

# Assessment of Skill development initiatives in Empowering Rural Youth with Reference to Bilaspur District of Chhattisgarh

Sandhya Rani Kurrey<sup>1</sup>, Dr. Preety Shukla<sup>2</sup>

<sup>1</sup>Research scholar, Department of Commerce and Management, Dr.C.V. Raman University, Kota (Bilaspur)

<sup>2</sup>Associate Professor, Department of Commerce and Management, Dr.C.V. Raman University, Kota (Bilaspur)

**Abstract:** India is a village-based country. The majority of the country's population lives in villages. As a result, rural India accounts for 68.9% of the total population. It is really important to provide rural mind with feasible options and engages them in a meaningful way to live a satisfactory life. It is essential to provide opportunity for personal development and well-being in the society. However, in today's globalized world, companies require more trained workers in addition to technological advancement. The development of information and communication technologies is accelerating for fulfillment of unemployment in rural and urban area of India. To work at an extraordinary pace, more than ever before and diverse cognitive talents need to be developed in employees. For this the government has prepared several development programs, but it is important to ensure that none of these programs will be effective unless they are implemented properly. Consequently, the campaign for various employments, along with the requirements of the skill development program, will also focus on the problems and scope.

**Keywords:** Rural youth, Education, Skill Development, Challenges.

## I.INTRODUCTION

Education is most important factor for development of the Nation. The process with art of lifelong learning along with employable training is essential central pillars of eligibility for employment. Education with skill training provides sustainable entrepreneurship development, along with the employment of unemployed workers, within a developed action plan contributes to achieving the goals of overall development to reduce poverty on the same line. Development of skill plays major role in enhancing a sustainable development process and contribute in facilitating the transition and recession from the

general informal to the essential formal economy. Skill development is very essential to meet challenges with unique opportunities, desired demands of changing stable economies and new operated technologies in the context of globalization.

Employment oriented education, or Vocational Education (Training and Skill Development) deals with different forms and stages of the educational process involving with illustration of general knowledge and instructional skills, study of technologies with concerned sciences and practical skills, and to know the aptitude and understanding concerning to occupations in the different economic sectors.

## SKILL DEVELOPMENT NEED IN RURAL INDIA

India covers only 2.4% of the world's land mass and 17.5% of the world's population. The expansion of India's population is more concentrated in the urban area and segregated in rural area across the country. After attainment of independence, India is continuously making its place in the category of economically developed nations, along with driving fast and comprehensively the pace of development can be accelerated by adopting the right approach. Culture diversity along with biodiversity has been a distinctive feature of India, but at the same time there is large-scale diversity in the population based on sectors such as economy, education, geographical conditions, caste and community.

## CHHATTISGARH STATE PROFILE :

### State level Skill Development Initiatives

The Chhattisgarh government has taken a number of initiatives to improve upon the current skill landscape of the state. Some of the key initiatives are highlighted below.

*Chhattisgarh Right of Youth to Skill Development Act* - Chhattisgarh Right of Youth to Skill Development Act provides right of skill development to every person between the age of 15 to 45 years residing in the State of Chhattisgarh, in any vocation of his/her choice consistent with eligibility and aptitude. It states that no youth shall be denied opportunity to get skilled in a vocation of choice from amongst the skills, as notified by the state authority, subject to possessing such eligibility as mentioned in the notification.

*Chhattisgarh State Skill Development Authority (CSSDA)* - Chhattisgarh State Skill Development Authority (earlier known as Chhattisgarh State Skill Development Mission) has been provided the task of implementing the provisions of the Chhattisgarh Right of Youth to Skill Development Act. It was constituted in November 2009 and targets to train 12.5 million workforces for Skill Development/ Skill Enhancement & Certification in the state by the year 2022 against the National Target of 500 Million. Further, CSSDA has also been assigned as the Certification Authority for all kind of skill development training in the state.

*Mukhya Mantri Kaushal Vikas Yojna (MMKVY)* - Mukhya Mantri Kaushal Vikas Yojna is a state government scheme under the Chhattisgarh State Skill Development Authority which requires for convergence of all the central/state government skill development initiatives undertaken by different departments under CSSDA through a prescribed budgetary provision. The working age population (15-59) is 1.53 crores, constituting 60.1% of total state population in 2011, is expected to increase to 1.87 crores making it 63.4% of the total state population by 2022.

#### ***BILASPUR DISTRICT PROFILE:***

The state of Chhattisgarh holds its own identity in the whole country because its culture and tradition is rural, which in itself displays ideological purity with a special identity with humility. The total area of Bilaspur district is 3508.48 sq.km. As per census 2011, the number of males in Bilaspur district is 827627 and the number of females was estimated to be 797875 with a total population of 16,25,502. Rural area in Bilaspur district is about 64.19% and the urban area was recorded to be around 35.81%. According to the Indian census of 2011, Chhattisgarh also registers its

development along with literacy rate of total 74.40% in which the educational rate of male is 84.58% and that of females is 63.99% as well as the number of blocks is 4 in Bilaspur district, 5 tehsils are established and the total number of 483-gram panchayats and revenue villages is 708.

## **II. REVIEW OF LITERATURE**

*Kanchan S. & Varshney S. (2015)* Macroeconomic growth and social stability rely heavily on skills and knowledge. Appropriate policies for skill development have a significant role in economic growth. India has set lofty targets for quicker and more sustainable economic growth in its five-year plan. With the demographic dividend, India must ensure that its workforce has the necessary skills. Skill development has emerged as a national priority, prompting a slew of actions, some of which are still in the works. In this context, the current article investigates and analyses the current state of skill development in India, as well as the problems it confronts in implementing various programs and plans.

*Das A. K. (2015)* As India begins on generating skilled personnel to satisfy the need of SME sectors in the future decade, national skills development program have been critically evaluated. This study outlines two national-level programs, the National Skill Development Mission and the National Rural Livelihoods Mission, which are executed in a public-private partnership format by a variety of organizations. The National Skill Development Corporation, a key player in the NSDM, has selected 21 high-growth industries and developed an action plan for their development.

*Tripathi and Singh (2017)* remarked that unemployment, particularly among rural people, is India's greatest concern. As a result, rural residents are migrating to metropolitan regions in search of better job possibilities and living conditions. Agriculture is the primary source of income, however post-harvest losses such as food weight loss, food quality loss, food value loss, and economic value loss make food less appealing to customers, resulting in lower earnings or profits for farmers, a major contributor to rural poverty. Unlike urban kids, rural young are educated but not skilled.

*Prasad D. (2015)* one of the most important

cornerstones of employability, productivity, and long-term business growth is skill development. Skill development is an important component in pushing the production capability frontier outward and accelerating the economy's growth rate. Skill development may also be viewed as a tool for empowering individuals and increasing their social acceptance and worth. Skill development plays a significant part to India's global competitiveness as well as enhancing an individual's access to quality jobs. In order for businesses to compete in the global economy, training must meet international standards and be relevant to the needs of both domestic and international markets.

*Objectives of the Study*

The main objectives of the study are:

- To analyse the perceptions of trainees regarding various aspects of skill development training programmes.
- To examine the satisfaction level of rural trainees regarding various aspects of training programmes is different from other trainees.
- To find out whether usefulness of training programmes.

III. RESEARCH METHODOLOGY

Sample Design: Convenient Sampling technique is used.

Data Collection: Collection of data during research depends on individually oral questionnaire and survey. Base and Size of Sample: The universe of the study was all trainees in Bilaspur District of Chhattisgarh who have attended the training programs conducted by government for skill development. A convenient sample of 250 skill development trainees were taken from the selected area of Chhattisgarh. Majorly four blocks were covered – Bilha, Kota, Takhatpur, Masturi. The total no of men were 187 and women 63.

Table I. Current Source of Income

Current Source of Income	N	%
Agri-Labour	58	23.20
Non-Agri-Labour	33	13.20
Own Farming	28	11.20
Government Schemes	48	19.20
Animal Rearing	16	6.40
Small Shop	14	5.60
Others	14	5.60
Unemployed	39	15.60
Total	250	100.00

This chart shows the respondents current source of income Agri-labor accounted for 23.20 percent (58) of respondents, with 19.20 percent (48) working in government initiatives. Unemployment was reported by 15.60 percent (39) of the respondents. Non-agri-labor accounted for 13.20 percent (33) of the respondents, while own-farming accounted for 11.20 percent (28) of the total. Animal husbandry, small shops, and other occupations accounted for 6.40 percent (16), 5.60 percent (14) and 5.60 percent (14) respectively. During personal interactions with the respondents, it was discovered that they were dissatisfied with their current job and wished to change jobs if one was available.

Table II. Monthly Family Income of Respondents

Family Income	N	%
< Rs. 2000	27	10.80
Rs. 2000-5000	67	26.80
Rs. 5000-10000	107	42.80
> Rs. 10000	49	19.60
Total	250	100.00

The majority of respondents, 42.80% (107), had a monthly household income of between Rs. 5,000 and 10,000 rupees. Furthermore, it was discovered that 26.80 percent (67) of respondents earn between Rs. 2,000 and 5,000 per month, 19.60 percent of respondents' family make more than Rs. 10,000 per month, and 10.80 percent of respondents earn less than Rs. 2,000 per month.

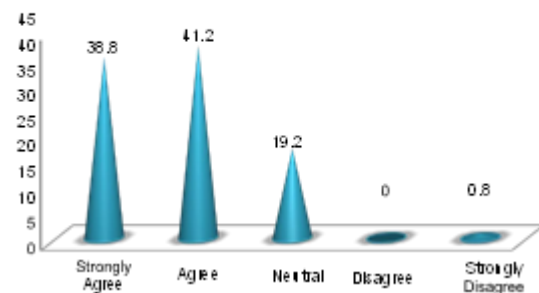
Table III. Purpose of Training

Block	Bilha	Kota	Takhatpur	Masturi	Total
N	103	67	44	36	250

Purpose of Training	Hobby	Job	Own Venture	Total
N	23	107	120	250
%	9.20	42.80	48.00	100.00

Fig.1 Do you agree that the training program for the skill is sufficient for you



When respondents were asked, "Why do you wish to acquire this training?" Only 9.20 percent (23) of respondents said they wanted to attend this course as a

pastime. The remaining responders want to take this training in order to use it as a way to make money. After finishing this program, 42.80 percent (107) of respondents stated that they would be able to find work, while 48 percent (120) stated that they would establish their own business.

When asked, "Do you believe that the training program for the skill is sufficient for you?" the respondents opinions were displayed in fig.1. According to the results, 38.80 percent of respondents (97) strongly agree with this statement, 41.20 percent (103) agree with this statement, and 19.20 percent (48) disagree. This statement is strongly disagreed with by just 0.8 percent of (2) respondents. As a result, it can be concluded that the majority of respondents feel that the skill training program is sufficient for them.

Table IV. Improvement in Income after Training

Responses	N	%
Strongly Agree	74	29.60
Agree	126	50.40
Neutral	32	12.80
Disagree	11	4.40
Strongly Disagree	7	2.80
Total	250	100.00

"Do you agree that there would be any improvement in your income following training?" the respondents were asked. Table IV shows the results of their polling. According to the results, 29.60 percent of respondents strongly agree with this statement, 50.40 percent agree with this statement, and 12.80 percent are indifferent. Only 4.40 percent and 2.80 percent of respondents strongly disagree and disagree with this assertion, respectively. As a result, it can be concluded that the majority of respondents agree with the assertion that their income will grow after receiving skill training.

IV. RESULTS AND DISCUSSION

Findings

1. There were 250 total responders, with 74.8 percent of men and 25.2 percent of women. This demonstrates

that girls are underrepresented in training programs.

2. The sample was mostly drawn from Bilha, Takhatpur, Masturi, Kota, all of which are located in Bilaspur district of Chhattisgarh. The percentage of responders from Bilha, Takhatpur, Masturi, Kota were 41.20 percent, 17.60 percent, 14.40 percent, and 26.80 percent respectively.

3. Agri-labor accounted for 23.20 percent, with 19.20 percent working in government unemployment assistance program. Unemployment was reported by 15.60 percent of those polled. Non-agricultural labor accounted for 13.20 percent, while own-farming accounted for 11.20 percent. Animal husbandry, small stores, and other occupations accounted for 6.40 percent, 5.60 percent, and 5.60 percent respectively.

V. CONCLUSION

Skill development is quickly gaining relevance in India and in the state of Chhattisgarh in the current scenario. And this research demonstrates that improving employment options via education and skill development is essential in reducing poverty and increasing productivity in rural regions. Skill development must be included into rural development policies and strategies, such as agricultural policies and private sector development and entrepreneurship policies, which are highly adaptable and successful in fostering ecologically sustainable development in areas. It is believed that the young in rural regions have a strong desire and awareness to participate in employment-oriented training so that they may better their standard of living and participate in the development process by adapting their lifestyle to the contemporary era. All appropriate actions should be done to assist India's youth in adapting to the new criteria so that the country may move forward in moving its youth from the category of developing countries to the category of developed Nations.

Question	Urban		Rural		F	Result
	Mean	Standard Deviation	Mean	SD		
Do you agree that the training program for the skill is sufficient for you	3.06	0.866	2.66	1.021	13.65	**
Do you agree that the confidence level will increase after training	2.83	0.933	2.39	1.045	7.83	**
Do you agree there will be any improvement in your income after training	2.83	1.046	2.41	1.159	11.84	**
Do you agree that the increased income after training will be helpful in your marriage	3.15	0.725	2.49	0.863	9.82	**
Do you agree that the training will be helpful in making your career	2.72	1.152	2.43	1.111	4.25	NS
Do you agree that the training will help in raising the living standard of your family	2.07	0.775	2.57	0.654	5.03	NS

Table V. Results of ANOVA for Opinions regarding Usefulness of Training

REFERENCE

- [1] Sackett, S. C., & Gano-Overway, L. A. (2017). Coaching Life Skills Development: Best Practices and High School Tennis Coach Exemplar. *Human Kinetics Journals*, 4(2), 206-219.
- [2] Triathi, P., & Singh, N. (2017). Promoting Rural Entrepreneurship Through Skill Development for Decent Livelihood: A Review. *International Journal of Current Research Review*, 9(15), 21-25.
- [3] Das, A. K. (2015). Skills Development for SMEs: Mapping of Key Initiatives in India. *Institutions and Economies*, 7(2), 120-143.
- [4] Prasad, D. (2015). Mechanism, Empowerment and Schemes of Skill Development & Productivity. ISSN 0972-3528 RNI 12032/66
- [5] Serour, F. (2015). The Commonwealth Plan of Action for Youth Empowerment. *International Journal of Scientific & Technology Research*, 2(7), 165-17, ISSN 2277-8616, [www.ijstr.org](http://www.ijstr.org)
- [6] Aring, M. (2015). ASEAN Economic Community: Enhancing competitiveness and employability through skill development. *International Labour Organization first published 2015*. ISSN: 2227-4405
- [7] Saini, Vandana (2015). Skill Development in India: Need, Challenges and Ways Forward. *Abhinav National Monthly Refereed Journal of Research in Arts & Education*, 4(4), 1-9.
- [8] Gupta, P. (2008). Recognizing the Value of Women Empowerment in Skill Development. *Tactful Management Research Journal Impact Factor*, ISSN: 2319-7943.