in the states of Haryana, Bihar and Madhya Pradesh. Religion-wise age of respondents is shown in Table 1. High proportion of respondents belonging to Parsi community was reported from the age group 40-50 years while Buddhist respondents were mainly from the low age group i.e. less than 35 years. Respondents from Muslim and Sikh communities were mainly from the age group of less than 35 years.

**Table: 1**  
**Religion wise Age of Respondents**

Religion of Respondents	Less Than 20 Years	20-25 Years	25-30 Years	30-35 Years	35-40 Years	40-45 Years	45-50 Years	50+ Years	Total
Muslim	323 15.9%	475 23.4%	408 20.1%	341 16.8%	243 12.0%	123 6.1%	61 3.0%	57 2.8%	2031 100.0%
Sikh	41 19.4%	66 31.3%	33 15.6%	46 21.8%	14 6.6%	4 1.9%	6 2.8%	1 0.5%	211 100.0%
Christian	22 5.2%	69 16.3%	55 13.0%	73 17.2%	78 18.4%	69 16.3%	25 5.9%	33 7.8%	424 100.0%
Buddhist	15 4.9%	67 22.0%	73 24.0%	55 18.1%	40 13.2%	27 8.9%	14 4.6%	13 4.3%	304 100.0%
Parsis	0 0.0%	0 0.0%	14 46.7%	0 0.0%	0 0.0%	8 26.7%	8 26.7%	0 0.0%	30 100.0%
<b>Total</b>	<b>401</b> <b>13.4%</b>	<b>677</b> <b>22.6%</b>	<b>583</b> <b>19.4%</b>	<b>515</b> <b>17.2%</b>	<b>375</b> <b>12.5%</b>	<b>231</b> <b>7.7%</b>	<b>114</b> <b>3.8%</b>	<b>104</b> <b>3.5%</b>	<b>3000</b> <b>100.0%</b>

**Source: Field Survey.**

Muslim respondents were predominantly reported in the states of Assam, Bihar, Haryana, Madhya Pradesh, Uttar Pradesh, West Bengal and Gujarat while proportion of respondents from Christian

community was recorded as high as 87.5 per cent in Manipur, 43.8 in Kerala and 29.6 per cent in Karnataka. Buddhist respondents were reported mainly in Maharashtra and Jammu and Kashmir. Sikh respondents were reported as high as 87.5 per cent in Punjab. Parisi respondents were from Maharashtra.

Educational level of respondents is shown in Table 2. The educational level of respondents has been reported to be poor. About 2/5<sup>th</sup> respondents admitted that they are primary pass while less than 1/3<sup>rd</sup> reported that they are matriculation pass. About 13 per cent respondents were found illiterates. This was recorded high in the state of Maharashtra (27.9 per cent) followed by Bihar (21.2 per cent), Haryana (20.8 per cent) and Gujarat (19.2 per cent). The proportion of respondents who were highly educated was recorded significant in Karnataka, Kerala, Punjab and Uttar Pradesh.

**Table: 2**  
**Educational Level of Respondents**

State	Illiterate	Primary	Middle School	High School	Inter-mediate	Graduate	Post-graduate	Others (Specify)	Total
Assam	23 9.6%	91 37.9%	85 35.4%	27 11.2%	7 2.9%	6 2.5%	1 0.4%	0 0.0%	240 100.0%
Bihar	51 21.2%	91 37.9%	44 18.3%	41 17.1%	5 2.1%	8 3.3%	0 0.0%	0 0.0%	240 100.0%
Gujarat	46 19.2%	88 36.7%	88 36.7%	13 5.4%	2 0.8%	2 0.8%	1 0.4%	0 0.0%	240 100.0%
Haryana	25 20.8%	67 55.8%	19 15.8%	5 4.2%	3 2.5%	1 0.8%	0 0.0%	0 0.0%	120 100.0%
Jammu & Kashmir	25 10.4%	111 46.2%	62 25.8%	22 9.2%	5 2.1%	8 3.3%	0 0.0%	7 2.9%	240 100.0%
Karnataka	23 9.6%	62 25.8%	14 5.8%	17 7.1%	40 16.7%	53 22.1%	31 12.9%	0 0.0%	240 100.0%
Kerala	4 1.7%	137 57.1%	23 9.6%	26 10.8%	9 3.8%	37 15.4%	4 1.7%	0 0.0%	240 100.0%
Madhya Pradesh	52 21.7%	94 39.2%	65 27.1%	14 5.8%	6 2.5%	8 3.3%	1 0.4%	0 0.0%	240 100.0%
Maharashtra	67 27.9%	75 31.2%	46 19.2%	18 7.5%	32 13.3%	2 0.8%	0 0.0%	0 0.0%	240 100.0%
Manipur	26 10.8%	88 36.7%	33 13.8%	48 20.0%	25 10.4%	19 7.9%	1 0.4%	0 0.0%	240 100.0%
Punjab	5 2.1%	100 41.7%	60 25.0%	43 17.9%	9 3.8%	20 8.3%	3 1.2%	0 0.0%	240 100.0%
Uttar Pradesh	22 9.2%	42 17.5%	102 42.5%	20 8.3%	25 10.4%	22 9.2%	7 2.9%	0 0.0%	240 100.0%
West Bengal	26 10.8%	150 62.5%	49 20.4%	7 2.9%	0 0.0%	8 3.3%	0 0.0%	0 0.0%	240 100.0%
<b>Total</b>	<b>395 13.2%</b>	<b>1196 39.9%</b>	<b>690 23.0%</b>	<b>301 10.0%</b>	<b>168 5.6%</b>	<b>194 6.5%</b>	<b>49 1.6%</b>	<b>7 0.2%</b>	<b>3000 100.0%</b>

**Source: Field Survey.**

Religion-wise educational level of respondents is shown in

Table 3. Educational levels were reported low among Muslim and Sikh communities while educational levels were reported high among Christian and Parsi communities.

**Table: 3**  
**Religion-wise Education Level of Respondents**

State	Illiterate	Primary	Middle School	High School	Inter-mediate	Graduate	Post-graduate	Others (Specify)	Total
Muslim	318 15.7%	841 41.4%	510 25.1%	164 8.1%	74 3.6%	97 4.8%	27 1.3%	0 0.0%	2031 100.0%
Sikh	5 2.4%	86 40.8%	49 23.2%	39 18.5%	9 4.3%	20 9.5%	3 1.4%	0 0.0%	211 100.0%
Christian	21 5.0%	164 38.7%	63 14.9%	63 14.9%	35 8.3%	62 14.6%	16 3.8%	0 0.0%	424 100.0%
Buddhist	51 16.8%	105 34.5%	68 22.4%	35 11.5%	20 6.6%	15 4.9%	3 1.0%	7 2.3%	304 100.0%
Parsis	0 0.0%	0 0.0%	0 0.0%	0 0.0%	30 100.0%	0 0.0%	0 0.0%	0 0.0%	30 100.0%
<b>Total</b>	<b>395</b> <b>13.2%</b>	<b>1196</b> <b>39.9%</b>	<b>690</b> <b>23.0%</b>	<b>301</b> <b>10.0%</b>	<b>168</b> <b>5.6%</b>	<b>194</b> <b>6.5%</b>	<b>49</b> <b>1.6%</b>	<b>7</b> <b>0.2%</b>	<b>3000</b> <b>100.0%</b>

**Source: Field Survey.**

About 2/5<sup>th</sup> respondents reported their occupations while other women were housewives or non-working. The proportion of respondents who reported their occupation was recorded high in the states of Uttar Pradesh (100 per cent) followed by Karnataka (77.91 per cent), Manipur (67.08 per cent) and Jammu and Kashmir (66.25 per cent). Those respondents who reported their occupations said that they are mainly engaged in self-employment activities in primary sector. About 28 per cent were casual labours while 15 per cent respondents were salaried employees. This was found more pronouncing in Karnataka and Kerala. Religion-wise occupation of respondents is shown in Table 4. The proportion of casual labour was recorded high among Muslims while proportion of salaried employees was recorded high among Christians. The proportion of self-employed women was recorded high among Buddhists, Christians and Muslims.



Table: 4

## Religion-wise Occupation of Respondents

Occupation	Muslim	Sikh	Christian	Buddhist	Parsis	Total
Self Employment In Agriculture And Allied Activities	86 33.9%	0 0.0%	57 22.4%	96 37.8%	15 5.9%	254 100.0%
Self Employment In Non - Agriculture Sector	66 38.6%	3 1.8%	63 36.8%	39 22.8%	0 0.0%	171 100.0%
Regular Salaried	81 41.8%	1 0.5%	74 38.1%	23 11.9%	15 7.7%	194 100.0%
Casual Wage Labour In Agriculture	119 73.9%	0 0.0%	27 16.8%	15 9.3%	0 0.0%	161 100.0%
Casual Wage Labour In Non - Agriculture	166 86.0%	1 0.5%	11 5.7%	15 7.8%	0 0.0%	193 100.0%
Other (Specify)	226 80.7%	1 0.4%	47 16.8%	6 2.1%	0 0.0%	280 100.0%
<b>Total</b>	<b>744</b> <b>59.4%</b>	<b>6</b> <b>0.5%</b>	<b>279</b> <b>22.3%</b>	<b>194</b> <b>15.5%</b>	<b>30</b> <b>2.4%</b>	<b>1253</b> <b>100.0%</b>

Source: Field Survey.

Most of the respondents revealed that their monthly income is less than

Rs. 10,000. However, proportion of respondents having monthly income in between Rs. 10,000 to 20,000 was found significant in Manipur, Kerala and Karnataka. Only a negligible proportion of respondents in Karnataka, Manipur and Punjab admitted that their monthly income is more than Rs. 20,000. Religion-wise financial inclusion is shown in Table 5. Financial inclusion has been reported significantly high among Parsis (100 per cent) followed by Christians and Muslims while it was reported low among Buddhist women.

**Table: 5**  
**Religion-wise Financial Inclusion**

Religion	Bank Account	LIC Policy	Total
Muslim	544 26.8%	107 5.3%	2031 100.0%
Sikh	63 29.9%	2 0.9%	211 100.0%
Christian	214 50.5%	99 23.3%	424 100.0%
Buddhist	72 23.7%	10 3.3%	304 100.0%
Parsis	30 100.0%	30 100.0%	30 100.0%
<b>Total</b>	<b>923</b> <b>30.8%</b>	<b>248</b> <b>8.3%</b>	<b>3000</b> <b>100.0%</b>

**Source: Field Survey.**

Only 3 per cent respondents reported that they have availed credit. This was found more pronouncing in Kerala (22.5 percent), Karnataka (7.1 per cent), Manipur (5 per cent) and Uttar Pradesh (4.2 per cent). Thus, most of the respo Participation in decision making is shown in Table 6. Majority of the women reported that they are taking decisions jointly with their husband while decision making by women was recorded high for the matters related to family budget, rationing, employment and education of children.

**Table: 6**  
**Decisions Making In Your Family**

Particulars	Self	Husband	Joint	Father/Mother/ Others	Total
Family Budget	147	765	1202	886	3000
Purchasing of Property	121	752	1213	914	3000
Rationing	338	581	1210	871	3000
Social Relations	158	562	1353	927	3000
Children Education	167	633	1342	858	3000
Marriage	123	578	1331	968	3000
Employment	190	775	1176	859	3000
Family Requirements	183	570	1360	887	3000

The analysis of socio-cultural and economic profile of minority women simply demonstrates that women belonging to minority communities in India are backward as compared to women from General communities and religious groups. Among the religious groups, the status of Muslim women has been reported to be low as compared to women belonging to other religious groups. This is because of the fact that socio-cultural environment, value system and ecological background vary across the religious groups and regions. Overall, profile of minority women demonstrates



that they are belonging to mainly lower and lower middle class while a large proportion of them are living below poverty line. Only a small proportion of women are found employed however, most of them are self employed or engaged in unorganized sector for employment. Only a negligible proportion of respondents have received vocational education and training. A large proportion of women are from rural and semi-urban areas and thus, their economic is mainly agriculture based. The educational profile of majority of the minority women also demonstrates that educationally they are backward and lagging behind the women belonging to other religious groups.

#### **Participation in Women Leadership Scheme:**

Participation in development programmes and schemes by minority women assumes paramount importance in the context of women empowerment. In this part of the report, an attempt has been made to examine the level of awareness, participation, attitude and perception of minority women related to socio-cultural, economic and political issues of development and governance. Awareness about Mid Day Meal Yojana (90.3 per cent), Sarva Shiksha Abhiyan (84.7 per cent), MGNREGA (80 per cent), Scholarship Scheme (79.7 per cent), ICDS (76.6 per cent), Maternity Benefit Scheme (66.3 per cent), Jannani Suraksha Yojana (64.6 per cent) and Indira Awas Yojana (54.67 per cent) was reported significant while about 36 per cent respondents were found aware about Leadership Development for Minority women. Awareness about development programmes and schemes varies across the region and religious groups. About 58 per cent Christian women were found aware about Leadership Development Scheme for Minority women as against 26 percent women belonging to Buddhism and 26 per cent Sikh women. More than 1/3<sup>rd</sup> Muslim women were found aware about the scheme. About 3/4<sup>th</sup> respondents reported that they received information about development programmes through media while friends and relatives have also made them aware about the development programmes and schemes to the significant extent. The government officials as source of information has not been reported significantly though, they are supposed to make aware and sensitize through publicity of schemes and programmes to the potential beneficiaries. In the state of Kerala, Assam and Karnataka, a significant proportion of women admitted that they were provided information regarding development programmes by government officials.

State-wise awareness about leadership development scheme for minority women is shown in Table 7. Overall, about 36 per cent respondents were found aware about the scheme. The awareness level about the scheme was recorded significantly high in the state of Uttar Pradesh (100 per cent), Manipur (100 per cent), Madhya Pradesh (63.3 per cent) and Maharashtra (50 per cent). It is to be noted that where the survey for impact assessment of leadership training was conducted, the awareness level about the scheme was recorded high.

Table: 7

**State-wise Awareness about Leadership Development Scheme for Minority Women**

State	Yes	No	Total
Assam	70 29.2%	170 70.8%	240 100.0%
Bihar	0 0.0%	240 100.0%	240 100.0%
Gujarat	63 26.2%	177 73.8%	240 100.0%
Haryana	1 0.8%	119 99.2%	120 100.0%
Jammu & Kashmir	62 25.8%	178 74.2%	240 100.0%
Karnataka	20 8.3%	220 91.7%	240 100.0%
Kerala	38 15.8%	202 84.27%	240 100.0%
Madhya Pradesh	152 63.3%	88 36.7%	240 100.0%
Maharashtra	120 50.0%	120 50.0%	240 100.0%
Manipur	240 100.0%	0 0.0%	240 100.0%
Punjab	58 24.2%	182 75.8%	240 100.0%
Uttar Pradesh	240 100.0%	0 0%	240 100.0%
West Bengal	15 6.2%	225 93.8%	240 100.0%
<b>Total</b>	<b>1079</b> <b>36.0%</b>	<b>1921</b> <b>64%</b>	<b>3000</b> <b>100.0%</b>

**Source: Field Survey.**

Overall, benefits received by minority women were found significant for the programme of Mid Day Meal (73.43 per cent), Scholarship Scheme (64.73 per cent), Sarva Shiksha Abhiyan (62.3 per cent), ICDS (58.73 per cent) and Maternity Benefit Scheme (50 per cent). About 30 per cent minority women received benefits under Leadership Development Scheme. This was found significantly high among the Christian women (54.8 per cent) followed by Muslim women (30.28 per cent) and Buddhist women (13.16 per cent). Benefits under the scheme by minority women across the regions and states show interesting picture. Majority of women in the state of Manipur,

Uttar Pradesh, Kerala and Madhya Pradesh reported that they have received benefits under Leadership Development Scheme.

Type of leadership training is shown in Table 8. Most of the respondents reported that they have attended non-residential training under the scheme. This was found more pronouncing in Assam, Gujarat, Madhya Pradesh, Maharashtra and Uttar Pradesh. 1/4<sup>th</sup> respondents in Manipur reported that they have attended residential training programme under the scheme while about 56 per cent respondents in Kerala reported that they have attended workshop under the Leadership Training programme.

**Table 8**  
**Type of Leadership Training**

State	Workshop	Non-Residential Training	Residential Training	Total
Assam	0 0.0%	60 100.0%	0 0.0%	60 100.0%
Gujarat	0 0.0%	60 100.0%	0 0.0%	60 100.0%
Kerala	9 56.2%	6 37.5%	1 6.2%	16 100.0%
Madhya Pradesh	0 0.0%	150 100.0%	0 0.0%	150 100.0%
Maharashtra	0 0.0%	120 100.0%	0 0.0%	120 100.0%
Manipur	0 0.0%	180 75.0%	60 25.0%	240 100.0%
Uttar Pradesh	0 0.0%	240 100.0%	0 0.0%	240 100.0%
<b>Total</b>	<b>9</b> <b>1.0%</b>	<b>816</b> <b>92.1%</b>	<b>61</b> <b>6.9%</b>	<b>886</b> <b>100.0%</b>

Source: Field Survey.

The respondents were asked that whether they were provided reading materials and training modules during the training programme. All the respondents in Assam, Gujarat, Madhya Pradesh, Manipur and Uttar Pradesh reported that they were provided reading materials under the training programme. However, all the respondents in Maharashtra and 6 per cent respondents in Kerala reported that they were not provided reading materials during the training programme (Table 9).

Table: 9

## Distribution of Reading Materials

State	Yes	No	Total
Assam	60 100.0%	0 0.0%	60 100.0%
Gujarat	60 100.0%	0 0.0%	60 100.0%
Kerala	15 93.8%	1 6.2%	16 100.0%
Madhya Pradesh	150 100.0%	0 0.0%	150 100.0%
Maharashtra	0 0.0%	120 100.0%	120 100.0%
Manipur	240 100.0%	0 0.0%	240 100.0%
Uttar Pradesh	240 100.0%	0 0.0%	240 100.0%
<b>Total</b>	<b>765</b> <b>86.3%</b>	<b>121</b> <b>13.7%</b>	<b>886</b> <b>100.0%</b>

**Source: Field Survey.**

Usefulness of reading materials is shown in Table 10. Majority of the respondents reported that reading material was somewhat useful. About 29 per cent respondents further said that reading material was very useful for them. This was found more pronouncing in Kerala, Madhya Pradesh and Manipur.

**Table: 10**  
**Usefulness of Reading Materials**

State	Very Useful	Somewhat Useful	Useless	Total
Assam	0 0.0%	60 100.0%	0 0.0%	60 100.0%
Gujarat	0 0.0%	60 100.0%	0 0.0%	60 100.0%
Kerala	11 73.3%	3 20.0%	1 6.7%	15 100.0%
Madhya Pradesh	90 60.0%	59 39.3%	1 0.7%	150 100.0%
Manipur	120 50.0%	120 50.0%	0 0.0%	240 100.0%
Uttar Pradesh	0 0.0%	240 100.0%	0 0.0%	240 100.0%
<b>Total</b>	<b>221</b> <b>28.9%</b>	<b>542</b> <b>70.8%</b>	<b>2</b> <b>0.3%</b>	<b>765</b> <b>100.0%</b>

Source: Field Survey.

Religion-wise major contents of training modules are shown in Table 11. Most of the respondents reported that they were provided training on the modules of health and hygiene, housekeeping, family planning, women leadership, public distribution system, diseases of children and vaccination. However, receiving of training under various training modules varies across the religions and states.

**Table: 11**  
**Religion-wise Major Contents of Training Modules**

Training Modules	Muslim	Christian	Buddhist	Total
Diseases Of Children And Vaccination	381	191	40	612
Public Distribution System	411	210	40	671
Women Leadership	464	201	40	705
Governance System	332	196	40	568
Welfare Schemes And Programmes For Minorities	395	198	40	633
Family Planning	456	227	40	723
Housekeeping	534	191	40	765
Treatment Of Waste Water & Disposal of Solid Waste	322	162	40	524
Health And Hygiene	515	223	40	778
Gender Issues	277	197	40	514
Life Skill Education	300	194	40	534
Nutrition	150	70	0	220

Source: Field Survey.

State-wise major contents of training modules are shown in

Table 12. A large proportion respondent in Manipur reported that they have received training under the training module of public distribution system; family planning, health and hygiene while in the state of Uttar Pradesh, majority of women have received training under the module of diseases of children and vaccination, women leadership, housekeeping and health and hygiene. In the state of Maharashtra and Madhya Pradesh, large proportion of respondents have received training under the module of housekeeping, health and hygiene, welfare schemes and programmes, public distribution system and women leadership.

**Table: 12**

**State-wise Major Contents of Training Modules**

Training Modules	Assam	Gujarat	Kerala	Madhya Pradesh	Maharashtra	Manipur	Uttar Pradesh	Total
Diseases of Children And Vaccination	0	30	12	0	120	210	240	612
Public Distribution System	60	30	11	90	120	240	120	671
Women Leadership	60	30	16	30	120	210	239	705
Governance System	60	46	12	0	120	210	120	568
Welfare Schemes And Programmes For Minorities	60	50	13	60	120	210	120	633
Family Planning	60	19	14	150	120	240	120	723
Housekeeping	0	32	13	150	120	210	240	765
Treatment Of Waste Water & Disposal Of Solid Waste	0	2	12	90	120	180	120	524
Health And Hygiene	0	15	13	150	120	240	240	778
Gender Issues	0	22	12	30	120	210	120	514
Life Skill Education	60	15	9	0	120	210	120	534
Nutrition	0	0	10	30	0	60	120	220

**Source: Field Survey.**



State-wise criteria for selection are shown in Table 13. Selection criteria for conducting training programme vary across the regions and states. Self motivation, leadership qualities and age are important factors in selection of candidates for training. A large number of respondents reported miscellaneous criteria for the selection of beneficiaries under the scheme. Generally, non-government organizations and other training institutions identify potential beneficiaries on their own criteria and convenience.

Achieving of training expectations is shown in Table 14. Majority of the respondents reported that they are satisfied with their expectations from training on the modules on family planning, housekeeping, health and hygiene, diseases of children and vaccinations. However, expectations on the training programme in the areas of gender issues, nutrition, and treatment of waste water and disposal of solid waste and governance system were achieved to some extent by a large number of minority women.

**Table: 14**

**Achieving of Training Expectations**

Training Modules	To Greater Extent	To Some Extent	Not At All	Total
Diseases Of Children And Vaccination	264	348		612
Public Distribution System	107	533	31	671
Women Leadership	137	419	150	706
Governance System	67	365	150	582
Welfare Schemes And Programmes For Minorities	125	518		643
Family Planning	289	445		734
Housekeeping	203	559	1	763
Treatment Of Waste Water And Disposal Of Solid Waste	60	312	120	492
Health And Hygiene	223	570		793
Gender Issues	75	326	121	522
Life Skill Education	185	213	121	519
Nutrition	80	140		220

**Source: Field Survey.**

There has been positive impact of leadership training. The ranking of impact of training has been found in favour of women empowerment mainly in the issues of sensitization and awareness creation towards gender issues, leadership development, educational empowerment, active role in decision making process, increased social status and recognition, effective delivery of services and enhanced role in implementation of development programmes (Table 15).

**Table: 15**  
**Impact of Leadership Training**

Impact	Ranking
Sensitization And Awareness Towards Gender Issues	1
Sensitization & Awareness Towards Development Programmes	8
Educational Empowerment	3
Economic Empowerment	9
Political Empowerment	12
Enhanced Role In Implementation Of Development Programmes	7
Active Participation In Social Movement	11
Leadership Development	2
Active Role In Decision Making Process	4
Enhanced Role In Family And Society	10
Increased Social Status And Recognition	5
Effective Delivery Of Services	6
Enhanced Participation In Political Institutions And Governance	13
Effective Functioning Of Local Governments	14

**Source: Field Survey.**

Religion-wise impact of leadership training varies. Muslim women have rated the impact of leadership training in form of sensitization and awareness towards gender issues, leadership development, active role in decision making process, educational empowerment, increased social status and recognition, effective delivery of services and enhanced role in family and society. Christian women reported that the impact of training has been in form of sensitization and awareness towards gender issues, leadership development, educational empowerment, enhanced role in implementation of development programmes and enhanced role in family and society. Buddhist women have rated the impact of leadership training in form of sensitization and awareness towards gender issues mainly. Most of the women reported that they are aspiring for career development, skill training and vocational education, creation of employment opportunities, financial inclusion and access to credit, government employment, improvement in educational infrastructure and facilities, improvement in health infrastructure and facilities, improvement in roads and streets, improvement in public transport, substantial housing and improved sanitation.

Only a few respondents reported that handholding support was provided to them after training. However, handholding support was provided mainly in form of problem solving and receiving feedback from them. Among the religious groups, Christian women reported in a large proportion that they received handholding support. This is because of the fact that the quality of leadership training was comparatively better in the states of Kerala, Manipur and Karnataka. The handholding support was extended to the greater extent in the state of Kerala and Manipur. The handholding support has been in form of interaction, problem solving and guidance.

The overall analysis simply demonstrates that leadership training has positive impact on women empowerment however; the basic

purpose of the scheme is to create opportunities for political empowerment and active role in decision making process among the minority women. The awareness and participation in development programmes, schemes and legal acts by the minority women has been reported to be low which shows low publicity of the programmes and schemes. There is imperative need to create awareness and sensitization towards development programmes and schemes and launch special campaign for legal awareness among the minority women so that they may avail the benefits of development programmes and schemes.

#### **Policy Recommendations:**

The following policy recommendations have been provided for empowering women belonging to minority communities and effective implementation of Leadership Development Scheme:

- Minority women's empowerment requires adequate resource allocation in all areas including health, education, sanitation, nutrition, employment, access to credit and asset ownership, skills, research and design technology and political participation. The regional imbalances must be addressed while spatial mapping of social infrastructure and access to employment opportunities for women may highlight the resources India should adopt a broad policy framework including growth with equity, improving governance through participation of poor and collaboration with all stakeholders in planning process and regional cooperation to remove trade barriers and eliminating harmful taxes and competition practices.
- Promoting the greater participation of minority women in decision making process remains another major objective towards the goal of empowering women. Thus, it is imperative to create more opportunities for women to participate in the institutions of government..
- Minority women's access to paid work may give them a greater sense of self reliance and greater purchasing power. Similarly, women's presence in the governance structures of society clearly carries the potential to change unjust practices. Thus, it is imperative to create more opportunities for women to participate in decision making process and governance of development programmes.
- Participation of minority women in planning and decision-making still remains an area of neglect. The formal institution such as political parties, legislators, trade unions, cooperative, techno-bureaucracy, industry, trade and commerce reflect a very low level of participation of women particularly at more responsible positions. In order to resolve this problem and to initiate necessary policy initiatives, a comprehensive policy statement should be brought out both by the government and corporate sectors. This policy should focus on the reservation, entitlements and gender just equatous society.
- There should be creation of permanent cell at the state level to oversee the functioning, monitoring and evaluation of the policy, programmes, projects and schemes oriented towards minority women, with fully equipped infrastructure, facilities and qualified manpower.
- In leadership training whether through NGO's or through state organizations or through universities or private education institutions, the rate of remuneration for teachers should be high enough to attract competent teachers. The rates followed by successful training institutions should be used as a good indicator for fixing the rates.
- In order to have quality faculty and resource persons, the training institutions should invite resources persons from various national level academic institutions as guest faculty while

the training institutions should allocate substantial amount for honorarium to the guest faculty for delivering such special classes to their students. The women should be given more exposure related academic inputs rather than theoretical inputs..

- Performance indicators for monitoring the overall success of the training institutions should be evolved and those training institutions who are unable to get the minimum qualifying marks in terms of success rate, the support under the scheme should be withdrawn by the government. Besides, the training institutions should insist on registration of women for specific modules. There is need to incorporate women entrepreneurship and livelihood development in the training modules.
- It is imperative to review the selection criteria of training institutions as some of the good training institutions are not willing to apply under the scheme to the Ministry as they are required to get recommendation from the concerned state. The Ministry may also adopt a judicious thinking to consider the proposals recommended by the state government under the scheme. As per the concentration of minority population and educational backwardness, the quota for the states may be fixed up by the Ministry while approving the proposals. The Ministry may also consider proposals from the training institutions coming directly without recommendation of the concerned states. The good training institutions may be empanelled for a longer period so that effective implementation of the scheme may be ensured.
- The Ministry may evolve criteria and indicators for evaluation of the performance of the programme. Concurrent monitoring and evaluation is necessary to ensure effective implementation and review of the programme. On the basis of grading system, the training institutions may be sorted out for allotment of the number of batches under the scheme. The training institution should also evolve criteria and indicators for evaluation of the performance of faculty members and selection of candidates in order to attract the quality faculty and good batches of trainees.
- It is suggested that reading materials should be developed by the training institutions in consultation with academic experts. The reading materials in proper shape (modules, papers, monographs and reports) should be provided time to time to the trainees so that they may go through the reading materials in advance and participate effectively in the discussions and deliberations in classrooms. The training institutions may approach to the academic experts for developing a feedback form for the assessment of the faculty.
- MIS must be developed for tracking the enrolment, retention, attendance and success for the various modules in training institutions. The MIS should be linked with concerned state governments and the Ministry. The physical and financial performance may be provided on monthly basis on a prescribed format both through electronic and printed forms.
- It is suggested that proper publicity and awareness creation about the scheme should be ensured both at the Ministry level and in the states so that candidates from backward and remote areas may be made aware about the scheme and they may avail the benefits under the scheme.
- It is imperative to converge the leadership development scheme with various other departments and ministries for extending the benefits of social development programmes to the women belonging to minority communities. .
- Handholding support after training is required. Handholding support should be focussed more on supply side factors rather than demand side factors. A proper data base

should be prepared by the PIAs for the trainees and there should be a proper trekking system for continuous guidance, counselling and establishing backward and forward linkages with pressure groups, civil society organizations, political parties and associations of women so that they may be preferred as a potential candidates in the election fray.