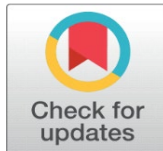
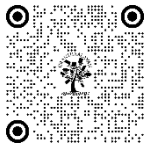


SKILL DEVELOPMENT AND WOMEN EMPOWERMENT: ASSESSING THE EFFECTIVENESS OF VOCATIONAL TRAINING CENTERS AND WOMEN LITERACY CENTERS BY TATA POWER DDL

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ABSTRACT

This research assesses the impact of Tata Power DDL's CSR programs for women employment through vocational training centers and women literacy centers. The study is based on an ethnographic survey of 12 districts in North and North-West Delhi. The data was collected by questionnaires, interviews and participant observation with the help of purposive and stratified random sampling techniques. The studies show that rendering vocational training and opening the literacy centers has led positive changes in the women economic and social statuses and played a role in enhancing skills, employment, and literacy levels among the women. However the following challenges were noted; poor infrastructure, low participation in some areas, and lack of resources. These CSR initiatives are very important in the transformation of women's self-reliance hence the need for the expansion of the programs and enhancement of the current implementation. Further, the study highlights the need to have policy intervention to deal with existing barriers to enhance the participation and achieve sustainable results.

Keywords: Women Empowerment, Vocational Training, Literacy Centers, Corporate Social Responsibility (CSR), Skill Development, Tata Power DDL, Ethnographic Study

1. INTRODUCTION

Empowerment and skill development of women are important for the country's growth and development in the context of inclusive growth. Even though there has been meaningful progress attained in gender equality, women in various disadvantaged areas are still likely to experience some difficulties pertaining education, employment and social promotion. Education, both vocational and literacy camps, has been widely effective in attesting women's right to work, skills, and enabling women to contribute to the economy (Kwatra, 2016). CSR activities are very important in supporting the government's efforts through filling gaps in education and skill development (Chaudhuri, 2022). Tata Power Delhi Distribution Limited or Tata Power DDL, a utility service provider company in North Delhi has been instrumental in the execution of CSR measure for the betterment of the weaker section of the society. Some of the more important developmental programs that have been instituted are the Vocational Training Centre and the Women Literacy Centre, which is set to empower economically challenged women for skills enhancement with the view to empowering them and enabling them to be gainfully employed (Sinha, 2020).

1.1 NEED FOR SKILL DEVELOPMENT AND WOMEN EMPOWERMENT

Women's liberation is not only a requirement for economic development, but also a social necessity. Literature review indicates that guiding women through education and /or skills enhancement enables them to earn more for the family and promotes community uplift. Educated and skilled women are better placed to come out of the poverty trap, educate their children and be productive members of the economy (Kaka, 2014). In India, however, the status of women remains low due to various impediments including cultural stereotype, illiteracy and dearth of opportunities for skill up gradation. The shortage can be filled with essential body of knowledge which prepares woman for vocational training and literacy programs aimed to increase rates of economic activity among such women. The importance of CSR in offering such opportunities is now considered as an important part of the solution to these problems (Jha, 2017).

1.2 ROLE OF VOCATIONAL TRAINING CENTERS AND WOMEN LITERACY CENTERS

Vocational Training Centers and Women Literacy Centers have therefore been established as major strategies towards the achievement of women education and economic needs. Vocational Training Centers are aimed at providing training in specific fields of work, so that the women can get employed in different fields, whether in small scale enterprises, or in large organizations (Regy, 2021). Besides training on technical areas these centers also empower women by boosting their self-confidence and making them financially secure. Women Literacy Centers, in contrast, seeks to enhance the literacy and numeracy of the illiterate and semi-literate adult women who have been locked out from schooling. Education or Literacy is the basis of empowering people because it leads to enhanced communication and informed choices making as well as a more relevant societal engagement (Muttoo, 2019). The CSR programs of Tata Power DDL make sure that the program empowers women in all aspects by including both literate and vocational training.

2. OBJECTIVES

- To evaluate the effectiveness of Tata Power DDL's vocational training centers in enhancing the skill development and economic empowerment of women in North and West Delhi.
- To assess the role of women literacy centers in promoting social empowerment and improving the educational outcomes of women in the target regions.
- To identify the key challenges and barriers faced by women in accessing and benefiting from these CSR initiatives and propose strategies to overcome these obstacles.

3. SIGNIFICANCE OF THE STUDY

This work has enormous relevance since it focuses on gender equality and women's education for skill enhancement in the less privileged society. This study evaluates the success of Tata Power DDL's vocational training centres and women literacy centres, and thereby explicates the role of CSR in closing the socio-economic divide. It's now well understood that the advancement of women lays the foundation for growth and the improvement in their capabilities benefits not only individual financial conditions, but communities as well. The result of this study will help to understand how vocational training and literacy can change the lives of women and help them to become financially independent and socially promoted. The paper focuses on the issues and barriers of such initiatives and provides important suggestions

for enhancing their performance. The findings will be useful to policy makers, CSR implementers, and NGOs involved in empowering women in urban and semi urban regions. In a wider perspective, this research will help to fill the gaps in the existing literature on skill development, gender equity, and corporate social responsibility. It emphasizes the function of education and skills as influential factors for attaining the goal of sustainable development; it also illustrates the possibility of CSR in changing the underprivileged women from an inferior position in India.

4. RESEARCH METHODOLOGY

The JJ colony in North and West Delhi is the subject of the current anthropological investigation. A kind of qualitative study called ethnography looks at how individuals interact with one another in a particular setting. This research offers a comprehensive look at the ideas and actions of regular users as well as the images and noises they encounter. Through this form of data collecting, insights into users' views and interactions with their surroundings are revealed. Among the ethnographic approaches include direct observation, diary studies, photography, video records, and artefact analysis—analyzing things like a person's daily tools. The user may make observations at work, at home, or while they're out and about with friends and family. Depending on the kind of research being conducted, the duration of the investigations may vary. A research that takes weeks or even months might result from an hour or two of observation. The purpose of this study was to determine if women's literacy centres and vocational training centres of Tata Power DDL were effective in promoting women's empowerment and skill development.

4.1 SAMPLE SIZE

The study was carried out in 12 Tata Power-DDL districts in the North and North-West of Delhi, where various centres are home to the current CSR efforts. Samples totalling 4200 were gathered from 12 areas.

NORTH AREA:

1. City Circle encompassing Moti Nagar (MTN), Keshav Puram (KPM) & Pitampura (PPR) Districts.
2. Town Circle encompassing Civil Lines (CVL), Shakti Nagar (SKN) & Model Town (MDT) Districts.

NORTH WEST AREA:

1. Urban Circle encompassing Shalimar Bagh (SMB) & Badli (BDL) Districts Metro
2. Circle encompassing Rohini (RHN) & Mangol Puri (MGP) Districts Suburban
3. Circle encompassing Bawana (BWN) & Narela (NRL) Districts

4.2 DATA COLLECTION

Purposive sampling is being used in the data gathering process to choose a sample of JJ colony families that volunteered to take part in the planned research. In order to choose and identify the matched (matched descriptive and demographic data) sample of students who were the volunteer program nonparticipants to the participants, random stratified sampling will also be used. It is possible for a purposive sample to be compatible with focus groups inside or between them. When it comes to stratified random sample types, they are useful for comparing groups and establishing population validity, which guarantees that the populations that can be reached may accurately reflect the populations that are intended to be reached.

The Tata CSR initiative was examined and assessed in the recipient communities within the framework of ethnographic research. The project is evaluated using a qualitative framework of data gathering using employee interviews and survey surveys. 50 beneficiaries from each initiative were intended to be covered by the assessment and analysis of these programs.

4.3 DATA ANALYSIS

The method used to get the insights will influence the analysis of the findings. An extensive investigation was carried out in order to get a deeper comprehension of the users and how they carry out the tasks in question in both scenarios. We'll examine the data to look for trends and patterns. They are especially interested in the obstacles and challenges that customers faced and the manner in which this impacted different users. One method for analysing the data is to create an affinity diagram. Using this method will assist you in compiling all of your research data so that you can start identifying patterns. The primary results of the research will be noted on Post-It notes by the researchers, then categorise them according to the resources at their disposal.

5. RESULTS AND DISCUSSION

To help young people get ready for the workforce, TATA Power DDL has established vocational training facilities in Rohini, Mangolpuri, and Narela. The poll covers four centres that provide courses in everything from computer skills to sewing machine operation and assistant beauty technician training. Two VTCs in the B and P blocks are located in Mangolpuri, whilst Shakurpur VTC is situated in Rohini. Narela is home to Tikri Khird VTC. The VTC program covers 264 responders in total, including instructors, course tutors, and field coordinators. Male and female participants as well as age groups are among the advantages of these courses. The six-month courses are offered in two batches a year. The arriving and leaving batches were surveyed as part of the impact evaluation.

Table 1: Clusters and Courses offered

Clusters and Courses offered	Computer Courses	Assistant Beauty Technician	Sewing Machine operator	General Duty Assistance
Rohini	32	Nil	18	Nil
Mangolpuri	38	80	16	10
Narela	32	32	Nil	Nil
Total	102	112	34	10

ROHINI: Thirteen of the fifty students in Rohini who were assessed under the Vocational Training Initiatives chose to take computer courses, while eighteen chose the SMO course. Of the thirty-two students, twenty-seven found out about the course via friends, and five found out via staff enquiries. Of the 18 students taking SMO classes, 8 learnt about it via mobilisation efforts, and 10 learnt about it through friends. The majority of the students, who vary in age from 16 to 25, awarded a score of five out of five. Self-employment, people interest, and technical skills were the primary motivators for enrolling in SMA courses. Each of the 50 students expressed satisfaction with the course and willingness to suggest it to others.

MANGOLPURI: The B and P blocks of Mangolpuri cover two VT centres. The range of courses included CC, ABT, SMO, and GDA. From the two VTCs, 144 beneficiaries in total are polled. The majority of the recipients range in age from 15 to 35. All four courses include a mix of beneficiaries, most of whom are female applicants between the ages of 16 and 25. Of the 144 individuals that were polled, 38 are doing computer courses, 80 are ABT, 16 are in SMO, and 10 are in GDA.

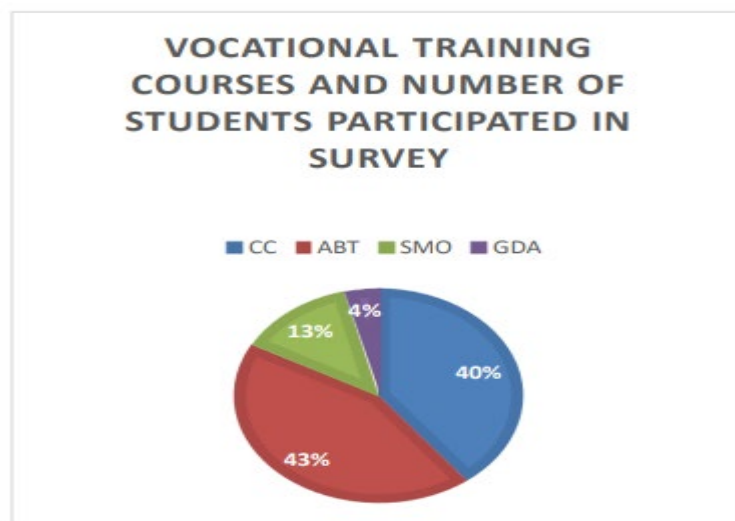


Figure 1: Vocational training courses and number of students in survey

There were 144 students enrolled in the VTC course in Mangolpuri; of them, 80 beneficiaries learnt via friends, 64 through mobilisation activities, and 15 through personnel enquiries. Most students gave the professors' performances an acceptable rating, giving them a 4 or 5 star rating. The reasons for the students' different actions ranged from personal curiosity to improving their knowledge and skills for job stability and financial independence. In various regions of the city, many students finished the course throughout their training and probationary periods. The course's structure and

suggestions, which included modernising the curriculum and adding amenities like air conditioning and water coolers, were well-received by the students.

NARELA: 64 students from the Narela vocational centre participated in the survey, and the results showed that most of them were in the 17–24 age range. Of the 64 students, 20 learnt about the course via friends, and 35 learnt about it through mobilisation efforts. Most of the students who signed up for the course did so for personal reasons, such wanting to pursue financial independence and self-employment or a skill-oriented course. Sixty pupils gave the professors' performance an outstanding rating, while four students gave it an acceptable one. Every student conveyed their contentment with the training and their readiness to suggest it to others. The survey contains additional suggestions made by students.

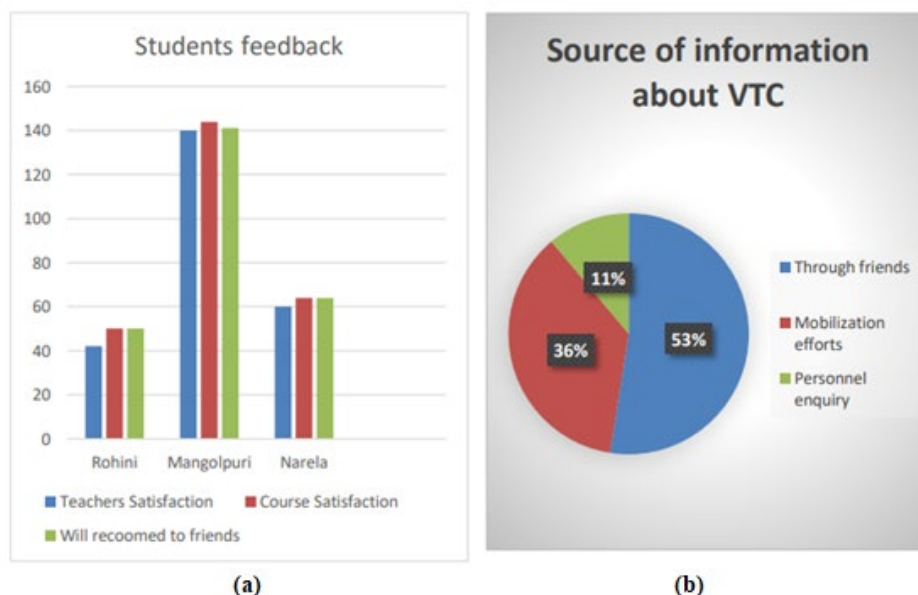


Figure 2: (a) Students feedback and (b) Source of information about VTC

In a study of four vocational training centres in Narela and Rohini division, 258 recipients advised adding Assistant Beauty Therapist and General Duty Assistance courses. Computer course students wanted modern software to make the subject more engaging and demanding. They sought more faculties and computers in various centres. Vocational Training Centres (VT Centres) are another Unnati initiative that teaches community members marketable skills. Staffing, organisation, and infrastructure for VTCs are more complex. Tata Power runs these centres, which typically include bill payment capabilities. VTCs implement Community Capacity Building strategies using centre management and faculty as resource people and infrastructure. Beautician and computer training are offered at various sites. Beneficiaries enrol in VTCs for job chances, with 80% seeking employment.

Most beautician school graduates are women driven by enthusiasm. Beneficiaries are satisfied with the training and its infrastructure. VTCs are clean and sanitary, and 95% of respondents liked the course teachers. The Computer Training Centre in Timarpur and the Beauty Culture and Computer Centre in Kishanganj are effective because of their mobilisation efforts and instructors' and centre leaders' assistance. By marketing themselves to friends and peers, VTCs have attracted more benefactors and pupils. The VTCs have also expanded their project portfolio, which might be leveraged for cluster empowerment.

Faculty worry about VTCs' capacity to empower adolescents via career advising and admissions and application deadlines. VTCs seek to provide a trained labour force for employment, contributing to skill development and livelihood design. The well-structured, organised, and recorded VTCs attract many youngsters from adjacent areas. The center's organisation and administration are good, and 90% of students found courses via mobilisation. They want to learn and be autonomous, and 90% like their courses. Pitampura VTCs have met target beneficiaries in all Computer, Beautician, and Stitching and Tailoring batches. Discussing growth ideas may unlock greater possibilities.

COMPUTER CLASS:

In 2020, Shushil sir—a computer educator—led a class of twenty-five pupils. All of the pupils expressed gratitude for his effective explanations and answers to their questions. He received five stars out of five from every student. Most enrolled

students hoped to gain basic computer skills or enhance their employment chances. While some joined as a result of mobilisation efforts, others did so on the advice of friends. Students recommended adding more practice time after class and creating a part two for complex subjects, even though the computer systems were functioning well. The pupils responded well to the course.

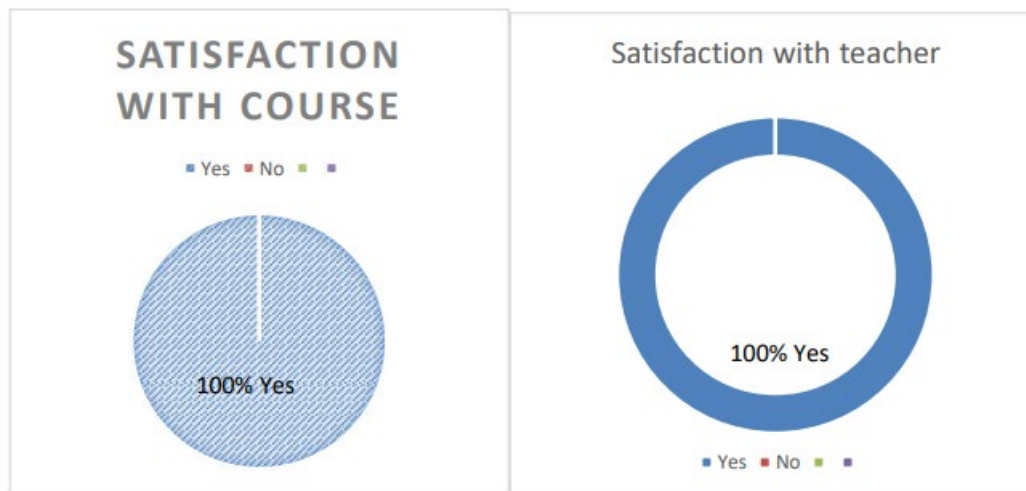


Figure 3: Students satisfied with the course and the teacher

100% of students interviewed for computer were satisfied with the course and the teacher

STITCHING AND TAILORING COURSE:

Ten pupils make up the stitching class, and Anu, a qualified beautician instructor, is in charge of them. Students think she's kind and helpful, giving her five stars out of five. Most students found out about the course via social media and outreach initiatives. The training was chosen by many women who wanted to establish a company and save expenses associated with tailoring. Students recommend adding a second section for further instruction and updating the facilities with things like cutting tables and sewing machines. All in all, the course is valuable to students and is done effectively.

BEAUTICIAN AND PARLOUR COURSE:

There are fifty students enrolled in the parlour course, with enough pupils in each cohort. For her knowledge and skill, Teacher Anu was rated five stars. Because of the course's emphasis on dressing up, its ability to save money, and its potential to help ambitious women launch their own beauty parlours, students were drawn to it. Through local anganwadi workers, friends, and team mobilisation efforts, the course was found. The course's potential for success and well-rounded approach are credited with its success.

Impact Assessment- VT Center- Model Town:

Two courses, one for computers and the other for beauticians, were being offered at the VT Centre Model Town. According to the list I was given, all batches of students were meeting their target objectives. The instructors also brought this up. I conducted interviews with recipients of the beautician and computer batches. Model Town Center's infrastructure was subpar as compared to Pitampura VT Center's. The room and centre were not properly kept, and the chairs seemed to be old and damaged.

COMPUTER CLASS:

Ravi Ranjan sir, who taught the computer course, departed a few days before to the interview. During the pandemic, Rohit sir, who received the computer batch benefit, assumed control of the course. Because the training may improve their resumes and help them get better employment, most students were interested in it. Few students enrolled in the course on their own, whereas the majority did so via friends who had already completed it. The computer systems weren't antiquated and were operating well.

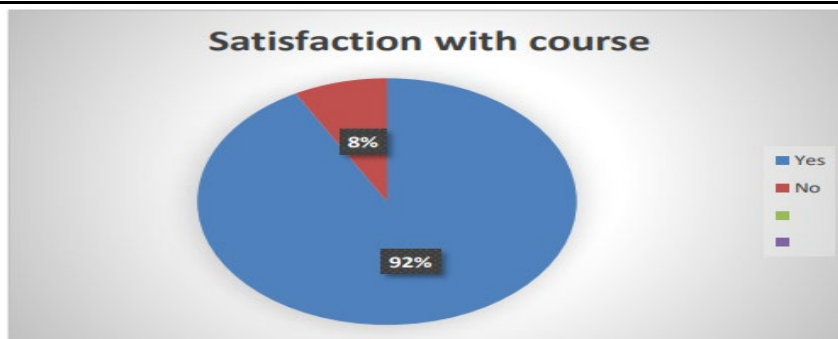


Figure 4: Students satisfied with the course

Satisfaction with course of the 25 students interviewed two students did not like the course

BEAUTICIAN AND PARLOUR COURSE:

There are sixty students in the parlour course, divided into many batches, and instructor Rakhi has a five-star rating. Because of the value of cosmetics, the affordability of parlour activities, and the desire to open their own beauty parlour, students are drawn to the course. Many students find out about the course via the team's mobilisation efforts and through friends. The instructor is excellent, and all of the students are happy with the course.

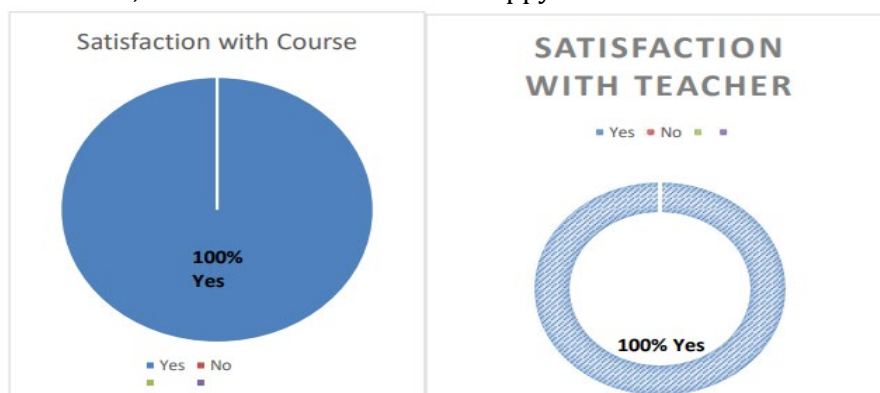


Figure 5: Students are satisfied with the course and the teacher of the Beautician and Parlour course

Three Tata Initiative courses are available at the Wazirpur Vocational Training Centre (VTC), which predominantly serves ladies between the ages of 19 and 27. These students are especially fond of the Beautician and Stitching course, which teaches them how to start their own small companies. Students take part in computer classes to learn how to use computers for everyday chores, and the sewing course is regarded as one of the finest in the centre. Instructors recommend expanding the course offerings to include singing and dance and rewarding students with freebies after they finish. For those from less fortunate backgrounds, the program has proven successful, and students have even been inspired to tell their friends and family about these classes. The VTC instructors also want to spread the word about Tata's activities.

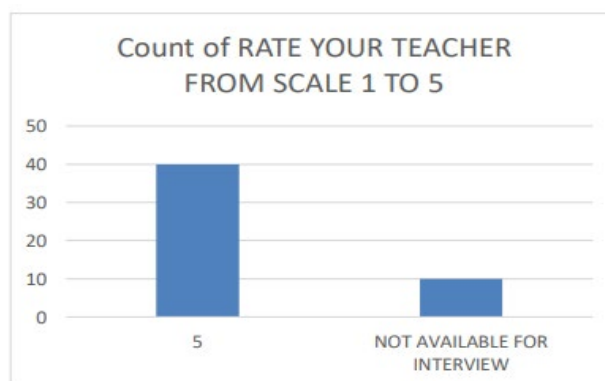


Figure 6: Rating of teacher from scale 1 to 5



Figure 7: Why to be a part of this class

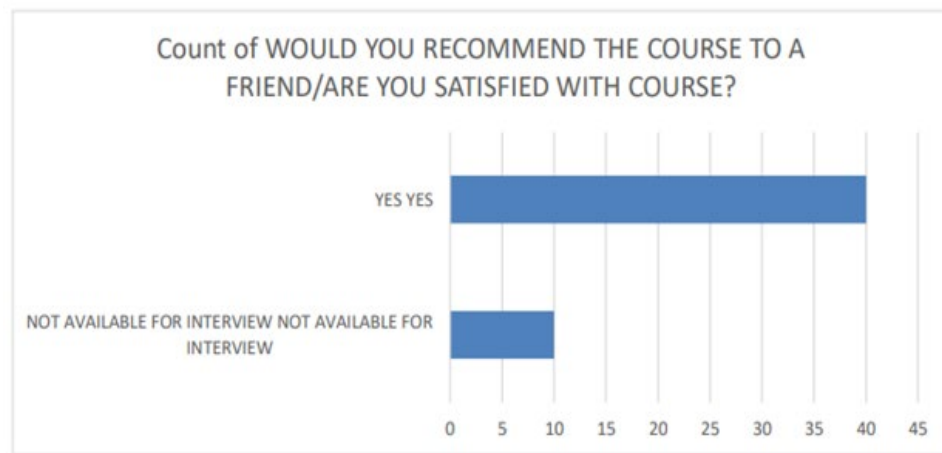


Figure 8: Would you recommend the course to a friend/ are you satisfied with the course

WOMEN LITERACY CENTER (WLC)

WLC is a significant TATA Power DDL initiative that aims to improve women's literacy skills between the ages of 20 and 65. Learning to read and write one's name and signature, as well as being functionally literate is the primary reason for enrolling in WLC. Of the 165 replies, 135 recipients enrolled in literary lessons via mobilisation, 20 via employee enquiries, and 10 via acquaintances and known relationships. 53 joined with the goal of becoming literate, while the other members joined to become more conscious and informed. The two main drivers of involvement were community mobilisation and employee motivation. The course material and the performance of the teachers met the respondents' expectations, and they asked for more advanced WLC activities to be carried out.

MANGOLPURI: The Unnati project's Women Literacy Centres (WLCs) program aims to teach JJ cluster women the fundamentals of literacy. Abhas and his staff oversee the program within the clusters, and the centres are either in homes of WLC coordinators or tutors or in places that can shelter women looking for tutoring. Shalimar Bagh, Samaypur Badli, and Bawana are the three districts and clusters in which WLC operates. The WLC has a six-month curriculum that emphasises reading and writing in Hindi and numbers. Lessons must be finished within a certain amount of time, and the schedule is set out in weeks. The resource person is under the supervision of a tutor, who is often a part of the AVBHA program; the participating NGOs and the TPDDL handle the remaining training. Every six months, a group of thirty-five beneficiaries are hosted by a coordinator who makes daily or weekly visits to the centre. Beneficiaries in every area actively embrace WLC, frequently finding time in their hectic schedules to take advantage of the opportunity. The demand for basic literacy has increased due to the pandemic and the virtual shift, and program participants have expressed satisfaction with the outcomes. After completing the training, 87% of the beneficiaries favourably attested to their ability to read and write the majority of written materials, including their own names and those of their family members. In terms of reading and interacting with Hindi newspapers, which provide them a cross-sectional perspective on global events, they also expressed success.

Women's navigational skills in the city have increased dramatically thanks to the Women Literacy Centre (WLC) in Bawana. These ladies are more autonomous while travelling alone as they can identify and utilise bus services since they can read numbers and comprehend names. In the event that they get lost in the city, this ability also enables them to recognise and input mobile phone numbers or alert people to their whereabouts. In addition, the WLCs teach women how to write their names and sign with confidence—two skills that are essential for getting on government assistance programs like welfare. While WLCs teach information and skills about financial management and savings, signing has given access to banks and fund management. The computer-supported or digitalised WLCs in Bawana provide a rich and convenient learning environment. Tutors have encountered challenges in using the system, especially with the desktop version that requires a lot of work to set up at various places. Given that the majority of cluster centres have rat infestations and water leaks, a laptop would be a workable alternative.

IN WLC- MODEL TOWN:

Pinki's WLC program seeks to empower women in Lal Bagh by teaching them life skills, basic arithmetic, and Hindi letters and numbers. The program is mainly intended for women who are jobless and lack education. Participants range in age from 20 to 65. The beneficiaries, who attend the lessons mostly as a result of the teacher's attempts to mobilise them, think the course is beneficial and cooperative. They also like the professors' kindness and willingness to respond to enquiries. Every beneficiary rates their lecturers with five stars and expresses satisfaction with the training. Every student responded in the affirmative when asked whether they would suggest the program to a friend. Giving out study supplies like notebooks, stationery, and textbooks is a common recommendation. They would also be delighted to enrol in an advanced course like part two since they are curious to learn more. All things considered, the WLC program gives women a great chance to develop and learn in their communities.

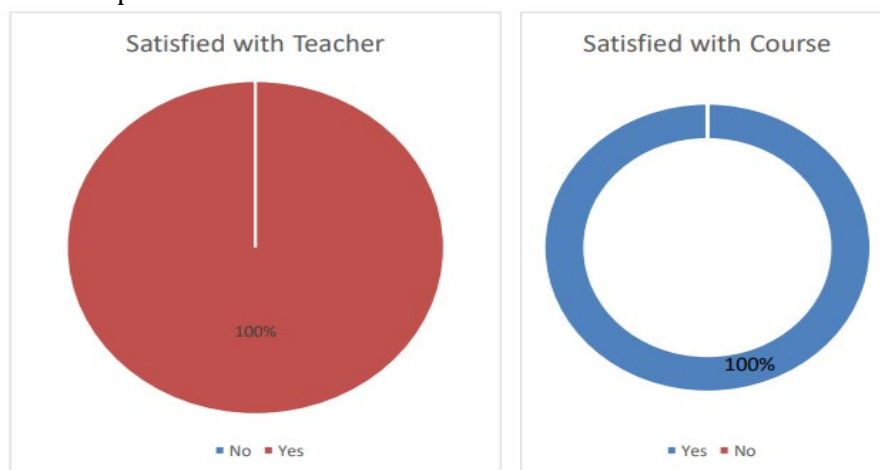


Figure 9: Satisfied with course and teacher in WLC program Model town

All 50 students interviewed were satisfied with the teacher and the course

IN WLC- PITAMPURA:

Unemployed and illiterate women in Shakurpur may get education via the WLC program. With instructors like Mamta, who has been employed for three years, the three-year-old program has been a success. The instructors are happy with their job and compensation despite the difficulties. Nevertheless, they often have to do more labour without any rewards or remuneration, such as covid alleviation and payouts. The WLC program's participants, who range in age from 20 to 65, are mostly illiterate and jobless women who are keen to pick up the fundamentals of basic algebra and Hindi lettering and numerals. Additionally, they learn life skills including signing documents, using a phone, and filling out bank paperwork. Every beneficiary thought the training was very beneficial and strongly suggested it to others. The WLC program has been successful, and no unfavourable feedback has been recorded. Teachers have encountered difficulties, meanwhile, when it comes to offering rewards for further work, such COVID alleviation and distributes. The instructors are appreciative of Tata Powers' employment and assistance.

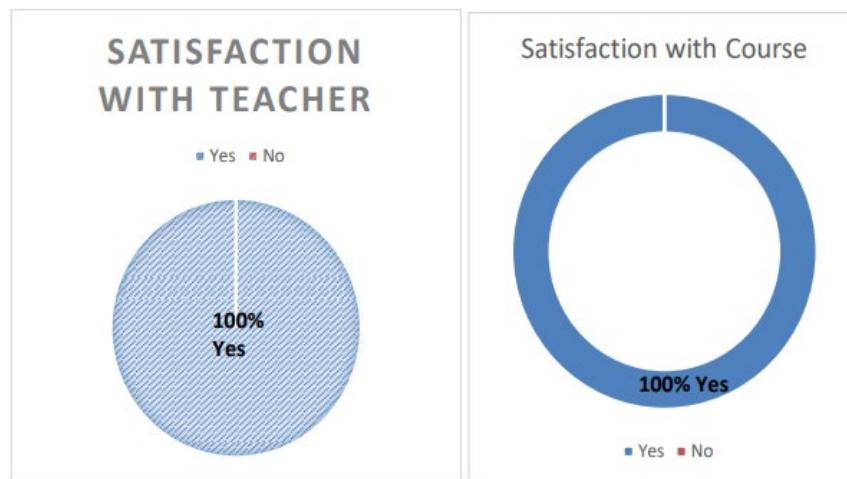


Figure 9: Satisfied with course and teacher in WLC program Pitampura

All 46 students interviewed were satisfied with the teacher and the Course



Figure 10: WLC beneficiaries Pitampura

Girls who are not enrolled in formal school because of early marriage or financial difficulties may get education at the Women Literacy Centre (WLC) at Netaji Subhash Palace. Tata launched the effort, which provides education to all women, regardless of age, empowering them. The WLC's most recent group, which ranged in age from 18 to 60, went to sessions to learn and support their kids' academic endeavours. Positive feedback was received from women, and instructors showed that they were attentive to their pupils. Through this project, women from low-income families may become independent and begin their educational path at any age. The WLC is an insightful and well-informed training.

6. CONCLUSION

This paper proves that Tata Power DDL's Vocational Training Centers and Women Literacy Centers have empowered women in North and North-West Delhi. Such initiatives not only helped the participants to get better employment through acquisition of skills but also helped them changed their perception and social economy. The work training programs offered the women everything they needed in order to secure them a chance to work and become financially stable. As with the literacy centers, the role in raising the literacy level and helping women to manage their personal and professional lives and, thus, become socially empowered. Nevertheless, the study also revealed some limitations such as low participation because of cultural factors, inadequate resources and infrastructures. Hence, there is need for improved outreach, better facilities and increased community participation. Mitigating these challenges will enhance the effectiveness of these CSR initiatives further more. The various efforts taken by Tata Power DDL have presented the organization a good platform to empower women, more so because the organization has to continue making efforts thereof as a strategy to ensure that includes sustained efforts to address the issue and offer solutions. Subsequent CSR initiatives should aim at filling the gaps and extending the coverage of such programs in order to promote comprehensive and integrated advancement of marginalized women.

CONFLICT OF INTERESTS

None.

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