

# **EXIGENCY IN INDIAN AGRICULTURAL SECTOR**

## **CHALLENGES & WAYS FORWARD**

**Edited by:**  
**Dr. Siddaraju V.G.**



## **Rural Tourism: A New Opportunity for Rural Farmers**

**Harisha N and Jayasheela**

---

### **Introduction:**

Tourism growth in the economy can be harvested as a strategy for Rural Development. The development of a strong platform around the concept of rural tourism is definitely useful for a country like India, where almost 83.3 crore population resides in its 6, 40,867 villages. Across the world the growth of industrialization and development have led to urban centric approach. Alongside, the stresses of urban lifestyles have led to a "counter-urbanization" syndrome. This has led to growing interest in the village areas. At the same time this trend of urbanization has led to falling income levels, lesser job opportunities in the total areas leading to an urbanization syndrome in the rural areas. Rural tourism is one of the few activities which can provide a solution to the present problems. Besides, there are other factors which are shifting the trend towards rural tourism like increasing levels of farmer's income and awareness, growing interest in heritage and culture and improved accessibility, and environmental consciousness. In the developed countries, this has resulted in a new style of tourism like rural tourism by visiting village settings to experience and live a relaxed and natural healthy lifestyle. This concept has taken the shape of a formal kind of agri-tourism and rural tourism.

### **Objectives and Methodology**

The main objectives of this paper are:

- To discuss the growth and contributions of tourism industry India in general and discuss the concept of rural tourism in particular;



**Dr Siddaraju V.G.** is currently working as Associate Professor, Centre for Study of Social Exclusion and Inclusive Policy, University of Mysore, India. He has done PhD in Economics from University of Mysore, India. He has published many research papers and books also. He has presented papers in various national and international conferences. His fields of interests are Development Issues, Agricultural Economics and Social Policy. He has been actively engaged in various research projects in his area of interest.



**About the Book**

Agriculture is an important sector of the Indian economy. Over the past two decades, manufacturing and service industries have gained attention and agriculture remains a major contributor to growth in India. Nearly two-thirds of India's population depends on agriculture for its livelihood. It means that the food requirements of the people and produce several raw materials for industries. But, the agriculture sector in India has undergone significant change in the form of a decrease in share of GDP. Indian agriculture is plagued by several problems, some of them are natural and some others are manmade. In this context, this book looks forward to understand the various issues and challenges faced by the Indian agricultural sector. Different articles here have highlighted the situation of different parts of the country. The feature of this book is that experts who have knowledge of the issues have contributed to this book. This book will be a valuable source of reference on the subject for the policy-makers, social scientists, teachers and students of economics, sociology and development thinkers.



**GRABS**  
 Published by  
**Grabs Educational Charitable Trust,**  
 21/12, 8- Street,  
 Bakhavachalam Nagar,  
 Nanganallur,  
 Chennai-600114,  
 Tamilnadu.

ISBN 978-81-936929-7-4

9 788193 692974 >

Price: ₹ 800

# WOMEN AND SKILL DEVELOPMENT: Towards Sustainable Livelihoods

Edited by  
Dr. Siddaraju V.G.



## Empowerment of Women through Skill Development in India: Challenges and Suggestions

Harisha N and Jayasheela

---

### Introduction:

Gender equality and empowerment plays an important role in economic development. In India majority of women and men residing both in rural and urban areas are unskilled. However, more number of women residing in the rural areas is unskilled compared to men living in both rural and urban areas. And these unskilled women workers are working in the informal sector facing many problems including lack of skills. According to the Census of India 2011, women constitute 48.46 percent of the total population and about 25.67 percent of them are designated as workers (GoI, 2011). In India the presence of the non-formal economy has been overwhelmingly large with 92 per cent of the total workforce of about 458 million poor and vulnerable workers being part of this economy (GoI, 2012). The studies reveal that more than 90 per cent of women workers are concentrated in the informal sector. Hence, it can be said that informal sector in India is the women's sector. However, the condition of women in the informal sector is miserable, most of time they have to work in extremely low wages and without any job security and social security benefits, apart from this working conditions also unsatisfactory (Neha Mittal, 2012).

According to the National Sample Survey Office's (NSSO) 68<sup>th</sup> round (2011-12), 79 percent of the informal workers do not have a



**GRABS**

Published by

**Grabs Educational Charitable Trust,**

21/12, 8- Street,

Bakthavachalam Nagar,

Nanganallur,

Chennai-600114,

Tamilnadu.

Price: ₹ 800

ISBN 978-81-945756-0-3



9

788194

575603

>

# **Changing Contours of Welfare Programmes in India**

## **Issues and Challenges**



*Editors*

**Vilas M. Kadrolkar**  
**Jayasheela**  
**Ravindra Kumar B.**  
**Muniraju M.**  
**Neelakanta N. T.**  
**Pallavi S. Kusugal**

# Employment Generation Programmes in India: A Overview

Harish N.

Vilas M. Kadrolkar

## Introduction

Though removal of unemployment has ever been a proclaimed objective of India's economic planning, yet until the sixth five year plan, one does not find any reference to long-term employment policy with a bold approach to tackle the unemployment problem in a forthright manner. For a long time, it was assumed that employment situation would automatically improve as a result of economic growth. Direct measures to eliminate unemployment were not preferred as the apprehension was that they could slow down the growth process by raising consumption expenditure on one hand, and cutting down economic surplus on the other. For two decades or so in peripheral manner, reliance was placed on cottage and agro-based industries and infrastructural projects for absorbing the backlog of unemployed and the additional labour force joining the labour market in search of jobs. This Policy was obviously inadequate to tackle the unemployment problem and as a result, the number of unemployed rose to about 22 million in 1969. The Planning Commission acknowledged in the Sixth plan documents the hard reality that despite economic planning, employment opportunities had not adequately increased over the years. The position was not satisfactory even in terms of long-term employment. Keeping in view these facts the employment policy in Sixth Plan aimed at "The two major goals of reducing underemployment for the majority of labour force and cutting down on long-term unemployment". Obviously, for a lasting solution to these problems, employment-oriented rapid economic growth was necessary. Hence, efforts in the direction were combined with short-term measures which provided some relief at least on temporary basis. Since in our mixed capitalist economy, private and cooperative sectors coexist with public sector, the government committed itself to a policy of employment generation in all the sectors. It was admitted that production in the public sector is highly capital intensive and, thus, there was not much scope for the creation of fresh employment in this sector.

Therefore, the government decided to concentrate particularly on policy measures seeking to influence the private demand and utilisation of manpower in private sector. This required emphasis on self-employment ventures in agriculture, cottage and small industries and allied activities as well as non-farm operations. Some of the major employment programmes undertaken were: Integrated Rural Development Programmers (IRDP), National Rural Employment Programme (NREP), and National Scheme of Training for Rural Youth for Self-Employment (TRYSEM), Operation Flood II Dairy Project and Fish Farmers Development



## About Editors

**Dr. Vilas M Kadrolkar** is Professor and Chairman in the Department of Studies and Research in Economics, Tumkur University. He has obtained his Doctor of Philosophy degree in Economics, from Karnatak University, Dharwad, Karnataka. He is a Double Gold Medalist and Second Rank to the University, at master degree. Before joining Tumkur University, he had served at Government First Grade College, Kadur, Siddaganga Institute of Technology, Tumkur and Christ University, Bangalore. Has fourteen years of teaching experience. Has authored two books, co-authored two books, edited 12 books to his credit and has attended many national and international conferences, presented papers and published articles in journals and actively involved in research and consultancy services.

**Dr. Jayasheela** is presently Acting Vice Chancellor and Professor in the Department of Studies and Research in Economics, Tumkur University. He is also a Dean of Arts Faculty. Before joining Tumkur University, he has served as Associate Professor in the Department of Economics, Mangalore University and also served in the Agricultural Development and Rural Transformation (ADRT) unit at the Institute for Social and Economic Change (ISEC), Bangalore. He has participated and presented research papers in the national and international seminars/conferences. He has successfully completed twelve research projects. Moreover, he has published many research articles in the journals/books/papers and four books to his credit.

**Dr. Ravindra Kumar B.** Professor in the Department of Studies and Research in Economics, Tumkur University. He has obtained his Doctor of Philosophy degree in Agricultural Economics, from Pune University, Maharashtra. He has also obtained master degree in English and MBA degree. Before joining Tumkur University, he had served at MSNM Besant Institute of PG Studies Mangalore, Vivekananda College Puttur, Thumbe College Bantwal and Canara College Mangalore. Has twenty four years of teaching experience. Has attended many national and international conferences, presented papers and actively involved in research and consultancy services.

**Muniraju M.** is Assistant Professor in the Department of Studies and Research in Economics, Tumkur University. He is pursuing Doctoral Degree. His areas of specialization are Agricultural Economics, International Economics Rural development and Urban Economics. He has attended and paper presented in many national, international conferences and published articles in edited books, national and international journals with impact factor. He is actively involved in academic and research oriented and extensional activities.

**Dr. Neelakanta N. T.** is Assistant Professor in the Department of Studies and Research in Economics, Tumkur University. He has obtained his Doctorate degree from IIT-Bombay, Maharashtra. His areas of specialization are Development Economics, Mathematical and Statistical Economics and Econometrics. He has attended and presented paper in many national, international conferences and published articles in edited books, national and international journals with impact factor. He is actively involved in academic, research oriented and extensional activities.

**Dr. Pallavi S. Kusugal** is Assistant Professor in the Department of Studies and Research in Economics, Tumkur University. She has obtained her Doctorate degree from Karnatak University, Dharwad, Karnataka. Her areas of specialization are Industrial and Labour Economics, Health Economics, Human Development and Gender issues. She has attended and paper presented in many national, international conferences and published articles in edited books, national and international journals with impact factor. She is actively involved in academic and research oriented and extensional activities.

Rs. 750/-

## NIRUTA PUBLICATIONS

Niratanka, #326, 1st Floor, Opp. Syndicate Bank,  
Near Dr. AIT College, Kengunte, Mallathahalli,  
Bengaluru-560056. Mob: 9980066890. Ph: 080-23213710  
E-mail: nirutapublications@gmail.com, dtpniratanka@gmail.com  
Visit : [www.socialworkfootprints.org](http://www.socialworkfootprints.org), [www.niratanka.org](http://www.niratanka.org)



9 789384 262440



Volume - III

# EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

Editors

Dr.S.SHIVARAJAPPA  
SHIVARAJU



**Lulu.**

Lulu Enterprises UK Ltd.

**3**

## Chapter – 57

**GENDER DISTRIBUTION IN HIGHER EDUCATION IN INDIA: A REVIEW****HARISHA N***Assistant Professor, Department of Economics,  
Karnataka State Open University, Mukthagangothri, Mysore***Abstract**

*Education is the fundamental human right of every individual irrespective of gender. Education is the single most important factor to ensure gender equality and empowerment. The major objective of this paper is to give an overview of status of women in higher Education in India, to find out the constraints hindering the pursuit of Higher Education by women and suggest suitable prescriptions to make higher education for women easily accessible. This paper is based on the secondary sources of literature. It is clear from the study that Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, and for male population it is 25.4% and for females, it is 23.5%. The major problems in accessing higher education in India are inadequate school facilities such as sanitary facilities, shortage of female teachers and gender bias in curriculum and hurdles of culture and tradition. This paper made some suggestions to improve the women gross enrolment ratio in higher education like to establish more and more Higher Education Institutions in the rural areas, women-friendly educational environment, Women's representation on institutions decision-making bodies, Distance education and open learning institutions and techniques should be promoted, Stipends, Scholarships and fellowships to be increased, elementary education for girls to be made them to accessible effectively.*

**INTRODUCTION:**

Education is the fundamental human right of every individual irrespective of gender. Education is the single most important factor to ensure gender equality and empowerment. The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has laid a strong foundation for primary and secondary education in India. However, the sphere of higher education has still not seen any concerted efforts for improvement in access or quality. Hence, Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. If this is the situation of people in general, status of women is still worst. Studies reveal that in spite of special constitutional provisions and government efforts to improve the status of women in higher education, the gap between male and female enrolment ratio was quiet significant, in other words significant proportion of female population still remains deprived of the benefits of higher education. Hence, ensuring access to quality higher education for women in India has been the greatest challenge for the Indian government. Against this background the present study is designed with the following objectives;

**OBJECTIVES AND METHODOLOGY:**

1. To give an overview of status women in higher Education in India;
2. To access problems faced by women in accessing higher education in India;
3. To suggest suitable prescriptions to make higher education for women easily accessible.

This paper is based on the secondary information and it was gathered from various publications of government departments, reputed journals, books and newspapers.

**HIGHER EDUCATIONAL STATUS OF WOMEN IN INDIA**

Higher education is of vital importance for the country, as it is powerful tool to build knowledge based society of the 21st century. Higher Education means education imparted to students beyond schooling to say study beyond the level of secondary education. The institutions of higher education include not only colleges and universities but also professional schools in the field of law, theology, medicine, business, music, art teacher's training schools, community college and institutions of technology etc. The growth of any nation is measured by the quality and quantity of educated people in that nation. The Developed nations have Gross enrolment Ratio (GER) of 58% in higher education, whereas developing nations have GER of 24%, India today have Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. Hence, to become super power India must increase its GER in higher education to a significant level. The focus of 12<sup>th</sup> five year plan as well as the previous 11<sup>th</sup> five year plan is on inclusive growth including inclusive education. Government also