



## SKILLS TRAINING FOR YOUTH DEVELOPMENT: UNDERSTANDING FROM THE PERSPECTIVE OF TRAINED EMPLOYED YOUTH OF MYSURU CITY

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### ABSTRACT:

Education and skills training are vital for the development of any country. New technological advancement demands desirable skills to accomplish jobs in different sectors. Lack of skills among youth results hindrance in channelizing their energy in proper way and they compromise with under paid jobs. Government of India has executed many skills development programmes but the success of such programme lies in sustainable economic sustenance of young people. Feedback about the skills training is essential to bring improvement in the learning system and meet the needs of young generation.



This study intended to understand the views of trained youth about the effectiveness of skills training, job opportunities after skills training and the areas of improvement. Descriptive study design was adopted to carry out the study. Structured interview schedule was used to collect data from 120 trained youth in Mysore city.

Study discussed the opinion of youth on various elements of training such as training experience, content of training, knowledge of trainer, duration of training and tools and equipments used during training. In the era of information and technology, access to information about job openings was found as a prevailing challenge. To perform better in job, trained youth highlighted the importance of soft skills.

**KEYWORDS:** skill training, youth development, job, trade, challenge.

### INTRODUCTION :

Development of country depends on literacy and skill of people. Low literacy rates lead to skills gap and finally lowers trainability of people causing low productivity and income levels (Khan et. al, 2010). Wagner (2005) also pointed out that the vocational and professional training system would have major impact on

national competitiveness. He had highlighted skill development as training which enables individuals to work in any department. Kemal (2005) writes that the technical institutions and training centers must keep desired equipment to enable students to gain practical knowledge and Gautham and Preeth (2014) highlights the effective collaboration between

industry and institute to achieve a win-win situation for all the stake-holders.

There is a strong need for awareness among Indian graduates by developing long and sustainable training plans to know the employability skills required by global talent market (Chithra, 2013). Feed backs can be used as an effective and efficient technique. It should be

used carefully and immediately, so that learner can understand errors and can perform correctly the skills in the very next learning trial. Besides this, it should be positive, specific, clear and properly directed to modify for desired behavior change or skill learning (Scheeler 2008).

Hilton (2008) discusses Murnane's work where he calls for a fresh look at vocational education and suggests career-technical education for young people which is helpful to develop broad competencies, occupational skills, and also academic skills. To rethink about the training programmes available for skill development. It is essential to understand the opinion of people who are trained and employed. Opinion includes their views on different aspects of training and effectiveness of training in terms of getting job.

### METHODOLOGY:

This study has adopted descriptive research design. Researcher has used structured interview schedule to collect data from the respondents. Respondents were selected using convenient sampling method. Study has included garments, transportation, hotel, food processing, manufacturing, livestock, garage, bank etc. to get response. Data collected from the field has been analyzed using SPSS and presented in form of frequency tables and graph.

### OBJECTIVES:

1. To study the views of trained youth on different aspects of the trainings they have undergone
2. To capture their experiences of getting job after training
3. To get their opinion on requirements to improve skills training.

### DEMOGRAPHIC DETAILS:

**Table 1: Demographic details of respondents**

Demographic profile	Classification	N=120	Percent
Age	18-23	43	35.8
	24-28	54	45.0
	29-33	09	7.5
	34-39	14	11.6
	Total	120	100
Gender	Male	91	75.8
	Female	29	24.2
	Total	120	100
Education	Below SSLC	10	8.3
	SSLC	29	24.2
	PUC	31	25.8
	BA/B.Sc./B.Com	21	17.6
	BE	1	0.8
	Diploma (Technical)	14	11.6
	ITI	9	7.5
	Master degree	5	4.2
	Total	120	100
Monthly income	Below 5000	14	11.6
	5001-10000	91	75.9
	10001-15000	15	12.5
	Total	120	100

The table describes age, gender, education and monthly income of the respondent participated in the study. Majority of respondents are below 30 years of age. Specifically 45% respondents are in the age group of 24 to 28 and 35.8% respondents are between the age group of 18 to 23. It shows that these respondents are in the initial phase of their career. As respondents are selected conveniently, more number of male trained employed people are found than the female trained employed persons. Hence, 75.8% of respondents are males in this study. Although representation of youth with below SSLC education level to Master degree level of education is there in the study but majority respondents are educated up to PUC level or diploma level. Study indicated that 75.9% of the respondents' monthly income is between Rs.5000 to Rs.10000.

**Table 2: Trained skill/trade**

Trained skill/Trade	Frequency	Percent
Auto Mobiles	2	1.7
Animal Husbandry	4	3.3
Computer(Basic/DTP)	48	40.0
Motor Driving	13	10.8
Electrical Work	5	4.2
Communicative English	2	1.7
Fashion Design	6	5.0
Fitter	2	1.7
Mechanic	1	0.8
Mobile Repair	4	3.3
Painting	1	0.8
Photography	2	1.7
Tailoring	14	11.7
Web Design	2	1.7
Welding	14	11.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 2 shows the types of skills training respondents have been undergone. Majority of the respondents have undergone computer training (40%) followed by driving training (10.8%). Significant number of respondents have also taken technical training such as auto mobiles (1.7%), electrical work (4.2%), Fitter (1.7%), Mechanic (0.8%), Mobile repair (3.3%) and welding (11.7%). It indicates a market demand of technical training. However it is necessary to understand the quality of various aspects of training and whether there is a need of other trainings from the view point of youth who are trained and employed.

**Table 3: Opinions Regarding Training Programme**

<b>Opinions</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Training experience was useful in the work.	61 (50.8)	38 (31.7)	19 (15.8)	2 (1.7)	0 (0)	120 (100)
The topics and content covered were relevant to me.	50 (41.7)	53 (44.2)	14 (11.7)	2 (1.7)	1 (0.8)	120 (100)
The trainer was knowledgeable and well prepared for the training topics.	37 (30.8)	42 (35.0)	28 (23.3)	7 (5.8)	6 (5.0)	120 (100)
The duration allotted for the training was sufficient	29 (24.2)	40 (33.3)	22 (18.3)	18 (15.0)	11 (9.2)	120 (100)
The trade tools/equipments were sufficient for practical sessions.	45(37.5)	28(23.3)	13 (10.8)	18 (15.0)	16 (13.3)	120 (100)
Training was more practical than theoretical	41 (34.2)	26 (21.7)	17 (14.2)	11 (9.2)	25 (20.8)	120 (100)
Field visits encouraged during training	49 (40.8)	19 (15.8)	28 (23.3)	14 (11.7)	10 (8.3)	120 (100)

The table discusses the opinions of respondents on facilities at training center as well as on trainer. Majority of the respondents provided positive views about various training facilities. About 65.8% agreed that the trainers were knowledgeable and well prepared. Similarly 60.8% respondents said that tools and equipments were sufficient for practical sessions and 85.9% revealed that topics and content covered were relevant for them. Although majority of respondents i.e 57.5%, 55.9% and 56.6% spoke in favor of time allocation for training, practical aspects of training and field visits during training respectively but significant number of respondents also disagreed with these aspects of training. Hence it is indicated to look into these factors and to understand whether there is any need for modification. It is a good sign that 82.5% felt that the training is useful for them.

**Table 4: Challenges faced while searching for job**

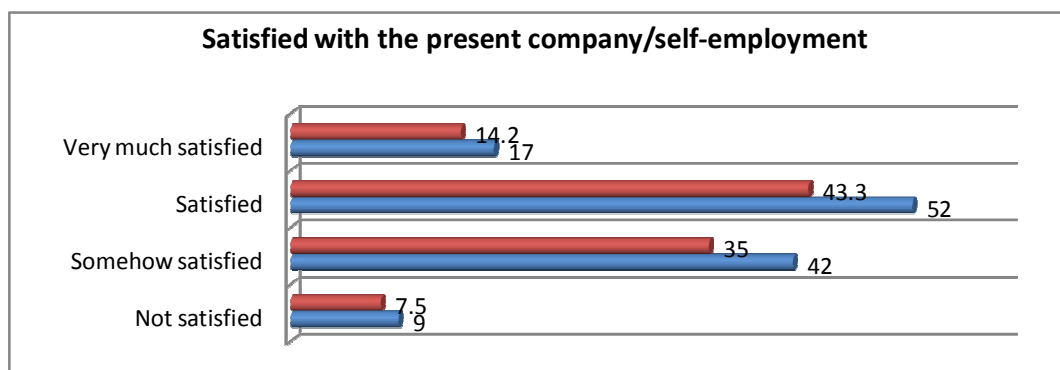
Challenges faced while searching for job	Frequency N=120	Percent
Asking experiences	15	12.5
Education credentials	8	6.6
High expectation on soft skills	9	7.5
Lack of English communication	5	4.2
Low paid job	19	15.8
Getting information about job openings	40	33.3
Lack of reference	3	2.5
Lack of suitable jobs	22	18.3
Lack of support for the self-employment	4	3.3

Knowing the existing challenges is useful for updating training programmes. The table highlights the importance of generic skills. Significant percentage of respondents shared about the issues related to soft skills (7.5%) and communication skills (4.2%). However majority faced the problem to get information about job vacancies. Although there are many portals and online platforms which serves as a one point searching point for job, still trained youth face issues with regard to searching job. There may be gap in the way people understand the scope of their skills training programme. In such cases, training centers can play a vital role to introduce trainees to the employers. Discontent about the availability of suitable job (18.3%) and salary (15.8%) also found among the respondents.

**Table 5: After Training how much time taken to get employed/self employed**

Duration to start job	Frequency	Percent
Within One Month	30	24.9
Two to six months	55	45.8
Seven Months to one year	1	0.8
One Years and More	34	28.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 5 presents the time period taken by respondents to get job after training. It is an important indicator of effectiveness of training. Training programmes must open the opportunity for employment or entrepreneurship. Only 24.9% respondents got job within one month of training completion. Majority 45.8% joined for job within two to six months of training completion. There are about 28.3% respondents who took one and more years to get into employment.



**Graph 1: Satisfied with the present company/self-employment**

Getting a job does not confirm development and proper utilization of knowledge and skills. Productivity of any organization depends on the satisfaction level of the level of job satisfaction among employees. Graph indicates that majority of respondents 43.3% were satisfied with their present job and 14.2% were highly satisfied.

**Table 7: Highlight the Skills/Techniques Needed to perform well in the Job**

Skills/Techniques needed	Frequency N=120	Percent
Communication Skill	28	23.3
Computer knowledge Skill	7	5.8
Good Health And Fitness	3	2.5
Smart working Skills	18	15
Networking Skills	1	0.8
Self Confidence	23	19.1
Soft Skills	39	32.5
Job Oriented Skills	3	2.5
Personality skills	4	3.3
Self-Motivation	2	1.6

Trained employed youth perceived soft skills very important for performing well in job. Respondents had also highlighted communication skills (23.3%) and self confidence (19.1%). It shows attitude, behaviour, and soft skills are vital to excel in job. Monika Aring in the Skill gap report (2012) had also mentioned that 67% of Indian employers report serious skill gap and had pointed out the Importance of applied skills as discussed in "Conference Board presentation to global advisory council 2007 - Critical thinking and problem solving 77.8%; Information technology 77.4%; Team Work 74.2%; Creativity/ Innovation 73.6%; Diversity 67.1%; Leadership 66.9%; Oral Communication 65.9%; Professionalism/work ethics 64.4%; Ethics/Social Responsibility 64.3%; Written Communication 64.0%; Lifelong learning/self-direction 64.0% and foreign languages 63.3%.

## CONCLUSION:

Government of India has initiated many skills training programmes to bridge skills gap and with changing time effort has also been made to bring changes in training modules. Skills trainings are helping youth to get employment. In this study respondent gave positive opinion about the training they had undergone. On the other hand they also shared the increase in demand of soft skills in jobs.

Hence it is essential to include soft skills like communication, critical thinking, problem solving, team work etc. in various vocational skill centers. There is a need to understand the scope of vocational training as well as soft skills training in formal education system.

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