

Rural Skill Development: Issues and Challenges in Chhattisgarh

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ABSTRACT

Rural modernization and industrialization are the problems that need to be solved for economic development. Rural human resource development is the basis and objective requirement for achieving this goal. There are success stories of various skill development programs from some parts of the country; yet several schemes concerning villager's upliftment have not succeeded in producing fruitful results in Chhattisgarh. The present study aimed at understanding the challenges in the skill development system with respect to the state of Chhattisgarh. Primary and secondary data were used for the purpose of study. Based on the findings the various challenges have been described in this paper. Suggestions have been provided to overcome these challenges.

1. Introduction

Skill development composed of two words skill and development means to develop skills in the person for his own growth and also for the growth of the organization. Skills, knowledge and innovative ideas are the key drivers to increase

productivity and capacity for the development of economy. Rural skill development is the process of increasing the quality of people residing in populated area with the target of socio-economic growth.

Skill	•An ability and capacity to carry out technical skills, soft skills, cognitive skills, interpersonal skills with determined results.
Development	•The act or process of gradual growth which makes more advanced have an effect on present situation.
Rural Youths	•The person having innovative ideas to empower in the rural area.

Okada (2012) in his paper 'Skills Development for Youth in India: Challenges and Opportunities' identified the recent initiative to facilitate young people's transition to the world of work. India is facing great challenges in bringing up the skills development for youths, for several reasons. This paper has explained an existing skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. It also suggested that India must raise its investment in education and training for youth, which help to promote industrial development and achieve sustainable growth.

Aggarwal (2016) analysed the process of Skill Development in India through a number of angles. The paper highlighted the need for policymakers to focus on qualitative aspect of the skill development programs rather than quantitative aspect. The present state of affairs stresses the country's necessity to enhance the quality of ITIs and increase partnership with private sectors to go beyond the numerical targets for skills training to improve apprenticeship program.

Rashmi Dewangan. (2018). In her paper 'Role of Skill Development Programmes in Development of Rural Youth in

Durg District of Chhattisgarh' found that skill development programmes are quiet successful in curbing unemployment, reducing poverty and aiding sustainable livelihood. They have a positive effect in the process of rural development.

This paper reviews the existing state of skill development programmes, employment status of Indian youth, and the challenges being faced by skills development system of the country. In the present day context, worldwide youth are encountering the problems related to skill and employment opportunities. In today's era of globalization where firms are operating in highly competitive environment in the market place, they require a workforce which is highly skilled and innovative. Only through a quality workforce the firms can raise their productivity, manufacture good quality products/ provide services and engage in innovation, research and development. Technology is changing rapidly and this technological change must be matched with skill upgradation of the workforce. Therefore the current industry requirements demands that type of skills which it can utilize for higher production. Now, almost all the countries have brought about a reformation in their existing structure of education, vocational

training and employment generation. But these reforms are facing some challenges. The challenges are even bigger for developing countries like India. The present paper describes the challenges in skill development initiatives of the government with special reference to the state of Chhattisgarh.

2. Skill Development in Chhattisgarh

Popular as "the rice bowl of India" the state of Chhattisgarh came into existence on 1st November 2000 after separation from Madhya Pradesh. It is the tenth largest state of India with an area of 135,194 sq km which is 4.11 percent of the total geographical area of the country. Approximate population of the state is 2.55 crores. It is thus the sixteenth largest state of the country in terms of population.

Table 2.1: Population of Chhattisgarh

Description	2011	2001
Approximate Population	2.56 Crores	2.08 Crore
Actual Population	25,545,198	20,833,803
Male	12,832,895	10,474,218
Female	12,712,303	10,359,585
Population Growth	22.61%	18.06%
Sex Ratio	991	989
Density/km ²	189	154
Area(Km ²)	135,192	135,191
Literacy	70.28 %	64.66 %
Male Literacy	80.27 %	77.38 %
Female Literacy	60.24 %	51.85 %

Source: Census 2011

Total population of Chhattisgarh according to census 2001 was 2.08 which has increased to 2.56 crores as per Census 2011. This decade marked a rise in population by 22.61 percent. Population of the state accounts to 2.11 percent of total population of India in 2011.

Table 2.2: Urban/Rural Population in Chhattisgarh

Description	Rural	Urban
Population (%)	76.76 %	23.24 %

Total Population	19,607,961	5,937,237
Male Population	9,797,426	3,035,469
Female Population	9,810,535	2,901,768
Sex Ratio	1001	956
Literates	11,008,956	4,370,966
Average Literacy	65.99 %	84.05 %

Source: Census 2011

Urban population has marked an increase by 23.24 percent in the last decade. Male and female literacy rate were 90.58% and 73.39% respectively. Rural population growth rate in the last decade was 76.76%. Literacy rate for males were 76.98 % while for females it was 55.15 %.

As per the country's vision to skill 500 million youth by the year 2022, the target of 12.5 million workforce has been set up for skill development or skill enhancement and certification in the state of Chhattisgarh. There are numerous skill development programmes or schemes with the aim of skilling rural youths in terms of quality and higher productivity especially in the informal and unorganized sector which accounts for 83% of workforce. Through various organization skill development programmes are conceptualized, executed and monitored. Chhattisgarh State Skill Development Mission (CSSDM) has been constituted in Nov. 2009 under the chairmanship of Hon. Chief Minister Dr. Raman Singh which has been initiated on the directives of Hon. Prime Minister Mr. Narendra Modi. CSSDM, has been registered as a society under C. G. Society Registration Act 1973.

3. Chhattisgarh Right of Youth to Skill Development Act

Chhattisgarh is the first state in the country that provides right to the youth for skill development. Every person residing in the State who is in the age group between 15-45 years has been given a right to develop skills in any vocation of his/her choice consistent with ability and appropriateness. If any person within the prescribed age demands for a training then it would be provided by the State government within 90 days of such demand. The concerned authorities shall maintain and periodically publish a directory of number of persons skilled in the state.

Table 3.1: Estimated Incremental Manpower Demand for key sectors

2017-2022				
Sr No.	Key Sectors	Skilled	Semi-Skilled	Minimally-skilled
1	Agriculture	14	46	399
2	Manufacturing-Mineral/metal based	43	129	43
3	Building & construction	29	76	86
4	Mining and Quarrying	18	55	110
5	Trade (Retail +Wholesale)	16	53	37
6	BFSI	47	42	5
7	Communication	11	22	22
8	Foodprocessing	5	16	32
9	PublicAdministration	23	10	6
10	Transportation&logistics/warehousing/packaging	3	8	16
11	Others	62	88	63
12	Total Incremental Demand	271	545	818

Source: Deloitte Analysis; Values in '000

4. Challenges in Skill Development System

4.1 Socio-Cultural and Socioeconomic Diversity:

India is a land of diversity. There are many religions, castes, culture, beliefs, traditions and customs. The community is also divided into various social groups on the basis of income, employment and standard of living. People belonging to different social groups and economic class have different thought process and varied needs. This is true for the state of Chhattisgarh also. This socio-cultural and socioeconomic diversity poses a huge challenge in catering to the diverse needs of a diverse working age group.

4.2 Diverse Strategies for Skill Development

Various ministries under the government of India are involved in the process of Skill Development. There are different nodal bodies implementing the skill development programmes. The Centre and the State Government also differ in the procedure concerned with development of skilled person. These diverse strategies and approaches to skill development need to come together and work on a single common platform to achieve the skilling target.

4.3 The Task of Skilling a Gigantic Workforce

In line with the vision of Honourable Prime Minister, the country visions to skill 500 million youth by the year 2022. Accordingly the state of Chhattisgarh has set a target of skilling 12.5 million workforce by the same year. This is a huge task before the government to achieve the targeted objective.

4.4 Inadequate Organisational Setup

The existing infrastructure for skill development, particularly in the rural areas is not sufficient as to provide adequate platform to develop varied skills. There are many lacunas in the existing infrastructure with respect to building, space, supply of electricity, laboratory setup, hardware, on job training facility etc in the rural areas.

4.5 Scarcity of Proficient Trainers

The implementing agency accomplishes most of its programme through 'contractors due to lack of personnel especially the highly skilled and professional staff like economists, accountants, Statistician, Lawyers and others. Throughout the state many training centres have been opened both in urban and rural areas. These training centres are offering skill training courses in various sectors. The number of training centres as well as trainers are increasing, but still there is a serious scarcity of competent trainers. Lack of Proficient trainers may result in poor delivery of the training content, which in turn may affect the quality of the trainees being trained.

4.6 Lack of Commitment of Private Sector

Since the target is to skill a gigantic youth population, therefore the government alone cannot effectively achieve the targeted results without involvement and commitment of the private sector. Currently only a small percentage of the private sector is involved in the skill development efforts of the Government. The commitment of private sectors have to be

increased to support the mainstream efforts of the Government.

4.7 Social Acceptability of Skill Courses

In our country, and particularly in the state of Chhattisgarh there is a social stigma related to the various vocational education courses present. Society mainly gives recognition to courses that produces managerial level employees. Therefore Youth mainly focuses on the courses that will lead to employment opportunity at an executive cadre. This social stigma demotivates the youngsters and prevent them in taking up skill courses.

4.8 Mindset of Present Generation

The ideology of the present generation is totally different from their parentages. The mentality of today's youth is in favour of undertaking those training courses which are related to white-collar jobs. They look upon blue collar jobs as inferior compared to managerial jobs. This mind-set of present generation youth is also increasing unemployment scenario in the country.

4.9 Bringing Skill Development within the Domain of Universities

Universities should also be brought under the Skill Development Mission of the Government of India as implementing agency providing skill training courses to the students at par with the other degree/diploma courses being run. Universities should become partners in implementation of the programme. There is also lack of university industry interface which creates problems for the youth to match to the industry requirements after completion of their course.

4.10 Lack of standardization:

There is no standardization of the course curriculum or training delivery systems due to which it is not possible to compare courses across different training institutes which also creates ambiguity among the student about skills which will be imparted under a particular course at some training institute. There is a lack of standardized approach for measuring and evaluating the competence outcomes.

4.11 Finance Problem

Shortage of funds is another challenge in the skill system. The funds allocated for such programmes often is not fully utilized for the said purpose. This may be due to political interference or presence of corruption in the programme structure.

4.12 Dual Responsibility

With the dual roles as, wife and mother, it is difficult to mobilise rural women to join skill training courses. Lack of time, concentration, overburdened personal obligations, illiteracy and male dominant family structure restricts women to go out and avail the opportunities for better livelihood.

5. Recommendations

The present skill development system in the state is facing some challenges which necessitates immediate intervention so as to achieve the target of skilling 12.5 million workforce by 2022. The implementing agency should monitor the infrastructure of training centres time to time for proper facilities to the trainees. It should also through timely inspection ensure that competent trainers are available to provide training. Every job aspirant should be given training in soft skills also to lead a proper and decent life. Course content need to be standardised. The present generation should change their mind-set towards blue collar jobs and the social stigma towards skill courses should be removed. A balanced growth in all sectors and all jobs should be ensured. Literacy level still needs to be raised. Government, Private sectors, educational institutions, non-government organizations, and the society at large should equally participate for making India a nation of skilled workforce and employment for all.

6. Conclusion

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Chhattisgarh is a developing state, moving ahead on the path of growth and development. Programmes run by government for rural masses particularly the youths having social skills, cognitive skills, hard and soft skills and interpersonal skills should be utilized in the manner that the state may realize its dream of development. Skill development is essential to avail the opportunities and to meet the new demands of changing economy and new technologies in the context of globalization. Development of skills at a young age, right at the school level, is very essential to channelize them for proper job opportunities.

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