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CENTRAL REGIONAL OFFICE, BHOPAL - 462016**

**PROFORMA FOR SUBMISSION OF INFORMATION AT THE TIME OF
SENDING THE FINAL REPORT OF THE WORK DONE ON THE
PROJECT**

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3. UGC Approval No. and Date : **MH-32/202081/15-16/CRO/352
Dated 20 September 2016**
4. Date of Implementation : **22/09/2016**
5. Tenure of the Project : **2 Years (2016-17, 2017-18)**
6. Total Grant Allocated : **Rs. 2,35,000.00**
7. Total Grant Received : **Rs. 1,70,000.00**
8. Final Expenditure : **Rs. 2,37,387.08**
9. Title of the Project : **"Study of Rural Human
Resource Training and Skill
Development under purview of
the Rural Development
Programmes in the State of
Chhattisgarh (C.G.)"**


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10. Objectives of the Project:

1. To study the role of training and skill development in rural development.
2. To find out the role of rural development functionaries in motivating rural youth to take up employment oriented trainings.
3. To find out the challenges in effective implementation of training and skill developmental programmes.
4. To find out the factors based on which training and skill development programmes should be conducted for better results.

11. Achievements of the Project:

The study confirms that the entire phase of introducing skill courses, setup of training centers, mobilization of rural youth, training, certification and placement has brought about a prolific change in the number of youths skilled and employed. Training to impart a particular skill has proved to bring positive results in providing employment to the trainees. Skill Development is playing a vital role in the development of rural youth. Rural development functionaries such as gram panchayats, members of training centres, members of self-help groups, and the persons already trained are also involved in creating awareness and motivating rural youth to join the training courses to develop employability skills. The study has also acknowledged the challenges in skill development system in the state as well as highlighted the key factors to be considered during implementation of the programme for improved results.

12. Summary of the Findings:

Role of skill development programmes in rural development

Study shows that rural youth have awareness about the various skill development programmes of the government like Mukhya Mantri Kaushal Vikas Yojna, Deen Dayal Upadhyay Grammen Kaushalya Yojna, Pradhan Mantri Kaushal Vikas Yojna, and Aajeevika Skill Development Programme. But most of them have no knowledge that skill development is their right under "Chhattisgarh Right of Youth to Skill Development Act, 2013". Friends and relatives are the major source giving information about such programmes. Under the target of skilling a gigantic workforce, rural youth are being trained in a variety of sectors such as electrical, apparel, beauty and wellness, automobile/mechanical, banking and financial services, security services, agriculture and allied activities, construction, accounting and computer work, allied health care,


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manufacturing etc. The main objective of rural youth to join the training course is to get employment. Skill development is helping them in getting employment and thus improving their socio-economic status and lifestyle. Majority of them have started saving money in bank. Rural youth are experiencing a positive change in their confidence level after getting trained.

Role of Rural Development Functionaries in motivating rural youth to join training programmes


Rural development functionaries such as members of gram panchayat, self-help groups, trainers etc motivate the rural youth verbally to join the training course. Major role in this direction is played by the persons who have already received any type of skill training. The contribution of gram panchayats is not as expected, especially in motivating rural youth to start own business. Training centers are assisting rural youth in choosing a course of their interest but they are lacking adequate facilities for e.g. condition of tools and equipment is poor, infrastructure facilities are inadequate, teaching learning material is insufficient, sometimes attitude of trainers as well as their attendance is not good.

Challenges in Skill Development

The study shows that there is lack of vocational training centers in the rural areas, due to which beneficiaries have to travel a long distance to reach the center. It has been found that there is a mismatch between skills provided by the training centers and skills demanded by the employers. This is the reason for less wages offered by most industries. Also, the beneficiaries do not have a sense of stability and security in their current work. Another significant finding is, majority of the rural youth are not ready to relocate to other places for better income prospects. Many of them have not registered themselves in employment exchange.

Factors to be considered for betterment of skill development efforts

It was found through the study that there is need of retraining of the skills learned at a later stage in life. Training time should be made more flexible for convenience of the trainees who are already engaged in any occupation. Advanced courses should be included in the training sector. Wherever possible, especially in remote rural areas, training should be given in local language of that place for better understanding of the beneficiaries. Provision should be made for easy availability of funds to rural youth for setting up their own business.


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13. Contribution to the Society:


1. This research project may provide valuable information to the policy makers and implementing agencies involved in skill development. The results provide an insight into the role of training and skill development in the development of rural youth, role of rural development intermediaries, existing challenges and the facets to be considered for enhancing the effectiveness of skill development programmes.
2. Decision makers may use findings of this study to spread more awareness among rural youth, as skill development is their right under "Chhattisgarh Right of Youth to Skill Development Act, 2013". Rallies, nukkad nataks and field visits may be organised in this direction.
3. More training centres may be opened in rural areas, the training curriculum may be upgraded and advanced courses in new avenues may be included.
4. Implementing agency must ensure regular inspection of the training centres for adequate infrastructure facilities with respect to teaching and learning.
5. Awareness and change in the mind-set of rural populace towards migration for better income prospects is vital to their socio-economic development. The industrial manufacturing should be leveraged in rural landscapes, to help the nation utilize them in an efficient manner. This will decrease the manufacturing cost which will eventually help end customers.
6. This research project may provide valuable input to future researchers in the area of rural skill development.


14. Weather any Ph.D. Enrolled/ Produced out of the Project: No

15. No. of Publications out of the Project: 04


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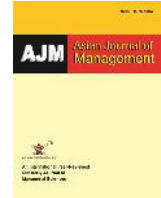
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Rural Human Resource Development in light of Deen Dayal Upadhyaya Grameen Kaushalya Yojana in the state of Chhattisgarh

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ABSTRACT:

Human factor is the key to the developmental process. For our economy to grow fast, a skilled workforce is essential and for economic development to be equitable it is necessary to incorporate the vast major portion of the population living in rural areas. India has a vast geographic dividend. According to census 2011, India has 55 million potential workers between the age group of 15-35 years in rural areas. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), a part of the National Rural Livelihood Mission (NRLM), has been started with the objective of improving the economic condition of rural poor. It aims to satisfy the livelihood ambitions of youth residing in rural areas by training them and providing employment opportunities. This paper focuses on the Deen Dayal Upadhyaya Grameen Kaushalya Yojana and highlights its significance in increasing rural employment in the state of Chhattisgarh. Secondary data has been used for the purpose of study.

KEYWORDS: Rural Development, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, National Rural Livelihood Mission, Rural Poor, Employment.

1. INTRODUCTION:

Human factor is the key to the developmental process. Human Resource Development is a holistic concept which aims at identifying the vast potential hidden within the people and sharpening them through training so as to make them aware of their capabilities and utilise it to the fullest for their overall growth and advancement. The process encompasses development of their proficiencies by providing them such environment which enables them to make their competencies as core competencies and thereby improve their current scenario and contribute in the development of the entire nation. constitutes about 70% of the country's total population. For development to be equitable it is necessary to incorporate the vast major portion of the population living in rural areas.

India being a land of villages, rural population Keeping this in view the government of India; in order to include the rural poor in the process of growth and development, has launched many schemes for training them, thus improving their skills so that they can earn their livelihood.

2. Deen Dayal Upadhyaya Grameen Kaushalya Yojana:

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a part of the National Rural Livelihood Mission (NRLM) launched on 25th September 2014. This programme exclusively concentrates on rural youth between the age group of 15 to 35 years from underprivileged families. This programme supports the Skill India Movement of the government and thereby works in a direction to improve the socio-economic condition of the poor residing in rural areas.

As per the government data, more than 180 million youth in the nation among the age group of 18 to 34 years are living in villages. According to census 2011,

India has 55 million potential workers between the age group of 15-35 years in rural areas. A very big skill gap has been recognised by The National Policy for Skill Development & Entrepreneurship 2015. It has estimated that there will be a skill gap of about 109.73 million in 24 significant divisions by the year 2022. This gap in skill cannot be filled if the country does not focus on the 55 million youth residing in rural part of the country. An article published in 2013 in FICCI and Ernst – Young also highlighted that there will be a scarcity of more than 47 million competent personnel throughout the world by the year 2020. Thus it becomes imperative for the country to train its rural youth population and place them in jobs across the world and realize its demographic dividend.

DDU-GKY works in a public private partnership mode. Through its partners it provides skill training to the people and supports the national policies and programmes on skill development. The partners are encouraged to come up with novel ideas to maintain a balance between knowledge and capability. DDU-GKY has a skilling environment and a distinctive arrangement of conditions in which the training partners involved are dedicated to alter and improve the lives of people. The partners involved are experts in their areas that strive to add value to the lives of rural poor. Under this programme, the partners are supported through investment, ability building, policies for retaining, associations for global employment and technology support for training purposes. The scope of DDU-GKY is very broad and at present this programme is being implemented across 21 States and UTs, 568 districts, and over 6,215 blocks providing livelihood opportunities to the youth. Currently under this programme more than 690 projects have been implemented involving over 300 associations, in more than 330 professions from 82 business sectors.

As per data the number of trained candidates have exceeded a number of around 2.7 lakh and over 1.34 lakh candidates have been employed in different jobs in the course of the last financial year. Since 2012, DDU-GKY till date have made an investment of over INR 5,600 Crores addressing the employment issue of the rural youth throughout the country.

3. Features of DDU-GKY:

- Impart skill training to rural poor free of cost according to market demand.
- Proper attention focussed on socially underprivileged group (SC/ST 50%/Minority 15%/Women 33%).
- Implementation through Project Implementation Agencies (PIAs) in Public Private Partnership mode.

- Shifting importance from training to career progression.
- Providing better support to placed candidates, both before during and after placement.
- Providing guaranteed jobs to at least 75% candidates.
- Enhancing the capacity of implementation partners.
- Special focus in special areas like Jammu & Kashmir.
- Regular monitoring of attendance through biometric system.

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is one of the biggest programmes sponsored by the government to impart skill training in the country. Table 1 depicts the details of number of persons trained and placed under DDU-GKY, number of training providers, training partners, and training centres, sectors covered and job roles offered in the year 2015-16.

Table 1: Training Details under DDU-GKY in 2015-16.

Particulars	Numbers
Trained	2,70,329
Placed	1,34,744
Number of Partners	315
Number of Projects	697
Number of Training Centres	1096
Sectors Covered	85
Job-Roles Covered	330

Source: <http://ddugky.gov.in>



Skill Development under DDU-GKY

4. DDU-GKY in the state of Chhattisgarh State:

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 (prd.cg.gov.in) is implementing various programmes for their training and skill development. Government of India under the Ministry of Rural Development have started DDU-GYK programme to provide employment oriented skill training to rural under privileged youth. It works in a Public Private Partnership (PPP) mode, where the training partners submit their proposal for various skill training projects. The government after scrutinising the projects invests in them and generate a cordial and healthy environment with complete technical support. All these efforts ensure that a quality training programme is being created and a quality training is being offered to the rural beneficiaries.

It has established a structure and a procedure which has set a standard in the world thereby enabling rural under privileged youth to get access to quality training programme and an employment opportunity to change their present socio-economic condition.

5. Significance of DDU-GYK in C.G:

The state of Chhattisgarh has a vast unexplored potential to generate over two lakh jobs in structured as well as in a muddled manner. This supports the report of Associated Chambers of Commerce and Industry of India (Assocham). Under DDU-GYK, the Govt. of C.G. provides opportunity for livelihood training only to unemployed rural men and women.

All training under the scheme is provided free of cost to the registered candidates. Under residential training mode, along with training, free lodging and boarding facility is given to the candidates or otherwise travelling allowance is given to them. Training materials like pen, pencil, notebook, book etc along with uniform is also distributed free of cost to candidates. Apart from imparting trade and livelihood related training, candidates are also given opportunity to learn and improve English communication skills, develop their personality. An important feature of this programme is that, training sessions are arranged in fully equipped labs with latest technologies. Candidates on completion of training get certificates. The govt. ensures that candidates after completing their training programme are being offered a minimum job of Rs 6000/- p.m. Table 2 depicts the list of training centres in Chhattisgarh (C.G.).

Table 2: List of Training Centres in C.G

S.N	Name of District	Name of Training Centre
1.	Ambikapur	Niit Yuva Jyoti Limited Shiv Pratisthan

2.	Jashpur	Shiv Pratisthan
3.	Kanker	Quess Corp Ltd
4.	Kawardha	CI Educate Limited Cap Foundation
5.	Mahasamund	Shiv Pratisthan
6.	Raipur	Disha Education Society Barfani Anusandhan Sansthan Bhaskar Foundation Cap Foundation Orion Edutech Pvt Ltd Mpcon Limited Niit Yuva Jyoti Limited Mpcon Limited Quess Corp Ltd Centum Workskills India Limited
7.	Rajnandagon	Cap Foundation
8.	Janjgir-champa	Kamgar Foundation Mpcon Limited
9.	Balod	Niit Yuva Jyoti Limited
10.	Bastar	Quess Corp Ltd
11.	Bemtara	Orion Edutech Pvt Ltd
12.	Bilaspur	CI Educate Limited Orion Edutech Pvt Ltd Cradle Lifesciences Pvt Ltd Niit Yuva Jyoti Limited Cap Foundation
13.	Bishrampur	Shiv Pratisthan
14.	Dantewada	Quess Corp Ltd
15.	Dhamtari	Orion Edutech Pvt Ltd Barfani Anusandhan Sansthan
16.	Durg	Cap Foundation Cradle Life sciences Pvt Ltd Niit Yuva Jyoti Limited
17.	Rajim	Shiv Pratisthan

Source: <http://ddugky.gov.in>

6. CONCLUSION:

The livelihood colleges are now working to make rural youth in the state of Chhattisgarh more skilled by offering such training courses. A number of livelihood colleges have been opened in the state to mould the raw talent of youths in a well-defined form. Career fairs are being organised to increase awareness among the rural youth, and they can get knowledge of the different livelihood and career options available to them. The youth can now increase their empowerment by claiming the right to skill development. All these steps taken by state government to set up a milestone of success towards skill development is now providing positive results.

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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



www.nationalskillsnetwork.in

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 quite 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.

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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

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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Empowering Rural Youth through Pradhan Mantri Kaushal Vikas Yojna (PMKVY)

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Abstract

Skill development is imperative to support mainstream growth and development. At present, only a very small percentage of the country's workforce has formal skill training of any kind. 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. Also there is a mismatch between the aspiration of youngsters and the jobs available. This paper is a literature review about the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) programme of the government. The purpose of this paper is to describe the role and key features of this programme and its contribution in empowering rural youth population. The results clearly indicate that the fundamental aim behind this scheme of certifying the skills is to empower a large number of youth to enroll in industry-relevant skill training courses so as to enable them in getting better livelihood opportunities. Future studies may compare the success of this skill development scheme between different states. Also comparison can be made between two different skill development programmes in the country.

Keywords: Livelihood Opportunities, Pradhan Mantri Kaushal Vikas Yojana, Rural Development, Skill Development.

1. Introduction

"India's strength lies in its villages" rightly quoted by Mahatma Gandhi who emphasized that contribution of rural sector in country's growth and development of economy is significant. Though a major proportion of country's population live in villages, they are still fighting with many issues such as illiteracy, poverty, malnutrition, access to better healthcare facilities, safe drinking water and proper sanitation facilities, superstitious beliefs etc. But the most important problem facing rural India in today's scenario because of the fast growing population is the problem of unemployment. With the current pace of population growth, India is expected to outgrow China in the coming years. India is the largest country in the world in terms of youth population which is added to the working population of the country every year. These working age group should be effectively trained and utilised so that the country can march towards the ladder of development. This can be ensured only if there is availability of skilled workforce in the country so as to warrant that rural development is not compromised.

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The 2001 census shows that over 72.2% of the total population is distributed in over 6, 38, 000 villages, while the remaining 27.8% is spread over 5100 towns and cities. Census 2011 from the national sample survey office indicates that 105 million fresh entrants to workforce will require skill training by 2022 (i.e. around 15 million every year). Some 300 million of the current working population will need additional training over the next 7 years. According to the 12th plan document of the Planning Commission, India's labour force has increased from over 478 million in 2011 to over 502 million in 2017 and over 85% of this labour force has an educational qualification only till the secondary level of which over 55% only have an educational qualification till the primary level and only 2% have had vocational training. A World Bank report states that India is one of the few countries where working population continues to grow till 2050. With an annual addition of 9.25 million jobs per year, over 37 million jobs are expected to be created from 2012-13 through 2016-17. Rural India, awash with natural resources has the potential to be the most efficient powerhouse for national development. Some of the setbacks which prevent from ensuring an amiable ecosystem for rural areas are:

- Still raging farmer suicides.
- Migration of many people to urban locales.
- Depriving of quality education.
- No proper financial support.
- Poor infrastructure etc.

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 return on investment. 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.

2. Literature Review

Anbuthambi and Chandrasekaran (2017) in their paper on 'Impact of Skill India on Rural Youth – A Perspective' described about the current scenario of skill development initiatives in rural areas of the country. Their paper stressed that cost effectiveness of skill development programmes is an important area of concern and that it should ensure equal opportunity to all gender as well as social groups. Skill training may help in creating more and more entrepreneurs in future.



Aggarwal (2016) analyzed 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.

Kelemu et al. (2015) tried to understand the learning process through which rural youth acquire knowledge and skills for improving their livelihoods through case studies of mixed farming and pastoralist communities in Ethiopia. Findings revealed that for rural youth in both contexts, informal learning was the dominant mode of learning and that even so-called 'illiterate' young people had learned to use mobile phones and do calculations in the market through interaction with their peers and adapting their own learning strategies. Their study suggested that partnership between agricultural and educational policy makers and could point the way towards a broader conception of learning within sustainable development.

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.

3. Methodology

The present study throws light on the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) of the government, its objectives and features. This paper is a literature review based on secondary data obtained from journal papers and government official websites to gain an insight about the Pradhan Mantri Kaushal Vikas Yojana of the government.

4. Skill Development through Pradhan Mantri Kaushal Vikas Yojna (PMKVY)

Different ministries of the government of India formulate various development schemes to train the unemployed youth in a particular type of skill to make them employable and thus help them improve their socioeconomic condition. One of the most significant skill development programme is Pradhan Mantri Kaushal Vikas Yojana (PMKVY). On the occasion of World Youth Skills Day on 15 July, 2015, the



Government of India launched Pradhan Mantri Kaushal Vikas Yojana (PMKVY). It is the leading scheme under skill India mission that aims to train about 10 million Indian youth by the year 2020 on skills which are industry specific so as to prepare them for the global market. Under the guidance of the Ministry of Skill Development (MSDE) this scheme is implemented by National Skills Development Corporation (NSDC). Sector Skill Councils (SSCs), Assessment Agencies (AAs), and Training Partners (TPs) are involved in implementation of the Scheme.

4.1. Objectives

1. Mobilize and assist maximum number of youth to participate in skill training that is industry specific.
2. Make youth of the country more employable for sustainable livelihood.
3. Increase productivity of the present labor force, and line up skill training with the actual needs of the economy.
4. Create an official record of the persons skilled by encouraging standardization of the Certification process.
5. To skill 10 million youth in four years period (2016- 2020).

4.2. Features

- The scheme is implemented by National Skills Development Corporation (NSDC). The State Governments are also involved through a project based approach under PMKVY 2.0.
- The Scheme is implemented through Public-Private and Public-Public partnership mode.
- Disbursement is provided to the Training Partners (TPs) for fruitful completion of skill training and certification in alignment with the Common Norms.
- Mandatory attendance of students and trainers through Biometric devices at the PMKVY centers.
- Disbursements to the beneficiaries and Training Partners (TPs) accounts is done through bank transfer.
- All the Training Centers (TCs) are required to go through the Centre accreditation and affiliation process.
- Specific guidelines for accreditation, affiliation and continuous monitoring of TCs for Skill Ecosystem.
- TCs are responsible for campaigning of the scheme across the districts through door-to-door visits, advertising via mobile vans, interaction with community-based groups and local leaders to target school drop-outs and undergraduate college drop-outs.
- To organize Kaushal Melas at least once every six months in coordination with State/Local representatives.



- TCs follow the Branding and Communication Guidelines and accordingly assure that their placement efforts are visible on print, outdoor and digital media platforms.
- Training is given as per National Skill Qualification Framework (NSQF).
- 70% attendance is compulsory for the students to be eligible to appear in the assessments.
- Entrepreneurship, and financial and digital literacy modules are also taught to students during their trainings.
- For each day delay in assessments a fine at the rate of 1% of the training cost/assessment fee.
- Every certified candidate will be mapped to Pradhan Mantri Suraksha Bima Yojana (PMSBY).
- A failed or an absent candidate may undergo re-assessment during the entire duration of Scheme under Recognition of Prior Learning (RPL) scheme.
- TCs are required to organize Placement/Rozgar Melas for the certified candidates and also to provide post placement support to them.

4.3. Changes in PMKVY from 2015-2016 to 2016-2020

There have been several changes in this programme since the year it was started to the year 2016-17. These changes have been described below in Table 4.3.1.

Table 4.3.1: Changes in PMKVY from 2015-2016 to 2016-2020

Parameters	PMKVY (2015-2016)	PMKVY (2016-2020)
Centre Validation	Done by Sector Skill Council	Done by Quality Council of India
Placements	Placement Tracking and Incentivizing introduced in 2nd half of the scheme	20% of Pay-out based on placement performance linked incentives
Disbursements	Successful candidates received reward money in their Bank accounts	Disbursements to TPs as per Common Norms
Target Allocation	Sector wise, Constituency wise and Center wise	Job-role wise at the Training Center level
Trainee Handbook	No standard trainee handbook	Standard Trainee Handbook being provided to all Candidates
Certifications	Certificates and skill card generated	Digital locker for storage of Certificates



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	through third party integration	and mark sheets
Attendance	Paper based attendance at TC of trainees only	Aadhar Based Biometric attendance of Trainees, Trainers and Assessors Though Encouraged but not mandatory for TCs in J&K and Northeast region

Source: www.skilldevelopment.gov.in

5. Conclusion

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of Ministry of Skill Development and Entrepreneurship (MSDE). The Ministry is responsible for co-ordination of all skill development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking not only for existing jobs but also jobs that are to be created. The programme is being implemented covering almost all states of the country that aims to train about 10 million Indian youth by the year 2020. The fundamental objective behind this scheme of certifying the skills is to empower a large number of youth to enroll in industry-relevant skill training courses so as to enable them in getting a better livelihood. At present, merely a small proportion of India's labor force is formally trained and skilled in any aspect. At the same time there are quite a number of sectors who are facing the situation of scarcity of skilled workers and are caught up with low productivity due to unskilled workforce. On the other hand, large section of the country's youth are fighting with the problem of unemployment and lack of livelihood opportunities. In this perspective, skill development of youth is imperative for the country to realize its demographic dividend. This is not only essential for economic development, but would also help to fulfil youth aspirations for good quality, better paid jobs and self-employment opportunities. In this direction the Pradhan Mantri Kaushal Vikas Yojana of the Government is playing a remarkable role, helping to create a pool of skilled manpower. With a large pool of skilled people, India has an opportunity to become a skill provider for the world, particularly the ageing developed world.

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CERTIFICATE OF EXCELLENCE

This is certified that our Editors-Reviewers accepted the research paper of Mr./Ms./Dr. **Rashmi Dewangan.**

This article is published in the Month of **August 2018 Volume VIII Number VIII.**

Title of the paper is **Empowering Rural Youth through Pradhan Mantri Kaushal Vikas Yojna (PMKVY)**

The research paper is original & innovative.

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Dr. Sibildo Thomas

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