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## A comparative Study of Training Needs for Empowerment of Rural youth

### Preamble:

Youth are the growth points of a society, and as has often been said, they are the leaders of tomorrow. There is a lot of literature on youth. They have been described as a powerful section of society; as the pulse of society; as the nuclei of development, as pivots of social changes and so on. Youth is by and large a highly idealized and motivated group of any society. The great saint & reformer Swami Vivekanand (1898) emphasized on empowerment of the youth said that “stand up, be bold, be strong,! Take the whole responsibility on your own shoulders and know that you are the creator of your own destiny. All the strength and succor you want is within yourselves. Therefore, make your own future.” Youths of India, said Jawaharlal Nehru (1958) must come forward and help in building up the new society. “The youth of the country..... are the leaders of tomorrow and on them will be cast the burden of upholding India’s honor and freedom. My generation is a passing one and soon we shall hand over the bright torch of India, which embodies her great and internal spirit to younger hands and stronger arms. May they hold it aloft, undimmed and untarnished, so that its light reaches every home and brings faith and courage and well-being to our masses.” The former President of India Late Sh. Fakhruddin Ali Ahmad (1973) also remarked that “Youth have an important role in the transformation of society. My government is sensitive to the concerns and aspirations of our youth. We look to our youth to build a new India based on equality and social justice society on its part, owes a special responsibility to the youth. The best possible opportunities should therefore, be open to them. We shall re-orient youth policies to make them especially responsive to need and aspirations of the rural youth.” Youth is thus itself a very important section of society that attracts attention for all sections of society. The exposure, experience, training and education of the youth today can make or mar our nation tomorrow. Our former Prime Minister, late Mrs. Indira Gandhi (1969) voicing her concern for the youth stated that “If there is one section above all others who should be our concern – it must be our youth. They are the inheritors of the future. In all things the torch must be passed to the next generation.”

Late Prime Minister Sh. Rajiv Gandhi in his address delivered at the fifth Annual Convocation of Institute of Rural Management, Anand in 1991, said that, “We have seen that in India our people particularly our youth have the strength, the stamina, the courage and zeal and zest for work. If we can channelize these properly, even a part of these, then India would progress rapidly and perhaps, nobody in the world would be able to compete with us” Sh. S.K. Dey, Ex-former minister for Community Development during Nehru’s regime also opined that – “Vitality and creativity are the two qualities which characterize youth. The moment youth ceases, vitality ceases, creativity ceases. We associate dynamism with youth. If the character of dynamism not be dominated. How then to tame this dynamism and use it for constructive ends? Just as it is necessary to control and guide the gushing flooded river against wide spread devastation, and use, it for beneficial ends such as provisions of irrigation and electricity, so also it is

necessary to direct and guide and exuberance of youth along constructive channels". This is really encouraging that educational leaders, administrators, and planners are giving high priority for the development of our youth and make it a strong force so as to work as the "Vehicle of change".

The UN General Assembly (1985) has also expressed conviction of the need to harness the energies and creative abilities of the youth to the task of the nation building, the struggle for self-determination and national independence against foreign domination and occupation and also for the economic, social and cultural advancement of the people. Mexico's President, Miguel De la Madrid (1985) said during the International Year of the Youth. "The need of the hour is to give greater encouragement to the involvement of the young in the national affairs, because we are convinced that their presence acts as kind of oxygen, improving the health of the nation." The great political leader Benjamin Disraeli wrote: "Almost everything that is great has been done by youth. Shelley and Keats wrote their historic poetic master-pieces when they had just attained adulthood. Pitt, the younger, became Prime Minister of Britain, and a distinguished one too, at the age of 24. Alexander, the great conquered half the known world of his time before he was 30. There are many examples of similar nature in Indian history too."

### **Skills development through Training: development of rural youth**

The ability of an individual to perform certain kinds of tasks with more than usual proficiency, as measured by quality of result and economy of effort, is what we mean by skill. Skills can be broken down into their component parts-general skills like reading and writing computation, etc. and specific skills like the operation of a punch press or how to make a market survey. The skill is an important part of human resources. Primarily, the aptitude of an individual is responsible for the development of the skill. The aptitude has a bearing on information, environment and direction. Consequently, the strength of human resource depends upon these three key parameters- Skills, Aptitude & motivation.

Training is a planned activity for the continuous development of human resource potential. It enhance the efficiency and effectiveness of the people at work by teaching them the functional knowledge, skills and attitudes required for the accomplishment of assigned responsibilities at a desirable level of performance. Training is a "process by which the desire, knowledge, attitude, skills and idea are incalculated, fostered and reinforced in an organism"(Lynton and Pareekh, 1967). A systematically arranged training programme aids in the production of desirable changes in the behavior of the people, the right age to train people is when they are young. Training is the most important function that directly contributes to the development of human resources. Training is essential because technology is developing and the environment is changing continuously at a very fast rate. There is need of development of various types of skills through imparting training to make effective their present and future role. It brings desire efficiency for work among youth. Following basic skills developed through training may enrich their capability and make change in entire personality.

1. Communication skills – speaking, reading, writing (in mother tongue, national language, world language)
2. Computational skills
3. Mechanical skills
4. Human relations skills

5. Analytic skills – facility in scientific methods of analysis, including mathematics, statistical methods, laboratory techniques etc.
6. Synthetic skills – creative design, invention
7. Learning skills
8. Skills specific to particular occupations or tasks.

### **Problems of Youth**

Youth is the age overflowing enthusiasm and energy – it is like the nuclear power which can be used either constructively or destructively. Youth with its tremendous potential is at present being misdirected and wasted by the fissiparous and fatalistic tendencies. Unless the youth are properly guided and motivated to realize the national objectives, our country can never aspire to become a developed economy. There are many problem/ factors preventing the youth from taking a more positive and productive stance: some of these factors are- wide spread illiteracy, unemployment, under employment among educated rural youth infusing a sense of frustration, lack of access to organization and services meant for youth, strong disparity between rural and urban set-up leading to migration of rural youth to urban areas, lack of mobility among rural youth often set in an unhealthy competition for grabbing limited rural resources, wastage of time in delinquent and anti-social activities, financial constraints for self-employment, lack of recreational facilities, deprivation of the facilities and other infrastructure in the field of health and nutrition, higher rate of prevalence of social evils like dowry system, early marriage, gambling, drug addiction and alcoholism etc. unawareness about their own potentialities, irrelevant education including the non-vocational degree courses bearing no relationship with the job, the twin malignant tumors of corruption and nepotism in both the political and bureaucratic spheres, harming youth interest propagation of vulgar sex and violence and glamorization of the same through the media of cheap commercial cinema and yellow journalism, obscene music, prevalence of different types of discrimination and second class treatment to female youth, schedule caste and schedule tribe youth groups, total negligence in decision making activities related to their own development, sets in a sense of alienation and neglect, increasing trend of aversion for physical work among the educated rural youth, lack of social responsibilities, inadequate flow of information results in communication gap, lack of proper training facilities as per their needs, lack of awareness about their rights and duties and changing pattern of society, lack of proper guidance, erosion of value system, absence of motivating factors to make youth dynamic and self-reliant in approach, existence of identity crises etc. are some of the problems being confronted by the youth population in Indian society.

The youth today **does not have the confidence** they should normally have in their moral self. They are always dependent on someone but they don't depend on themselves. Today, they are suffering because they feel they don't have any particular ability to perform. They think they were not taught.

A lot of human power is wasted at home remaining **idle without work** and used for production only seasonally. Young people face a multitude of problems that limit their full participation in society. Many of these problems are inter-related. Apart from the major factors listed ahead, the following problems have also been identified as of major concern:-

**i) Unemployment and Under Employment**

The most important problem in all countries is the high level of unemployment and under employment of youth. The low level of education and lack of skills specially among rural youth creates lack of opportunity for successful employment. The unskilled youth are liable to be exploited in the present depressed economic situation.

**ii) Population Shifts:-**

Drift of population from rural to urban areas are common within the region and give rise to associated social and psychological adjustment problems often made worse through a lack of general employment opportunities.

**iii) Vocational Training Problems:**

Educational and vocational training plays an important role in the development of skills necessary for employment opportunities but often lacks adequate attention from governments.

**iv) Adult Domination:**

Society allows limited opportunities for youth to participate in decision making and operation of activities (including youth activities), thus retarding the overall self-development of young people and their capacity to contribute to community and national development.

**v) Illiteracy:**

Rural based youth in the region in particular has a very low level of literacy and numerous which inhibits chances of finding satisfying employment, including, self-employment.

**vi) Social Break-down:**

Many traditional family and community values and cohesion are breaking down, partly as a result of a growth of individualism and adoption of materialistic attitudes. Many government in the Region have made attempts to tackle the various issues facing the youth, however, many young people feel a degree of disillusionment towards government and its programmes. Such feelings are frequently due to a lack of adequate consultation and involvement of the young in the development of responses to their problems.

**vii) Alienation:**

Alienation is a psychological state of mind leading to a lack of involvement of individuals and groups in wider society and social processes. Alienation is the greatest problem the youth have today. It has many causes – lack of relevant education and vocational training, unemployment, inability to have life style of their choice even after employment, rootlessness, a value-less system of life and the compulsion to live an island type life even in the midst of crowded cities.

**viii) Lower status of Young Women:**

There are innumerable factors like caste, class, religion, family, region, education, age etc. that determine the status of women in Indian society. Generally, speaking, Indian women belong to the deprived section of the society. Lack of access to education, inadequate working conditions, and medical facilities,

employment problems, domesticating roles, no control over reproduction and sexuality, a low religious and cultural status etc. has pushed them into the “deprived” class.

### **Significance of present study-**

The present study has focused on empowerment of rural youth through imparting proper training inputs. Rural youth have enough scope for development but there are many problem of capacity building.

### **Objective of the Study-**

The main aim of the study is to find out the way of capacity building among rural youth through imparting proper training. In this regard researcher has tried to

1. Search the potentiality among of rural youth for their entire development.
2. Specify the training needs as per grass root level requirement in developed and underdeveloped village.

### **Research Methodology-**

#### **Selection Procedure of Research area-**

The multi stage random sampling design was adopted for selecting the sample for the present study. The task of drawing the sample for the study was accomplished in three stages. At the first stage, out of 71 districts of UP one district was selected randomly. After selecting the one district i.e. Mathura and identifying, its blocks, one block i.e. Baldeo was selected randomly out of 10 blocks at the second stage. At the third stage, the researcher identified the total villages in the selected block and classified them in two categories i.e. developed and under developed villages by following certain standard parameters. Finally two villages i.e. one developed (namely Bandi) and another undeveloped village (namely Basai) was selected randomly for the present study.

#### **Sample Design: size of the sample-**

It was considered essential to cover all the youth population (male as well female from 15-35 years of age) of the study villages. Hence, the census sampling of total population of the youth was adopted in this study. Finally, the researcher got a sample of 582 youth. Out of which 312 youth were from the developed village and 270 youth were from the underdeveloped village. Though the total number of the youth including male and female was 887 according to the list. But, when the researcher tried to located and identified the youth actually residing in the study village during the study period, the actual number was 303 male 279 female youth from both the study village. 160 youth from developed Village and 145 youth from underdeveloped village had migrated / shifted to big cities and towns in connection with job, Government or private services, study, marriage etc.

### **Data analysis - TABLE NO.1**

**Showing the different areas where youth can contribute effectively.**

<b>Areas</b>	<b>No of the respondents in developed village(DV)</b>	<b>No of the respondents in Underdeveloped village(UDV)</b>	<b>Total</b>
1.In area of sports, games and	180	130	310

recreation			
2. In all type of socially useful activities	178	102	280
3. Agriculture, Animal husbandry, poultry etc.	163	107	271
4. Functions related to Panchayats , cooperative, schools	139	119	258
5. All activities of village development	122	89	211
6. Educating children of village	88	50	138
7. Poverty alleviation	75	46	121
8. Assistance in the construction of community assets	70	45	115
9. Over-all development of the society	64	29	93
10. By providing knowledge of small scale industry	30	12	42
11. Developing mutual understanding and cooperation	25	13	38
12. Abolishing social evils	23	13	36
13. Helping in development of all infrastructure facilities like road, transport, and electricity etc in rural areas.	21	14	35
14. Protecting and controlling the environmental degradation	19	9	28
15. Curbing migration	13	7	20

In the above table, the respondents from both the villages had visualized/ identified many important areas where youth could contribute effectively. It was also observed that respondents of developed village had provided more number of responses than the responses given by respondents from underdeveloped village. But there was no remarkable difference in the response pattern of the respondents from DV & UDV.

**TABLE NO.2**

**Showing training needs of the youth in DV & UDV**

Types of training needed among the youth	No of the respondents in developed village	\No of the respondents in Underdeveloped village	Total
1. Animal husbandry	42	26	68
2. Training in small and cottage	30	22	52

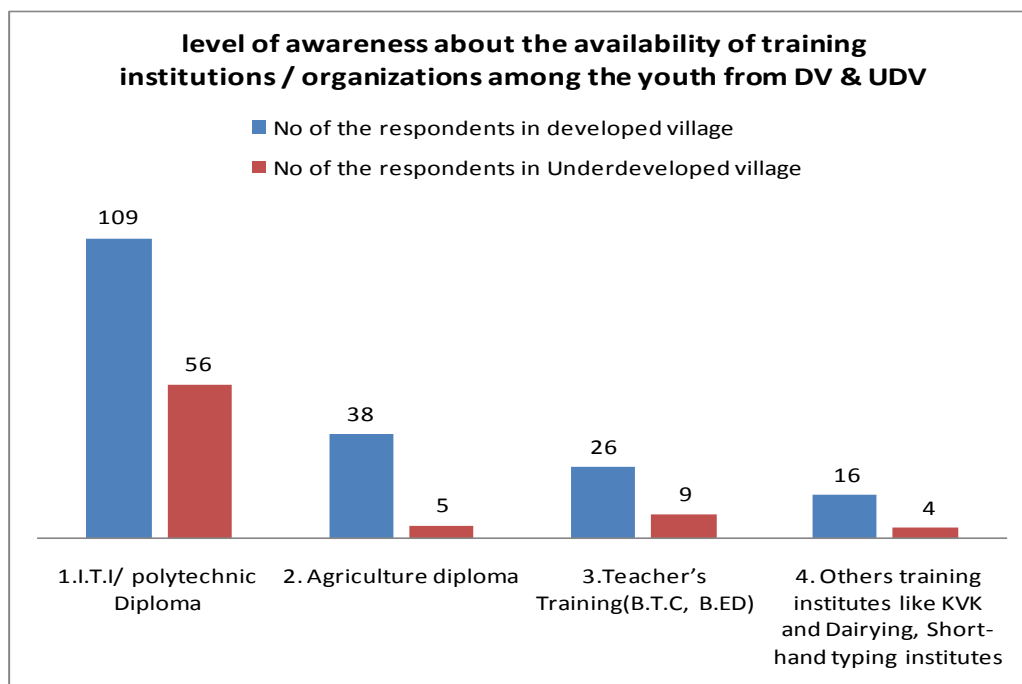
industry			
3. Related to agriculture	29	7	36
4. Dairying industry	27	7	34
5. Radio, TV and mobile repairing	19	9	28
6. Technical education(like ITI and diploma in different trades)	14	5	19
7. Repairing of motor vehicles	12	4	16
8. Nursery, B.T.C, & B.Ed.	10	6	16
9. Entrepreneurial Development Training	09	6	15
10. Photography	08	6	14
11. Driving	07	6	13
12. Tailoring	07	5	12
13. Data Entry Operator	06	4	10
14. Carpentry and Masonry training	05	5	10
15. Dish Operating	05	3	08

On the basis of above table, it can be said that the respondents from both the villages had identified different fields/ areas where they were in urgent need of training. It was also observed that respondents from developed village had given more number of responses in comparison to the respondents from underdeveloped village. However, response pattern were more or less similar among the respondents of DV & UDV.

**TABLE NO.3**

**Showing level of awareness about the availability of training institutions / organizations among the youth from DV & UDV.**

Available Training Institutes / Organizations	No of the respondents in developed village	No of the respondents in Underdeveloped village	Total
1.I.T.I/ polytechnic Diploma	109	56	165
2. Agriculture diploma	38	5	43
3. Teacher's Training(B.T.C, B.ED)	26	9	35
4. Others training institutes like KVK and Dairying, Short-hand typing institutes	16	4	20



On the basis of above analysis, it was said that the level of awareness about the availability of different types of training institute/ organization were very low among the respondents of developed and underdeveloped village. Only 74 responses were given by the respondents from underdeveloped village whereas the respondents of developed village had given 174. The same observation could be seen in the bar chart depicted above. Therefore it could be concluded that respondents had very limited knowledge about the training institutes/ organizations existed in nearby places.

### Results-

- In the opinion of respondents from both the villages, the different areas where youth can contribute effectively were sports, games and recreation, all type of socially useful activities, agriculture, animal husbandry & poultry, functions related to Panchayats , cooperative & schools, all activities of village development, educating children of village, poverty alleviation, assistance in the construction of community assets, over-all development of the society, providing knowledge of small scale industry, developing mutual understanding and cooperation, abolishing social evils, helping in development of all infrastructure facilities like road, transport, and electricity in rural areas, protecting and controlling the environmental degradation, and curbing migration etc.
- Regarding the various type of training needed for the development of youth, the respondents from both the villages had mentioned various area like animal husbandry, small and cottage industry, related to agriculture, dairying industry, radio, t.v. and mobile repairing, technical education (like iti and diploma in different technical trades), repairing of motor vehicles, nursery, b.t.c, & b.ed., entrepreneurial development through cooperative pattern, photography, driving, tailoring, data entry operator, carpentry & masonry and dish operating etc.
- It was found that level of awareness about the existence/availability of different types of training institutions / organizations were very low among the respondents of both the village. Therefore, it



could be concluded that respondents had very limited knowledge about the training institutions / organizations existed in nearby places.

### **Conclusion-**

The global unemployment scenario among youth is on alarming stage, and there is urgent need to assess the training needs for their entire development. In this study, we have find out that rural youth are visualizing various types of training needs for their overall development. But they do not know about the training institutions in detail. Rural youth are an underdeveloped and underprivileged rural human resource. They need proper attention for their development. Training input may play central or key role in this regard. We can say that the situation is not better toward capacity building of rural youth in India but there is still hope for positive response. Our world renowned poet Rabindranath Tagore rightly said, “ I have no end of hope for the youth, of my country, I have faith in you: one day you will wipe off the shame of this country by your knowledge and your deed, by your devotion and your achievement. Be steadfast in the pursuit of knowledge, establish your right to your country by service and by the work of welfare, do not by any means entertain the fanciful idea in your mind that there is an easy way, a short-cut, to the deliverance of your country, that you can achieve it only by spurt of foolhardy behavior. The long days’ meditation and the discipline and vigil of many sleepless nights are awaiting you.”Technology is a tool for the development of youth. Information Technology (IT) has helped today’s youth to acquire better education, training consequently better employment and a better economical position and an overall improvement in their social status. Information Technology may be used for the youth of today to find out solutions for economic and social problems. Though IT in India is growing very fast and it can help to bring economic development, it is not accessible by all. Especially for rural youth it is still a dream. Even in the developed countries like the US, technology is not accessible to all. We should be market oriented to modify and make effective our training modules that will be able to explore their inner potentiality, strength and assure better utilization of available skills related to various occupations as well as value added agriculture processing services.

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