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RESEARCH ARTICLE

RURAL YOUTH SKILL TRAINING AND EMPLOYMENT

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ABSTRACT

The study is mainly to understand the gaps and impacts of the skill training in the lives of the rural poor youth provided by the various government Departments. How these skill training helped to get employment and Livelihood activities. A sample study presents live examples in the skill development programmes and the positive and Negative aspects highlighted for revisit the skill development programmes. The study also highlights that the youth before the skill training and after the skill training processes. This study is focusing on the skill training and its effectiveness towards employment in the industries and Self Employment as their livelihoods. The huge funds spend for the skill training by Central and State Governments. This is very important to study the skill training given by the State Governments. The study has conducted in entire Thanthonimalai Block from 534 Youth Respondents of Karur District, Tamilnadu.

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INTRODUCTION

With the opening up of the economy and increase in exports, improving the productivity of the workforce is a key challenge for many corporations and entities in India. Further, as the Indian economy grows, a large number of skilled persons will be required to sustain this growth. Current studies indicate that net enrolment in vocational courses in India is about 5.5 million per year compared to 90 million in China and 11.3 million in the United States (US). Around 93 per cent of Indian workers are working in unorganized sectors and very less percentage of skilled people in India. The Youth who have been skilled are being employed in the industries as skilled workers. Some are trying to start business their own as a self Employment for their livelihoods.

Skill development

Conscious of the vital role that skill development can play in the growth of a nation, the Prime Minister, in August 2008, outlined his vision for skill development in India. He stated that 'experts have estimated that India has the capacity to create 500 million certified and skilled technicians by the year 2022' (PIB 2008).

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Approximately 70-80 million new jobs will be created in the Next five years and 12.8 million entrants of new workforces for every year.

Self employment as livelihood

The youth are taking up self Employment after being given skill training wherein there is need of assets based on their activities related to their skill training. The self employment has the risks in their activities these risks are to be coped up. A livelihood comprises the capabilities, assets and activities needed for a means of living (Scoones, 1998)

National policy on skill development

The Prime Minister also outlined the institutional structure at the national level for coordinated action in the skills space. a National Skill Development Coordination Board (NSDCB), coordinated by the Planning Commission to combine public and private prong of action; and the setting up of a National Skill Development Corporation (NSDC) as a not-for-profit company through the Public-Private Partnership (PPP) route to catalyze private sector involvement in the skills space. In March 2009, the Government announced a National Policy on Skill Development, laying down the framework within which it wanted skills-related training to be conducted to the Youth. The Policy clarified the roles that different stakeholder's

government, industry, trade unions, and civil society would need to play for the creation of a skills in India.

State government - skill development programmes

The state governments has agenda for enhancing the skill of the youth, through various government programmes such as Magalir thitam, Tamilnadu State Rural Livelihood Mission, THADCO and Pudhu Vazhvu Project. These schemes are providing skill trainings to the youth which is studied for understanding and effectiveness. There is State Skill Development Mission also implementing skill development programmes through various State Government Departments. There is increasing demand for skilled persons and increasing the skill gap in various industries are projected in 2022 are given blow

Incremental Skill Gap across Various Industries in India in 2022

Industry	Incremental Requirement (in millions)
Building and Construction Industry	33.0
Infrastructure Sector	103.02
Real Estate Services	14.0
Gems and Jewellery	4.6
Leather and Leather Goods	4.6
Organised Retail	17.3
Textiles and Clothing	26.2
Electronics and IT Hardware	3.3
Auto and Auto Components	35.0
IT and ITES	5.3
Banking, Financial Services and Insurance	4.2
Furniture and Furnishings	3.4
Tourism and Hospitality Services	3.6
Construction Material and Building Hardware	1.4
Chemicals and Pharmaceuticals	1.9
Food Processing	9.3
Healthcare	12.7
Transportation and Logistics	17.7
Media and Entertainment	3.0
Education and Skill Development Services	5.8
Select Informal Employment Sectors (Domestic Help, Beauticians, Security Guards)	37.6
Incremental	347

Sources: IMAcS reports 'Human Resource and Skill Gap Requirements (2022)', 2008; Aon Hewitt report 'Talent Projections and Skill Gap Analysis for the Infrastructure Sector (2022)', 2011, National Skill Development Corporation (NSDC).

Unlike many developed countries, where skill development initiatives have been largely led by the government, the private sector in India has the opportunity to play a significant role in the country being able to produce job-ready and industry-ready professionals in large numbers. Industry leaders here simply cannot afford to play a passive role in the skill development process and hope that the problem of skilled manpower would get sorted out all by itself, through government intervention or otherwise. Given the projected humongous shortfall of 347 million skilled people by 2022 in 20 key sectors of the economy and the infrastructure arena, the industry needs to wake up to the rude reality.

Skill development and agriculture

Katalin Ludvig (2014) examined the livelihood strategies through employment possibilities, level of social aid, migration, educational level and infrastructural conditions in the micro-region. The basis of the fieldwork was three selected

settlements: with about 1000 inhabitants each. In all the three villages the visited households were selected on the basis of economic and social criteria. The study result found that agriculture still has importance for the livelihood of a significant part of the population and can have a role in reduction of social tension in the future. The policy is inadequate to treat the problem of unemployment effectively on the long-term. It should encourage people to remain in the educational system and afterwards search actively for a job.

Skill development process

The awareness creation, mobilization and sensitization on the importance on the Skill training may bring changes in the lives of the Youth and Improvement in the life style. There is a possibility that very poor household youth may left out in the skill training programme due to lack of awareness, improper inclusive policy and poor sensitization programmes on the skill training of the youth. The Selection of the Skill training based on the need, ability, academic capabilities and aspiration of the youth. The Skill training has to be facilitated by Vocational Guidance. The top down approach in providing skill training will not lead to employability.

The Skill Training has to be provided in practical method which helpful in the real life. The quality of the Skill training is imparted to the Youth. The provision of the skill training to be matched up with industries requirement, willingness of youth and quality of the Skill Training has to go simultaneously. The enhancement of Skill Training is enhancement of employment.

The Guidelines for effective skill training:

- Pre- Vocational Training may be given Secondary School students and the may be oriented on Vocational or Skill Education.
- The Skill Training should meet the local demand and which should lead to the employment and Self Employment.
- The Literacy and numeracy should teach to the Youth which will be helpful for effective functioning of the Job roles.
- Soft skills and life Coping Skills may be included along with skill training.
- Proper Apprenticeship training should be given to get use to the industry circumstances.
- Skill Training Institutions may start in rural and remote areas and other wise map the rural community colleges for imparting skill training in the locality.
- Providing tool kit after the skill training may help in starting their own business rather depend on other players in the Field.
- Pre Assessment and Post assessment will help us better understanding on skill improvement.
- Communication, Body Languages and Interview Skills may be taught to the trainee.

RESULTS

- The takers of the skill training from very poor households are only 24 percentages but the youth from Poor households taking skill training 71 Percentage. The Disable

Youth who are taking skill training is not even 1 Percentage. The Youth from Very Poor households and disabled are to be mainstreamed to take up skill trainings. The reason may be lack of awareness and knowledge towards Skill Training. The Youth of Very Poor households should be facilitated and Sensitized on the opportunities of the Skill Training and given skill training.

- The enrollments of the female to the skill training are good competing the male in respect of Skill Training.
- The youth are preferred to take up skill training on Driving, Computer and Tailoring (75 Percentage) the youth prefer to take up jobs more on white- color job. This may be sensitized to the youth on other kind of skill training.
- The fee for the skill training majorly Rs.5000 to Rs.6000/- for the most of the Skill trainings.
- There is around 65 percentage of youth are getting income Rs.4500 to Rs.10000/ which is reasonable income and which will help them come out of the Poverty. The Youth are getting less income are helped get better income for their families. There is around 9 Percentage who are getting less than Rs. 4500 Per Month, Where the selection of the skill training is important. The higher income skill training may be identified and to be given skill trainings.
- There is around 3 Percentage of Youth who are trained but still they are not in the work due to various reasons. These youth can be studied for the better understanding on the failure of using the skills.
- The Income after skill Training has improved among the Youth which helps the households to come out of the Poverty.
- Age between 18 to 35 is highest takers of the skill Training because the scheme the devised for the Age group of 18-35 years in the sense that the potential age group youth were addressed to the skill training.
- It's found that skill training absorption based on their livelihood opportunities in the area. The Tailoring and Driving courses are mostly selected by the Youth.
- There are higher the course fee and higher the Income of the youth and higher income courses may given to the youth.

- The skill training has impacted in the lives of the youth and make use of their potential and their Productivity. This helps to come out from the Poverty.
- The Driving, Tailoring, Computer application, CNC, Nursing and Cell phone Services are skill training which gives reasonable income to the Youth.

Conclusion

The learning of this study may be used to fine-tune the Skill Development programmes. The employable and higher income oriented skill training may give to the youth which helps the households to come out of the poverty. The youth of very poor households are to be given awareness and sensitization for take up skill training. The State level skill training programmes are need to be redesigned and modified based on the learning and further studies has to be taken in the area of the quality of the skill training, curriculum revision, certification, soft skill intervention are to be studied and to be revised for the better implementation, access of the skill training, enhancing the employment and self employment of the youth for their livelihoods.

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