

IMPACT OF SKILL DEVELOPMENT TRAINING PROGRAMMES ON PERSONALITY TRAITS OF THE YOUTH TRAINEES: A STUDY OF SELECTED DISTRICTS IN ANDHRA PRADESH

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1. Introduction

Skill development is defined as the development of skills or competencies, which are relevant for the workforce (UNEVOC, 2009). Skill development is a key factor in improving the employability of individuals, increasing productivity and competitiveness of enterprises, reducing unemployment, poverty and exclusion, strengthening innovation and attracting investment. It also facilitates the transition from the informal to the formal economy (ILO, 2008).

The objective of Skill Development programmes being implemented in India is to create a workforce encompassing the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to get access to decent employment and ensure India's competitiveness in the dynamic global market. Skill Development aims at improving the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It requires increased participation of youth, women, disabled and other disadvantaged sections and to harmonize the efforts of various sectors and reorganize the present system with the better capability to adapt to changing technologies and labour market demands.

The importance of skill development from the Indian perspective is for several reasons. Rapid economic growth of Indian economy during post liberalization is accompanied by a shift in the composition of GDP away from agriculture to the higher-value-added industrial and service sectors. People employed in industrial and service sectors as machine operators, technicians, craftsman, sales man, professionals, and managers need various skills and more education and training than those in a predominantly agricultural economy. Therefore to tap the growth potential of these sectors in the economy it is imperative to develop a skilled workforce that possess the required competence and skills which enable them to take up jobs generated and thereby complement as well as take part of India's growth story.

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Further, India has a demographic advantage compared to other countries. According to Ernst and Young (2012), a professional services consultancy about 64% of Indian population is expected to be in the working age group of 15-59 years by 2026. During the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity for India. To utilize this demographic dividend which is expected to last for next 25 years, the country needs to train its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country. Unless, the increasing labour force employed gainfully this demographic dividend can turn into socio economic nightmare. Besides, the importance of skills is further widened due to automation which requires the existing skill sets of the workforce to be upgraded. Hence there is another challenge of regular up skilling of trained personnel apart from providing training for the vast number of newly entered workforce in the country. Therefore due these reasons skill development is imperative in India.

India lags far behind in imparting skill training as compared to other countries. Only 10% of the country's total workforce receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training (ILO, 2011). NSSO estimates of 2011-12 also reveal that more than 75 per cent of workforce did not receive any kind of vocational training (either formal or informal) in India. Hence skilling India's youth is the need of the hour. It is the only way by which India can utilize the power of human resources available in the country in the form of young population.

Though successive governments in India made efforts to impart skill development training by building an efficient ecosystem so as to steady supply the trained and employed youth, there exists a demand supply gap. Many reports have mentioned the existing skill gap in India. According to the International Labour Organisation (ILO), India is staring at a 29 million skill-deficit by 2030. (ILO, 2020) As per the Ministry of Skill Development and Entrepreneurship's estimate (Annual Report 2016-17), the number of people who needs skills training are 126.87 million people in 34 sectors across industries by 2022. Similarly, The Institute of Applied Manpower Research in its Occasional Paper entitled 'Estimating Skill Gap on a Realistic Basis for 2022' estimated an incremental skilled manpower requirement of 291 million by 2022.

Recognizing the need of skill development, the Government of India has created a separate ministry called Ministry of Skill Development and Entrepreneurship on 10th November, 2014 to scale up Skill Development initiatives across the country. The Ministry

has taken several skill development initiatives with the coordination of other central Ministries and State Governments to achieve the ambitious target of skilling 402 million people by 2022 as mentioned in National policy on Skill Development 2015. The GOI has started skill development mission on July 2015 with an aim to bring widespread movement across the nation about skilling that embodied the spirit of New India. Several union Ministries and State governments are part of Skill Development Mission and launched various programmes to scale up the skill development initiatives in India. Among such initiatives the worth mentioning are Prime Minister KaushalVikasYojana (PMKVY), Ministry of Skill Development and Entrepreneurship, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) of Ministry of Rural Development, Integrated Skill Development Scheme (ISDS) and Samarth Schemes of Ministry of Textiles, Seekho aur Kamao of Ministry of Minority affairs and Employment Skill Training and Placement (ESTP) under DAY-NULM of the Ministry of Housing and Urban Affairs etc.

2. Review of Literature

Review of earlier research studies related to effectiveness of skill development training programmes for the benefit of youth is essential to formulate an appropriate perspective for further study. Several research studies were conducted both at international and national level on the impact of skill development on youth.

Kluve et al. (2017) made a meta-analysis of 67 skills training interventions in developed and developing countries found that on average the programmes improved employment outcomes and resulted in higher earnings (Kluve et al., 2017, p. 142).

Glick et al.(2015) find that the impact of skills training on earnings is more favourable in low and middle income countries than in industrialised nations, based on six impact evaluations in Latin America which found that the probability of employment increased by 5% after training.

Chakravorty and Bedi (2019) reveals that while substantial resources have spent on various skill development programme in India, there is a very little evidence on effectiveness in reaching their intended target and in generating employment opportunities.

Lalitha V (2019) in her article on " Skill Training for Rural Youth under DDUGKY: A Case Study of NAC in Telengana" found that the skill training was useful for the youth in getting jobs which in turn helped them to lead better livelihood. She revealed that the youth are happy after joining the training since they got placed with a moderate salary which enabled them to reduce their parents' debt burden and also their savings were used for

constructing toilet for their families and also to fix motors to their houses since their family members are facing water scarcity problem.

Centre for Economic Policy and Research (2019) in its report on the impact assessment of PMKVY in five states viz. Punjab, Uttar Pradesh, Assam, Bihar and Madhya Pradesh revealed that there is a significant increase in employability of the students after undertaking the skill development training. It is also revealed that after completion of training most of the beneficiaries opted for self employment rather than wage employment due to reasons like unwilling to migrate from home town to far off locations, unwillingness to take up job offers immediately etc. It further revealed that majority of the trainees joined skill training for enhancement of their skills and personal growth and they were not keen to change their jobs or go in for employment rather preferred self employment.

World Bank (2015) in its evaluation study on "Labour Market Impacts and Effectiveness of Skill Development Programmes in India" found that the skill development programmes contributed to increase the employability and earnings of the participants. They have also contributed to give them access to better quality jobs, even if those are still predominantly in the informal sector.

National Skill Development Corporation (2020) in its impact Evaluation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2.0 found that more than 90 percent of the respondents under Short Term Training (STT) satisfied with the quality of trainers, adequacy of curriculum in relation to the job role requirement, quality of training, the infrastructure of the center and the overall program. However, only 36 percent are satisfied or very satisfied with placement assistance. It is also found that 73 percent have benefitted from the program, mostly with an increase in self-confidence and improved technical knowledge. Development of entrepreneurial attitude, increased chances of employability and improved interpersonal skills are the other key benefits.

3. Objective and Methodology

The skill development programmes being implemented by Central Government and State Governments with the help of corporate sector, community based organisations in a Public Private Partnership (PPP) mode made an impact at individual level in the form of changes in employment & employability, personality and behavior and social mobilization of the youth trainees Therefore, the objective of this study is to find the impact of major skill development training programmes on the personality traits of youth trainees.

The empirical study is conducted in four selected districts of Andhra Pradesh such as Visakhapatnam district representing north coastal Andhra, Krishna district representing

middle coastal Andhra, Nellore district representing south coastal Andhra and Chittoor district representing Rayalaseema Region using a structured questionnaire. The primary data is collected from the trainees of short term training programmes offered under the major skill development programmes in Andhra Pradesh viz. PMKVY and DDUGKY. The total sample size of study is 320 respondents from the selected Training Partners (TPs) from four selected districts (80 respondents from each district) covering both the programmes. The respondents covered under this study include both Alumni trainees (means those who have completed training and got placed and started their earnings) and current trainees (those who are receiving training at present). The selected Training Partners (TPs) for the study are Learnet Skills headquarters at New Delhi operating from Vijayawada in Andhra Pradesh; Amma Charitable Trust based at Tirupati; Krishnapatnam Security Services Pvt. Ltd, based at Krishnapatnam, Nellore and Datapro based at Visakhapatnam and all these TPs have a well spread over in implementing the skill development programmes in Andhra Pradesh. The base year for performance assessment for the study is 2020-21.

4. Results and Discussion

The aim of the skill development training programmes is not only to make the youth trainees employable by imparting domain specific skills but also imparting knowledge, improving self confidence, and enhancing their personality development by imparting soft skills and communication skills which ultimately lead to economic and social empowerment. Keeping in view of this, attempts have been made in this study to analyse the impact of the skill development training programmes on acquiring knowledge, personal skills and self confidence, enhancing economic and social empowerment on youth. The impact is measured based on the response of the trainees before and after they receive the skill development training. The following tables present the results.

4.1. Acquisition of personal skills

Skill development training programmes facilitates the youth trainees to acquire the personal skill along with the domain specific skills. Table 1 shows the response of the trainees in acquisition of personal skills before and after training. There are four factors viz. ability to face difficulties, ability to negotiate and bargain, ability to face personal and official problems, ability to speak and explore were identified to find out the respondent's acquisition of personal skills. Before training, the respondent's acquisition of personal skills is very low whereas after the skill training there is a remarkable change in acquisition of these skills. Out of the four factors, the ability of face difficulties were enhanced remarkably after the training which indicates the mean value of 0.32 before training and it has increased to 1.93 after the training. Next, the ability to speak and explore were improved significantly

after the training which indicates the mean value of 0.48 before the training and it is increases to 1.89 after the training. After that the respondent's ability to negotiate and bargain has enhanced after training which indicates the mean score of 0.60 before training and it has increased to 1.77 after training. Finally, the respondent's acquisition level of ability to face personal and official problems shows considerable progress after the skill training which indicates the mean score of 0.49 before training and it has increased with the mean score 1.47. Hence the mean scores of acquisition of personal skills reveals that the huge improvements occurred after the respondents received the skill development training.

Table - 1: Acquisition of Personal Skills

S. No.	Acquisition of Personal skills	Before training			After training		
		Sum	Mean	Std. Deviation	Sum	Mean	Std. Deviation
1	Ability to face difficulties	104	0.32	0.74	620	1.93	0.35
2	Ability to negotiate and bargain	192	0.60	0.92	568	1.77	0.63
3	Ability to face personal and official problems	158	.049	0.86	472	1.47	0.88
4	Ability to speak and explore	156	0.48	0.86	606	1.89	0.45

Source: Field Survey

4.2. Acquisition of self confidence:

The soft skills imparted to the youth trainees under the Skill development training programmes play a significant role in the acquisition of their self confidence. Keeping in view of this, the response of the trainees in the acquisition of self confidence before and after the skill training is captured and presented in table 2. There are four factors are considered to find out the respondents' acquisition of self confidence viz. ability to face the officials, ability to face critical situations, ability to analyse the situations and ability to be independent. It is found that before skill training the respondents' acquisition of self confidence is less but after the training their self confidence is improved immensely. Table 2 shows that out of the four factors, the ability to analyse the situations is improved lot after the skill training which indicates that the mean value of 0.55 before the training and it is increased to 1.90 after the training. Next, the ability to be independent is improved significantly after the training which indicates the mean value of 0.68 before the training and it is increased to 1.87 after the training. After that the ability to face the officials is enhanced considerably after the training which indicates that the mean value of 0.61 before the training and it is increased to 1.76 after the training. Finally, the ability to face critical situations is improved enough after the training which indicates that the mean score of 0.17 before the training

and it is increased to 0.77 after the training. Therefore, the mean scores of acquisition of self confidence reveals that significant improvements were occurred after the respondents received the skill development training.

Table - 2: Acquisition of Self confidence

S. No.	Acquisition of Self confidence	Before training			After training		
		Sum	Mean	S.D	Sum	Mean	S.D
1	Ability to face the officials	196	0.61	0.923	564	1.76	0.648
2	Ability to face critical situations	57	0.17	0.383	248	0.77	0.418
3	Ability to analyse the situations	178	0.55	0.897	608	1.90	0.436
4	Ability to be independent	218	0.68	0.949	590	1.84	0.537

Source: Field Survey

4.3. Acquisition of knowledge:

Skill Development Training helps the respondents to acquire knowledge not only in the domain specific skills but also to understand basic financial matters and aware of suitable government employment programmes and other government welfare programmes. Therefore the response of the trainees in this regard before and after skill training is captured and presented in the table 3. It reveals that the domain specific knowledge has improved far better due to skill training which indicates that the mean score of 0.53 before training and it is increased to the mean value of 1.90 after the training. In case of basic financial matters, the respondents' understanding level is inadequate before the skill training which indicates the mean score of 0.24, however after the training their understanding level is increased which indicates the mean score of 1.76. With respect to awareness about suitable government employment programmes, the awareness level of respondents before the skill training is very low which indicates the mean value of 0.75 and after the training it has increased tremendously which indicates the mean value of 1.87. Similarly, the awareness level of the respondents about the other government welfare programmes is less before the training which indicates the mean score of 0.93 and after the training it has increased significantly which indicates the mean score of 1.89.

Table - 3: Acquisition of Knowledge

S.No	Acquisition of knowledge	Before training			After training		
		Sum	Mean	S.D	Sum	Mean	S.D
1	Domain specific knowledge	172	0.53	0.888	608	1.90	0.436
2	Basic financial matters	78	0.24	0.655	564	1.76	0.648
3	Awareness about suitable government employment programmes	240	0.75	0.969	600	1.87	.0484
4	Awareness about other government welfare programmes	298	0.93	0.999	606	1.89	0.449

Source: Field Survey

4.4. Social empowerment

Skill development training programmes helps the respondents to get awareness related to implementation various government employment and welfare programmes for the poor and needy. This awareness makes them to utilize those programmes and leads to their social empowerment apart from economic empowerment. The social empowerment of the respondents is scrutinized through four predominant factors such as participation in family programmes of friends and relatives, participation in community based programmes, improvement in adopting practices for maintaining good health and feeling social security. The response of the trainees about these factors before and after skill training was captured and presented in Table 4. Table 4 shows that the participation levels of the respondents in family programmes of friends and relatives has is considerably improved after the skill training which indicates the mean value of 0.71 before the training and it is increased to the mean value of 1.45 after the training. Similarly, the participation levels of the respondents in community based programmes is also increased significantly after the training which indicates that the mean value of 0.74 before the training and it is increased to the mean value of 1.88 after the training. Besides, remarkable improvements were taken place in adopting practices for maintaining good health in the respondents after they received the skill training which indicates that the mean value of 1.10 before the training and it is increased to 1.91 after the training. Further, skill training also makes the respondents to feel socially secured which indicates the mean value of 0.11 before the training and it is increased to 1.58 after the training.

Table -4: Social Empowerment

S. No.	Social Empowerment	Before training			After training		
		Sum	Mean	S.D	Sum	Mean	S.D
1	Participation in family programmes of friends and relatives	228	0.71	0.959	466	1.45	0.891
2	Participation in community based programmes	238	0.74	0.968	602	1.88	0.473
3	Improvement in adopting practices for maintaining good health	354	1.10	0.995	614	1.91	0.395
4	Feeling social security	34	0.11	0.449	508	1.58	0.810

Source: Field Survey

4.5. Other impacts

Increased personality development skills and enhanced awareness about various government programmes due skill Development training programme indirectly impacts the villages of the respondents by reducing social crimes, decreasing unskilled migration, looking for skill oriented training and job by the younger generation and reduced unemployment. Table 5 presents the response of youth trainees in these aspects. It shows that the impact of skill training on reducing social crimes is significant which indicates high mean score of 2.86. Next, skill training also played a prominent role in checking the unskilled migration which indicates the mean score of 2.43. Besides, skill training helps the younger generation to start looking for skill oriented jobs which indicates the mean value of 1.87. Further, the respondents felt that skill training is helpful to reduce unemployment in their village which indicates the mean value of 1.43.

Table - 5: Other impacts in the village

S. No.	Other impacts	Mean	S.D	Rank
1	Reduced social crimes	2.86	1.49	1
2	Trends of unskilled migration in checked	2.43	1.05	2
3	Younger generation look for skill oriented training and job	1.87	0.98	3
4	Reduced unemployment	1.43	0.74	4

Source: Field Survey

5. Conclusion:

Thus it can be concluded that the short term skill development training programmes offered under PMKVY and DDUGKY programmes in Andhra Pradesh are helpful the youth trainees to improve their personality traits such as acquisition of personal skills measured in terms of ability to face difficulties, ability to negotiate and bargain, ability to face personal and official problems, ability to speak and explore; acquisition of self confidence measured in terms of ability to face the officials, ability to face critical situations, ability to analyse the situations and ability to be independent; acquisition of knowledge measured in terms domain specific skills, basic financial matters, awareness about suitable government employment programmes and other government programmes. Further, they are also helpful in enhancing the social empowerment along with the economic empowerment of the youth. The social empowerment of the trainees is measured in terms of participation in family programmes of friends and relatives, participation in community based programmes, improvement in adopting practices for maintaining good health and feeling social security. The skill development training programmes also led to other ancillary effects such as reducing social crimes, decreasing unskilled migration, looking for skill oriented training and job by the younger generation and reduced unemployment in the village of the trainees.

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