

Role of Skill Development Programmes in Development of Rural Youth in Durg District of Chhattisgarh

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ABSTRACT

Training and development of Human resource is an important aspect for the development of a knowledge-workforce. Skill development is imperative to support the mainstream growth and development in a country like India which is experiencing a demographic dividend. It is a huge challenge not only for the government, but also for the private sector and educational institutions to rise up and specialize in making youth of the country employable and ensure no mismatch between demand and supply. The present study examines the role of skill development programmes in the development of rural youth. The study has been undertaken in the Durg district of Chhattisgarh state. Primary data was used for the purpose of study. The findings show that skill development programmes have positive effect in the process of rural development in the study population.

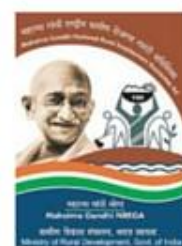
1. Introduction

Chhattisgarh is the 16th largest state in terms of population (2,55,45,198, Census 2011), with its rural population constituting 76.75 % of the total population. The importance of skill development in supporting rural development cannot be neglected. In order to provide better prospects for the human resources residing in rural areas, the State Government under the Department of Panchayat and Rural Development is implementing various programmes for their training and skill development. National Rural Livelihood Mission (NRLM),

Aajeevika, DeenDayalUpadhyayaGrammenKaushalyaYojna (DDUGKY), Pradhan MantriKaushalVikasYojna (PMKVY) etc. Through State Institutes Of Rural Development (SIRDs) and Extension Training Centres (ETC) it imparts training to rural development functionaries, elected representatives of Panchatyati Raj Institutions (PRIs) and members of village monitoring committees at state level and at district/block level respectively. Human resource training and development is a critical aspect of the development of a knowledge-workforce.



Government missions, schemes and other key organizations in skill development, training and employment



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2. Origin of the Research Problem

Development of rural human resources is the way to realize urban-rural integration for overall development of the country. Chhattisgarh is among the states with highest percentage of people living below poverty line (approx. 40%). Govt is running various schemes for their education, training, and employment, healthcare, drinking water, sanitation, housing and construction

of roads as well as social and economic assistance for skill development and entrepreneurship. There are some success stories of these programs from some parts of the country; yet various schemes concerning villager's upliftment have not succeeded in producing fruitful results. This has motivated the author to study the contribution of skill training programmes for rural youth in rural development.

3. Objective of the study

To examine the role of training and skill development in the process of rural development in Durg district of Chhattisgarh.

4. Literature Review

Skill development imperative to support mainstream growth and development is often ignored and put in the backburner and perennially looked upon as a non-scalable model due to the high capital required and the low ROI. It is a huge challenge not only for the government, but also for the private sector and educational institutions to rise up and specialize in making youth employable and ensuring no mismatch between demand and supply. They must also focus on an increased usage of modern technology in the workplace/assembly line. Also there is a mismatch between the aspiration of youngsters and the jobs available. For e.g. the construction sector usually has migrant workers from other states who are employed.

Pandey and Nema (2017), in their paper on 'Impact of skill India training programme among the youth' stressed that maximum number of youth in the country lack knowledge and expertise in the use of modern technology. Skill development programme therefore is a powerful weapon through which youth can be technically trained to survive in this technological era. Through such programmes, youth can also be motivated towards entrepreneurship to start their own business. But the existing skill development programmes in the country is facing some challenges such as stiff competition in market in one's own job, subsidy for starting a new business, lack of awareness related to various policy running for their benefits and raw material scarcity.

Anbuthambi and Chandrasekaran (2017) in their paper on 'Impact of Skill India on Rural Youth – A Perspective' focused on the prevailing system for skill development in rural areas and the role it has to play for increasing employment and entrepreneurship opportunities among the rural youth in future. Skill development programmes should be implemented in a cost effective way and it should go on improving the gender equality and social inclusion in rural areas.

Aggarwal (2016) in his paper on 'Skill Development in India' analysed the skill development process in India through various angles. The study concluded that besides focusing on the quantitative aspect of skilled labour force, the policymakers also need to focus on the qualitative aspect of the skill development programs. The current situation demands the country to India to boost the quality of ITIs and working with the private sector to go beyond the numerical targets for skills training to improve apprenticeship program.

Singh (2016) in his paper 'Promotion of Sustainable Livelihood through Skill Development among Rural Youth: Role of Micro-Finance in Developmental Paradigm' highlighted that worldwide and in India more than half of the population lives in rural areas. Rural youth either have very less or no economic independence. This is due to lack of employability skills possessed by the productive age group. This situation demands an urgent intervention by politicians, policymakers and institutions to focus on employable training /skill development

among youth through establishment of institutions, introduction of policy and programmes and their linkage with microfinance against the dominant forces of communal structure. If this situation is not addressed then theyouth will continue to remain in vulnerable condition.

Sharma and Sethi (2015), through their paper on 'Skill Development: Opportunities & Challenges in India' tried to analyze the gap between the existing demand and supply of skilled workforce. Their findings clearly reveals that India will face a major challenge of bridging the skill gap over the next few decades. Skill gap can have a serious impact, not only on the employers, but also on the economy as a whole. One of the major concerns is the loss of productivity and revenues as many of the jobs remain vacant for significant time due to lack of skilled labour. The study highlights how serious it is for the government and other stake holders to work together in order to create skilled workforce to bridge the skill gap and boost the economic growth.

5. Research Methodology

The present study has been carried out in Durg district of the state of Chhattisgarh. Two blocks and two villages from each block was randomly selected for sampling. Primary data has been used for the purpose of study. Questionnaire was used as a data collection instrument. Data were collected from the persons who had already received any training under the various skill development courses run by the government. Out of the 100 questionnaires distributed, five were rejected due to incomplete information. Thus the sample size was restricted to 95. Convenient sampling method was used for the selection of respondents. Simple statistical technique such as percentage was used for the analysis of the data.

6. Analysis and Results

Table-6.1
Age of the Respondents

Sr. No.	Age (in years)	Frequency	Percentage
1	Less than 20	13	13.68
2	21-30	43	45.26
3	31-40	34	35.79
4	More than 40	5	5.26
Total		95	100

The above table reveals that majority of the respondents i.e. 45.26% were between the age group of 21-30 years, followed by 31-40 years (35.79%), less than 20 years (13.68%) and more than 40 years (5.26%).

Table-6.2
Sex of the respondents

Sr. No.	Sex	Frequency	Percentage
1	Male	68	71.58
2	Female	27	28.42
Total		95	100

It is clear from the above table that 71.58% of the respondents were male and only 28.42% respondents were females.

Table-6.3
Educational Qualification

Sr. No.	Education	Frequency	Percentage
1	Illiterate	9	9.47
2	Primary level	19	20
3	Secondary	25	26.32
4	Higher Secondary	38	40
5	Graduate	4	4.21
6	Post- Graduate	0	0
7	Total	95	100

The above table clarifies that majority of respondents (40%) have attained only higher secondary level of education, followed by secondary level of education which is 26.32 %. 9.47 % of the respondents were illiterate and none of them have attained a post graduate degree.

Table-6.4
Awareness about the Kaushal Vikas Act of Government of Chhattisgarh.

Sr. No.	Awareness	Frequency	Percentage
1	Yes	31	32.63
2	No	64	67.37
Total		95	100

It is clear from the above table that majority of the respondents (67.37%) are unaware of the KaushalVikas Act of Government of Chhattisgarh.

Table-6.5
Awareness about the different Skill Training Courses run by the Government.

Sr. No.	Programmes	Frequency	Percentage
1	Deen Dayal Upadhyay Grameen Kaushalya Yojna	21	22.11
2	Pradhan Mantri Kaushal Vikas Yojna	54	56.84
3	Aajeevika Skills Development Programme	14	14.73
4	Others	6	6.32
Total		95	100

The above table shows that 56.84% of the respondents have information about Pradhan MantriKaushal Vikas Yojna, followed by Deen Dayal Upadhyay Grameen Kaushalya Yojna (22.11%), and Aajeevika Skill Development Programme (14.73%) and only 6.32% of respondents are aware of the other skill development programmes.

Table-6.6
Source of information about different skill training courses.

Sr. No.	Programmes	Frequency	Percentage
1	Advertisement (TV/Newspaper/Radio)	52	54.74
2	Gram Panchayat	25	26.32
3	Relatives/Friends	15	15.79
4	Others	3	3.15
Total		95	100

The above table clarifies that majority of respondents (54.74%) have obtained information about different skill training courses through Advertisements, followed by 26.32% who received information through Gram Panchayat and 15.79 % of

the respondents came to know about the programme from their Relatives and Friends. Only 3.15% of the respondents said that they received information about different skill training courses through other sources such as training centres, persons already trained and members of Self Help Groups.

Table-6.7
Type of Training received under the Programme

Sr. No.	Programmes	Frequency	Percentage
1	Agriculture & allied activities	4	4.21
2	Animal Husbandry	3	3.16
3	Automobile or Mechanical	14	14.74
4	Electrical	19	20
5	Banking and Financial Services	17	17.89
6	Apparel	12	12.63
7	Beauty & Wellness	12	12.63
8	Allied Health Care	6	6.32
9	Others	8	8.42
Total		95	100

From the above table it is clear that there are a number of sectors where the rural youth are getting trained, with the highest percentage in electrical related work, followed by banking and financial services and automobile or mechanical work.

Table-6.8
Main reason for joining Training Course

Sr. No.	Programmes	Frequency	Percentage
1	To get employment	69	72.63
2	To start own business	22	23.16
3	To improve socio-economic condition	4	4.21
4	Others	0	0
Total		95	100

Majority of the respondents agreed that their main objective for getting skill training was to get an employment. Only 23.16% of the respondents were interested in stating their own business.

Table-6.8
Skill training helped in any way

Sr. No.	Programmes	Frequency	Percentage
1	In getting employment	51	53.68
2	In improving income	32	33.68
3	In starting own business	8	8.42
4	No change	4	4.2
Total		95	100

Majority of the respondents (53.68%) said that training helped them to get a job. 32% agreed that after training their income increased and 8.42% started their own business. Only 4.2% said that there was no improvement in any way even after receiving skill training.

Table-6.9
Training helped to improve the following skills

Sr. No.	Programmes	Frequency	Percentage
1	Communication skills	22	23.16
2	Managerial skills	16	16.84
3	Entrepreneurship skills	12	12.64
4	Confidence level	28	29.47
5	All the above	17	17.89
Total		95	100

All the respondents agreed that training helped them to improve their soft skills apart from other area in which they received training. Majority of respondents said that there was improvement in their communication skill after training. 17% said their confidence level, entrepreneurship skills, managerial skills and communication skills all improved after training.

Table-6.10
Change in Life Style & Social Status after Training

Sr. No.	Programmes	Frequency	Percentage
1	Yes	79	83.15
2	No	16	16.85
Total		95	100

The above table reveals that almost all the respondents agreed that their life style & social status has changed after getting training.

Table-6.11
Save Money in Bank

Sr. No.	Programmes	Frequency	Percentage
1	Before training	33	34.74
2	After training	59	62.11
3	No bank account	3	3.15

From the table above it is clear that before the training programme only 34.74% of the respondents used to save money in bank, while after getting training their percentage increased to 62.11. 3.15% of the sampled respondents still donot have any bank account.

7. Discussion

Training to develop skills for employability is one among the most significant moves of the government. The survey results clearly indicate the role of skill training in helping the rural

youth to change their employment status and socioeconomic condition. Findings revealed that majority of the sampled respondents have knowledge about the various skill development courses offered by government, and their main motto behind joining any training course is to get an employment which may improve their present status and life style. Gram Panchayat is also involved in motivating the rural poor to take up employment oriented training courses. Trainees are experiencing a change in their soft and life skills. Unemployment ratio is decreasing through these skill development efforts of government as the rural youth are getting employed after undergoing training. They are also gradually understanding about the importance of saving money in a bank.

8. Limitations

Sample size of only 100 was taken for the purpose of data collection, so it cannot be generalized accurately for the entire population. The study has been confined to Durg district of Chhattisgarh. Time limit was another constraint. The results are time bound, so opinion of respondents may vary over period of time. It has been assumed that the information provided by respondents is true.

9. Conclusion

Skills are fundamental requirement for increasing employability, improving livelihood opportunities, enhancing productivity, reducing poverty and promoting sustainable development. Rural human resources' skill development is the basis and objective requirement for achieving this goal. The present study highlights the important role of different skill development initiatives of the government in improving the socioeconomic scenario of the rural youth. Rural human resource development implies both the economic betterment of people as well as greater social transformation. The programmes are quiet successful in curbing unemployment, reducing poverty and aiding sustainable livelihood. It is expected that through skill development approach, India can march forward for its targeted results.

Acknowledgement

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