



## **SKILL DEVELOPMENT PROGRAM: A NEED ASSESSMENT STUDY WITH REFERENCE TO YOUTH OF NAGPUR**

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### **Abstract**

The economic dimension includes occupational education, vocational development, employability, entrepreneurship and alleviation of poverty. Skill development and Income generation helps young people to acquire or upgrade vocational skills and to enable them to conduct income generating activities. Providing vocational skills means equipping people for their direct involvement in some economic or productive activity. Every member of the community with special focus on youth forms the Priority target group of these programmes. It requires skilled or at least semi-skilled persons and very less scope for unskilled one.

In view of this, skill up-gradation has been one of the key concerns of the Government since the days of foundation of our planning, addressing the issue of economic development. Vocationalisation of education has been part of the foundation of man's creative and progressive development. For their employability and sustainable livelihood, they need to acquire job skills or hands-on skills through vocational training. A central tenet of vocationalisation of education is often expressed by the phrase "to fit for useful employment". This implies an economic future for the individual which will be better than what he/she might have had without vocationalisation of education. Economic improvement leads towards a better standard of living for the individual, and in turn for the society as a whole.



The major objectives of the study were to study the socio-economic profile of youth, to enquire the needs of youth on vocational skills, to study the problems faced by youth who has no vocational skills and to put forth suggestions on new vocational skills for youth.

The socio-economic profiles of the young learners of Skill development course trainings were; majority of the learners were female. Majority of the learners were Hindu, followed by Muslim and Christian. The other religion followers were not seen in the study. A close observation of the caste of the youth learners shows that, most of them belong to Other Backward Community (OBC), followed by Scheduled Tribe, Scheduled Caste and Forward Caste. The learners' marital status shows that, most of them are not married. A close observation of the marital status of the learners' reveals that 15.62% of them were widows and they opined that the skill development course helped them to overcome their loneliness. The young people opined about the different vocational courses they wanted. The major courses were: computer training, tailoring course, soap making course, umbrella making training, fashion designing course, sari designing course, artificial jewellery making course, coon agriculture course, driving course and electronic and home appliances repairing course. The major suggestions of the young people to improve the skill development courses were: Give more vocational trainings to youth during the skill development course, arrange more infrastructure facilities in the institutes that give skill development courses, arrange smart class rooms for those who learn the skill development course, Need local training centres, Need additional study materials, facilitate industrial visit and related programmes like Art Fest and Study tour.

**Keywords:** Community Polytechnic Scheme, The Art Fest.



## **Introduction**

The economic dimension includes occupational education, vocational development, employability, entrepreneurship and alleviation of poverty. Skill development education worldwide is rich and diverse. The profile of vocational learner varies more than in any other sector of education, in terms of age, abilities and interests. The curricular demands cover a very wide range of trades—practically related to all aspects of everyday life. Skill development education covers the spectrum of occupational areas—from traditional crafts and trades to those occupations based on modern technology. In the present scenario of county’ s development, there are vast education opportunities to the rural youth in their own villages or in the nearby towns. Vocational Training is a concurrent subject under the constitution and the central and the state governments share responsibility for effective implementation of vocational training system in the country. Some of the youth who are not good in academic studies but belong to rich families, also move out of their villages to the urban or semi-urban areas either for ‘ getting admission for higher education’ or for getting some employment. Ultimately, youth who continue in rural areas, are only those who are school drop-outs, economically poor, or who want to remain in their own town or villages. Such youth, in the threshold of late adolescence and early adulthood are imposed with variety of economic, social and psychological problems. These phases of life are vulnerable to high-risk tendencies and behavior, due to rapid changes (physical, mental and psychological) occurring at this age, coupled with lack of proper guidance and education from parents, teachers, service providers and peers. Employment needs and futuristic financial requirements to sustain their livelihood impose a great deal of difficulties to the youth.



Considering the relationship between educational level and employment prospects, both move hand-in-hand. If the education level is high, the employment prospects are more; and if the education level is low, the employment prospects less. In urban areas, a fairly good percentage of youth are able to get their educational drop-out rate low and therefore, by acquiring job skills or hands-on skills engage themselves in some form of gainful employment venture to make their livelihood. But due to the lack of skills, potential and aspiring youth in semi urban and rural areas become stagnated without gainful employment and therefore their creativity and energy are not being utilized in any form. For their employability and sustainable livelihood, they need to acquire job skills or hands-on skills through vocational training.

### **Skill Development Programmes**

Skill development and Income generation helps young people to acquire or upgrade vocational skills and enable them to conduct income generating activities. These are largely focused on the development of functional knowledge with a view to making learning relevant to living and working. Providing vocational skills means equipping people for their direct involvement in some economic or productive activity. Acquiring vocational skills is the ability of engaging oneself in an occupation or gainful employment. Every member of the community with special focus on youth form the Priority Target Group of these programmes. Dynamics of Indian economy has been changing over time from agricultural to industrial economy and from industrial economy to services economy. Agricultural economy absorbs all sorts of labour force whether skilled, semi-skilled or unskilled. But, industrial as well as services economic has some limitations. It requires skilled or at least semi-skilled persons and very less scope for unskilled one. In view of this, skill up-gradation has been one of the key concerns of the Governments



since the days of foundation of our planning that addresses the issue of economic development. Training policy has been evolving over successive Five Year Plans and steps have been taken in response to the training requirement/skill up-gradation of employable/employed persons. Vocationalisation of education has been part of the foundation of man's creative and progressive development. A central tenet of vocationalisation of education is often expressed by the phrase "to fit for useful employment". This implies an economic future for the individual which will be better than what he/she might have had without vocationalisation of education. Economic improvement leads towards a better standard of living for the individual, and in turn for the society as a whole.

### **Objectives of the study**

The major objectives of the study were:

- 1) To study the socio-economic profile of young learners.
- 2) To enquire as to the needs of youth on vocational skills.
- 3) To study the problems faced by youth who has no vocational skills.
- 4) To put forth suggestions on new vocational skills for youth.

### **Samples for the study**

The sample covers 128 young learners studying various skill development courses. 30 Resource Persons were also interviewed from various Blocks and Municipalities of Nagpur State.

### **Tools and Techniques used for data collection**

Major tools used for the study were: -

- a. Questionnaire, and



## b. Interview Schedule

Questionnaire was used for skill development course learners to collect data and interview schedule was used to collect information from Resource Person of skill development programmes.

## Analysis

- **Socio-Economic Profile of the skill development course learners**

No.	Status	Particulars	Number N = 128	Percentage
1	Gender	Male	32	25
2		Female	96	75
3	Religion	Hindu	116	90.63
4		Muslim	8	6.25
5		Christian	4	3.12
6	Caste	OBC	80	62.50
7		ST	24	18.75
8		SC	16	12.50
9		Forward Caste	8	6.25
10	Age Group	Below 30	44	34.38
11		30-40	28	21.87
12		41-50	40	31.25
13		Above 50	16	12.50
14	Marital Status	Unmarried	80	62.50
15		Married	28	21.88
16		Widow	20	15.62

The table given above reveals socio-economic profile of the young learners of Skill development course trainings. As per the table, majority of the learners were female. Majority of the learners were Hindu, followed by Muslim and Christian. The other religion followers were



not seen in the study. A close observation of the caste of the learners shows that, most of them belong to Other Backward Community, followed by Scheduled Tribe, Scheduled Caste and Forward Caste. Analysis of the age of the learners shows that, majority of them belongs to 20-30 age group, followed by 41-50 age group and 30-40 age group. The learners' marital status shows that, most of them were not married. The widow learners opined that the skill development course helped them to overcome their loneliness.

• **Vocational needs of the youth**

No.	Vocational Needs	Number N= 128	Percentage
1	Computer course	108	84.37
2	Tailoring course	88	68.75
3	Soap Making course	84	65.25
4	Umbrella Making course	80	62.50
5	Fashion Designing course	72	56.25
6	Sari Designing course	68	53.13
7	Artificial Jewellery Making course	54	42.19
8	Coon Agriculture course	50	39.06
9	Driving course	48	37.50
10	Electronic and Home Appliances Repairing course	44	34.37

The young people opined about the different vocational courses they wanted. The major courses were: computer course, tailoring course, soap making course, umbrella making course, fashion designing course, sari designing course, artificial jewellery making course, coon agriculture course, driving course and electronic and home appliances repairing course.



• **Problems faced by youth during the course**

No.	Problems	Number (N=128)	Percentage
1	Financial problem of the learners	88	68.75
2	Age limitations	84	65.62
3	Low salary offered by many companies and exploitation of the trainees.	77	60.16
4	Unability to adjust to away from home job	35	27.34
5	Need of more Micro enterprises	23	18.00

The young learners opined about different problems they faced during the course. The major problems were: financial problems, over age, low salary offered by many companies and exploitation of trainees, low income and their family problems

• **Young people' s suggestions to improve the skill development courses**

No.	Suggestion	Number (N=128)	Percentage
1	Give more Vocational trainings	92	71.87
2	Arrange more infrastructure facilities in the institutes that give skill development courses	77	60.16
3	Arrange smart class rooms for those who learn the skill development course	60	46.87
4	Need local training centres	55	42.97
5	Need additional study materials	48	37.50
6	Facilitate industrial visit	36	28.12



7	Require related programmes	35	27.34
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The major suggestions of the young people to improve the skill development courses are indicated in the above table. The major suggestions were: give more vocational trainings to youth during the skill development course, arrange more infrastructure facilities in the institutes that give skill development courses, arrange smart class rooms for those who learn the skill development course, provide local training centres, provide additional study materials, facilitate industrial visit and related programmes like art fest and study tour.

### Major Findings

4. The study reveals that most of the young learners were female. A majority of the learners were from Other Backward Communities, followed by Scheduled Tribes and Scheduled Caste. Least number of learners came from Forward Community. Most of the young learners were in the age group of 20-30 followed by the age group 41 to 50. Monthly income of the majority of skill development course learners' family was between Rs. 4000 and 20,000.
5. Widow learners got some jobs through skill development courses and got some earnings. Also they could overcome loneliness through studying the course.
6. The majority of the skill development course learners have no Prior Learning.
7. They opined that vocational training is necessary to improve their quality of life.
8. The major problems faced by the learners with low vocational skills were low income, decreased quality of life, non-availability of good jobs, bad performance in the job and dependence on others, etc.
9. The major courses required by the young learners were computer training, tailoring, saree designing, fashion designing, soap and umbrella making, etc.



10. The young people's suggestions to improve the skill development courses were to be given more vocational trainings during the course, the syllabuses to be simplified, scientific and systematic course calendar to be provided and related programmes such as awareness classes and art fest, etc. are to be conducted.
- Resource Person's suggestions to improve the courses were: inclusion of more vocational trainings in the formal and non-formal education syllabuses, simplification of the syllabuses, provision of systematic course calendar and to give more and more classes and study materials to the young people.

### **Suggestions**

Planning of vocationalisation is a formidable and complex process. It involves careful estimation of the job potential in the existing situation and also the possible job potential in the emerging patterns of development. Vocationalisation needs the support, cooperation and assistance of all strata of society for its success. No effort is too big and no contribution is too small in this national venture. The future of young people depends much on the success of skill development programmes.

- 1) Higher level skill development courses to be given to the young people.
- 2) Give skill development courses for minimum fee.
- 3) Modern technologies to be included in the skill development courses.
- 4) Young people must be given placement or job opportunities after completing the skill development course.



- 5) All young people must be given loans after skill development course with reduced interest rate for those who start any venture.
- 6) All the young learners demanded more awareness classes and chances for jobs.
- 7) Arrange training facilities with reputed companies.
- 8) Include more practical sections.
- 9) Want more support from various agencies and Governments.
- 10) Disseminate knowledge about the skill development programmes to youth.

### **Conclusion**

A nation's progress in every practical field depends on its capacity to provide for its citizens every opportunity for learning and earning, whether it is in the sphere of technical and higher education and research, medical education, human rights education, elementary and primary education, adult education or lifelong learning, etc. Hence education and income generation programmes are tools to promote well-being, prosperity and future development of the individual, the society, the nation-state and the entire human civilization. In this regard, role of skill development programmes are primarily one, which are related to economic growth, production and reproduction. Vocationalisation involves careful estimation of the job potential in the existing situation and also the possible job potential in the emerging patterns of development. Vocationalisation needs the support, co-operation and assistance of all strata of society for its success. In fact, everyone in the society owes in a smaller or larger measure something to education, and therefore, education has the right to demand some service from everyone for the future of people. The future of our people depends much on the success of vocationalisation of education.



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