

EXPECTATIONS IN SKILL DEVELOPMENT PROGRAM: A CASE STUDY BASED REALITY CHECK ON RURAL TRANSFORMATION PERSPECTIVE

Dr.N.Arun Fred,

Assistant Professor, Department of Management Studies,
Nesamony Memorial Christian College

Dr S.Sam Santhose,

Assosiate Professor, Department of Management Studies,
Nesamony Memorial Christian College

ABSTRACT

Rural transformation is a process of change in nature and structure of the society that reduces their dependence on agriculture and diversifies the economic activities. Education acts as a key instrument to shape and fulfill this rural transformation goal. The main hurdle in moving towards the non-farming sector is the lack of skill and technical knowledge. The social and economic capital in the society can be created by trained youth. The study is focused on knowing about the expectation of rural people about the skill development program to fulfill their needs. The study is conducted with a question: What is the motivation of rural people to join a skill development program? To find out the expectation of the skill development program from the trainees' perspective the case study method was used. The data was collected from trainees of PMKVY in Kanyakumari district. The major finding of the study is there is a mismatch between psychological and personal attributes of the trainees. Psychology they think is to be employed but they want skills like employability, entrepreneurship. The trainees are not ready to take any risk. The training centers can improve the confidence of the trainees to become entrepreneurs. It can provide advice to the trainees by sharing success stories of entrepreneurs and giving support to start a new business. The policy makers can include entrepreneurship as a subject in schools and colleges.

Keywords: Skill development, Rural Expectation, Rural transformation, Employment, Entrepreneurship

INTRODUCTION

Rural transformation enables a particular group of rural people, women, youth and disadvantaged groups from the population to get more than they desire for themselves and their children. Education and training acts as a key instrument to shape and fulfill the rural transformation goal (wang li etal 2016). The only path for improving one's living standard and to impart social change in the rural context is education. People who possess good education will naturally have a tendency to increase their lifestyle and develop their personality (K. K. Navaratnam 1986). The village's social and economic capital can be created by trained youth. They became a human capital for the society and they established social relationships among others and themselves (Rajan Binayek Pasa 2017). The indicator 4.4 of SDG was to state that

adults and youth possess relevant skills that include technical, vocational, skills for employment and decent jobs.

The unemployment rate in rural India in FY 18 was at 5.3% (NSSO 2018). The minority communities in Asian pacific region suffer more challenges due to poor initial development conditions which block the people from participating in overall economic development (Rural Development Report 2016). The rural household gets stable income in the non-agricultural sector. The main hurdle faced by the rural people to enter into the non-farming sector is lack of skill and technical knowledge (Chand, Prem et al 2018). In some rural communities' people suffer due to lack of motivation, lack of confidence, low aspiration and less cultural awareness and opportunities (Jo Pye 2009). The spread of non-availability of jobs for educated people increases job aspiration and low employment availability lead them to migrate (Marchang Reimeingam 2011). The people who migrate to urban areas have low employment generation capacity because of lack of skills and they have been mostly exploited or getting very low wages (Rakesh Kumar Bhati 2015). Moreover compared to the urban workers rural people have less chance for regular/ salaried employees (Tripathi, S 2016). Due to food deficit many households in rural regions take loans from money lenders (Binod Pokhorel 2000). The rural area faces a lot of problems to access post school education due to insufficient finances, and the training in rural institutions are low quality (Peter Jacobs and Tim Hart 2012). From a human development perspective the NQF acts as relevant because its result leads to improvement in workforce conditions and wellbeing by motivating lifelong learning and skill development (Leighton Ernsberger 2012). The vocational education raises human capital by giving technical skills, new skills, and providing certificates to those people who possess skill already and teach people new tactics to find a job (Sarojini Hirshleifer 2014). The economic aim of investing in human capital is to investment in the development of people that in turn will help to achieve countries economic investment (Jeļena Lonska, Iveta Mietule 2015).

This research is focused on knowing about the expectation of rural people about skill development programs to fulfill their needs. For this purpose the main question of the research is: What is the motivation given to rural people to join the skill development program?

To find solution to the primary question the secondary question needed to be answered

1. What is the personal attribute motive of the rural population to join skill training programme
2. To test the psychological mindset of the rural population in joining skill development programme
3. To what extend self-esteem of the rural youth, influences selecting skill development courses
4. How competency of the trainee's influences the expectation of skill development

METHODOLOGY

Considering the purpose to know about the motive of the students to join the skill development program case study method was chosen. To find out the motive behind joining the skill development program the study was conducted in various phases. First a systematic literature review was done through books, journals, articles to identify the factors and with the help of literature survey the four factors that influence trainees' expectations are identified and based

on that the 64 statements were made as questionnaires. The second phase is to check reality, study is conducted in the selected PMKVY skill development centre in kanyakumari district. The last phases and the results of the first and second phase are analyzed to draw conclusions. The study utilizes methodological triangulation since the study uses more than one kind of method for data collection and to ensure validity of data. The data was collected through across method of methodological triangulation i.e. Quantitative (questionnaire) and Qualitative (interview). A self designed questionnaire was utilized moreover a focused interview was also conducted after giving training about motivation to understand the motive more clearly. The questionnaire consists of questions for accessing the personal profile of trainees which includes education status, family details, facilities and infrastructure available in their village, traditions and questions related to access motive of trainees.

To know the influence of personal factors of the students in motive for joining a skill development program particularly in PMKVY (government scheme), a single case study method is adopted. A single case study method is useful to frame the problems and identify problems in depth. A skill development centre offering PMKVY skill development program in Marthandam a town in kanyakumari where any educational institutions are available was chosen and data was collected from all the students who are participating in two courses in that centre. The centre was selected due to the diversified participants and the region has a high literate population and less job opportunity. Identifying the motive of trainees to join the skill training is a key aspect. With the total respondents of 62 the study helps to identify the motives of the students to join the skill training.

Case study PMKVY

Kanyakumari is a southernmost town in mainland India. According to census 2011 17.67 % reside in rural areas. The District is home to six clusters Rubber, Nylon Fishnets, Cashew Processing, Pottery, Coconut Shell Based Products and Honey. 50% people of Kanyakumari district are either self-employed or casual labourers. Although Kanyakumari ranks 2nd in human development index in TamilNadu it suffers with shortage of skilled workforce in local industries due to large numbers of people having migrated to other districts. People are going to Tirunelveli and Thiruvananthapuram on a daily/ weekly basis for employment. International migrants in Kanyakumari ranks 6th in Tamilnadu.

In the next 6 years there is demand of approximately 88,000 more skilled and unskilled workers. More than 200 crores have signed as GIM in the textile sector and more than 200000 people are expected to get employment. Even though kanyakumari is highest literacy in state with 92% and home for 26 engineering colleges, 8 polytechnics for technical education 12 arts and science colleges among the youth aged 15-29 years, the unemployment rate is as high as 19% indicating a wide mismatch between the demand and supply for jobs among the youth.

One of the solutions to reduce migration and improve skills related to local industries is skill development. The long-term skill development programs are predominantly offered through Industrial Training Institutes, which offer one- and two-year programs across various sectors and trades. There are 25 ITIs in the District with a stated capacity of more than 2,800 seats across 14 trades.

Pradhan Mantri Kaushal Vikas Yojana(PMKVY) is a flagship outcome-based scheme of the Ministry of skill development and entrepreneurship (MSDE). The aim of PMKVY is to make more youths participate in skill training programs relevant to the industry for better livelihood. Prime Minister Shri. Narandera Modi launched the scheme on 15th July 2010 and it is implemented through NSDC. There are three components present and they are short term training, RPL, and special projects. Under PMKVY reward will be provided as cash(Rs 8000) for students who prepare effectively. The scheme was successful in the first year and then the government has extended the scheme as PMKVY 2.0 for the next 4 years (2016-2020). The budget is 12,000 crores for skilling 10 million youth.

The target allocation for the CSCM component of PMKVY is being implemented by National Skill Development Corporation (NSDC), with following targets FY 2016-20:

Module	Overall Scheme Target (2016-2020)	Targets for each year
Short Term Training	35,55,000	8,88,750
Recognition of Prior Learning	40,00,000	10,00,000
Special Projects	3,95,000	98,750

source: NSDC annual report 2017-2018

The below table shows the people who trained and placed in PMKVY 2 in TamilNadu and India.

	2016-2017		2017-2018		2018-2019	
	Trained	Placed	Trained	Placed	Trained	Placed
TamilNadu	141379	83992	204870	147734	186337	103462
India	1591518	664958	1882053	772085	2018069	662315

Source: Indiastat

From the table we can understand in TamilNadu total number of trained got placed and in India got placed respectively.

The target group of short term training is school/ college dropout or the unemployed. Aadhar based biometric attendance is mandatory for the trainees. Fee is completely paid by the government. Duration is 150 to 300 hrs depending on the job role.

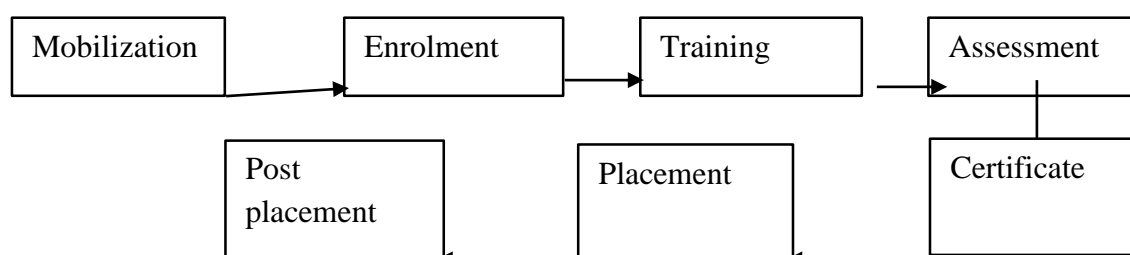


Figure 1: work flow diagram of PMKVY

The mobilization was done through door to door visit, mobile van, interaction with community-based group local leadership. Kaushal melas were conducted every six months. Training was based on NSQF level 3 and 4 jobs. Apart from this training, Centre also provides soft skill, entrepreneurship, financial and digital literacy. The SSC prescribed No's and Qp's for the job role relevant in industry. Students who got 70% attendance were eligible to appear for the assessment. Assessment will be done through assessment agencies.

	Enrolled	Trained	Assessed	Passed	Certified	Placed
TamilNadu	166889	166889	151216	137032	136975	93832
India	3417495	3417495	3172047	2835871	2834596	1598431

Source: PMKVY website as on june 15 2020

By using the formula it is found that in Tamil Nadu 68% and India 56% trainees were placed out of the total number of participants successfully certified. When we compare with the overall percentage of India the TamilNadu performs better. In Tamilnadu the PMKVY increases the employability of the trainees by providing certificates and making them qualified with respect to NSQF level.

Case 1: Self employed tailor

Tailor is the person who sews clothes for people. While practicing tailoring skill it is necessary (Sunday Roberts. Ogunduyile etal 2017). To open a business in the fashion industry or need to work in it graduates should improve competencies and skills (Arasinah Kamis etal 2014). The problems faced by people in the informal sector is how they apply for the work (Imke Julia Regel, Matthias Pilz 2019). In tailoring income depends upon the number of dresses they stitch so the young mothers cannot earn more because they work fewer hours while raising children. The training program helps to reduce sewing related problems by imparting knowledge on needle selection based on fabric weight, machine size (Neeta A. Nagori 2017)

The role of self-employed tailor is to sew and repair garments and manage livelihood out of it. The job role and Qp's (Qualification pack) of self-employed tailor is prescribed by apparel sector skill council. The NSQF level of self-employed tailor is 4. According to NO's the minimum job entry age is 14.

Our study was conducted among the trainees who participated in a self employed tailoring course PMKVY in kanyakumari. All the trainees were women. Most of them belong to age group 21-26. Majority of them are married and from the OBC category. Almost all of them came from poor backgrounds. Most of the respondents said that the ICT facility in their village is low. Two way roads are available in the village and public transport is also frequently available but there is no transport after 11PM. They get drinking water from a public tap. Raw materials were available in the village and their village attraction is the river. They get financial assistance from the bank. The school, market, hospital are available within 2 km, college and sports Centre are available within 2-5 km but library, adult literacy Centre were far i.e more than 10 km.

Table 3: Influence of personal attributes in the motivation of skill development program

Personal attributes	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Passion	18.2	18.2	31.8	31.8
Commitment	22.7	18.2	18.2	40.9
Reliability	18.2	13.6	4.5	63.6
Initiative	40.9	18.2	13.6	27.3

The above table shows that passion for the trainees towards employment (31.8) and entrepreneurship (31.8) is high. The students who are attending the skill programme have high Commitment (40.9) and Reliability (63.6) for entrepreneurship. But the initiation they have taken is high for education and training (40.9).

The passion towards employment and entrepreneurship initiate trainees to training and education. The trainees feel that they can fulfill their employment through a skill development program since it provides an opportunity to acquire skills that lead them to the labour market, They are following passion and show interest in learning and want to do what job they like, Their passionate towards entrepreneurship help them to be commitment and reliable. Passion is motivator for involvement and lies in empowering individual to find their full potential and reach for necessary to bring about social change. Commitment shows more riskful work hard at time of failure. reliably create trustworth towards customers.

Moreover, most of the students have recorded the following statement "I'm from a rural background. I don't know much about government schemes for self employment. I am passionate to start my business and create trust in my community people".

Table 4: Influence of psychology in the motivation of skill development program

Psychology	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Cognitive	31.8	18.2	50	0
Behavior	50	4.5	18.2	2.3
Humanistic	13.6	36.4	36.4	13.6
Psychodynamics	13.6	31.8	27.3	27.3

The above table shows that in majority skill development students have cognitive ability at employment (50) level. The behavior level of study reveals that motivation is high for education and training (50). While the Humanistic factor is high for employability (36.4) and employment (36.4). Psychodynamics is high for employability (31.8).

The mental ability of the trainees is high for employment which motivated them to get technical skills. They want to know about procedures, usage of equipment and tools for doing a particular job. The trainees are motivated to improve their imagination and to gain creativity skills. Their behaviour i.e) attitude was to get new skills through the training process. The humanistic behaviour for fulfillment of their desire to get employment through attainment of employability. The unconscious behaviour psychodynamics towards employability make them

to take decision for joining a skill development program. They seem to possess qualities like adaptability and flexibility. They want to know and follow rules, moral and ethical principles. Majority of students reflected the following view: *“I’m passionate about stitching dresses in different models. I want to stitch dresses for myself in varieties. I want to get appreciation from many people”*

Table 4: Influence of self-esteem in the motivation of skill development program

Self esteem	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Dignity	22.7	13.6	27.3	36.4
Achievement	4.5	45.9	40.9	9.1
Mastery	40.9	13.6	31.8	13.6
Confidence	18.2	22.7	36.4	22.7

The above table shows that self-esteem motivates to join the skill development course. Among the self-esteem drive, the students preferred entrepreneurship (36.4) and employment (27.3) to be high for dignity. Motivation for achievement is high for employability (45.9) and employment (40.9). Mastery is high for education and training (40.9) and confidence is high for employment (36.4).

The trainees feel that they can acquire self respect through entrepreneurship and employment. The trainees are motivated to increase their self worth through achieving employability and employment. The trainees have to get relevant and useful information related to their job and get mastery. They are confident to work hard for society and make more money. They are willing to complete targets at time. They attend the skill development program to enrich their current job by getting knowledge which leads to gaining money.

The statement most of the students reflect is *“I’m a failure throughout years. So, I want to prove myself. I lack knowledge. So, for getting knowledge and skill I’m going for skill development program”*

Table 5: Influence of competency in the motivation of skill development program

Competency	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Task skill	45.5	40.9	9.1	4.5
Transfer skill	18.2	13.6	27.3	40.9
Task management	36.4	9.1	18.2	36.4
Contingency management	40.9	40.9	4.5	13.6

The above table explains how the competency of the participant motivates the desire level. The trainees have the task skill to be high for education and training (45.5) and employability (40.9). The motive to get a transfer skill for entrepreneurship (40.9) is high. The motivation is high for task management and contingency management at education and training (36.4) levels.

The trainees want to apply the skill acquired through skill development to entrepreneurship. They need to acquire task skill ie) skills needed to complete a particular job through training. The trainees like to be a leader and take decisions in the job. They are energetic and

ready to face obstacles. They need to get practical knowledge and perform a variety of roles in jobs. Moreover, they want to support their family in business during crisis time.

Mostly negative competency is prevalent among the trainees and few common statements related to competencies are “*I don't have skills. I cannot deal with customers effectively. I'm not able to work with others. My working speed is low so I can stitch a low number of dresses. I'm getting low wage*”

Case 2: Tally

In accounting, computer packages became extensively popular and influenced it. It increases efficiency of information processing. The differences in actual and expected package-based paradigms are decreased by education. Education grows knowledge and skills to assist in packages (MichaelWoodetal 1997). The expectation of market is the employees should qualify one package so university should consider that in accounting education (İlkerCalayoğlu, ceyhanAktağetal 2011). To be successful in career the graduates should have more technical and generic skill (Mohamed Faker Klibi, Ahmed Atef Oussii 2013). The self-reliance and traits of students is increased by computerized accounting curriculum (Brendan O'Connel et al 2011) Majority of the trainees were women and belong to the 21-26 year category. They belong to nuclear as well as joint family. Most of them are from OBC and poor. Married as well as unmarried individuals participate. The villages depend on agriculture and wage labourers. Majority of them are village panchayats and they follow tradition. Two-way roads are available in the village and public transport is also frequently available but there is no transport after 11PM. They get drinking water from and tap. The raw materials were available in the village and the village attraction was the river. Trainees get financial assistance from the bank.

Table 6: Influence of personal attributes in the motivation of skill development program

Personal attribute	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Passion	7.5	50	10	32.5
Commitment	2.5	27.5	55	15
Reliability	2.5	22.5	22.5	52.5
Initiative	30	35	10	25

The above table shows that passion for the trainees to get employability (50) and entrepreneurship (32.5) is high. Reliability is high for entrepreneurship (52.5) and commitment is high for employment(55). They have high initiative for education and training (30) and employability (35)

The passion of the trainee to improve their employability and become an entrepreneur but their commitment was towards employment. There is a difference in their reliability and commitment. Their reliability was towards entrepreneurship but their commitment was to get entrepreneurship so there is mismatch and they are not realizing their real motive. The motive of the trainees to join a skill development program and to start their career and carry out the job they like. They are willing to organize work and do well in their jobs. They show interest in learning thereby they can work sincerely.

Moreover, most of the students record the following statement “*I completed my graduation one year back. Due to family situations I cannot go for work. Now I want to start my career. So I came for skill development training*”.

Table 5: Influence of psychology in the motivation of skill development program

Psychology	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Cognitive	17.5	45	17.5	20
Behavior	47.5	32.5	0	20
Humanistic	0	25	65	10
Psychodynamics	10	27.5	52.5	10

The above table shows that motivation for cognitive ability is high for employability (45). The behavior is high for education and training (47.5). Humanistic is high for employability (36.4) and employment (65). Psychodynamics is high for employment (52.5).

The trainees motive to improve their mental ability and gather employable skill in behaviour they motivated to get training. Trainees' motive is to gain creativity skill thereby they can show creativity in work which leads them to get training. They want to grow knowledge and think logically. The humanistic and unconscious behaviour for fulfillment of their desire to get employment.

Most of the students express that “*I am willing to work but my skill is low. I cannot think differently. To gain creativity skill I joined skill development program*”

Table 6: Influence of self-esteem in the motivation of skill development program

Self esteem	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Dignity	25	17.5	5	52.5
Achievement	0	52.5	40	7.5
Mastery	2.5	7.5	87.5	2.5
Confidence	22.5	27.5	7.5	42.5

The above table shows that motivation for entrepreneurship (52.5) is high for dignity. Motivation for achievement is high in employability (52.5) and employment (40). Mastery is high for employment (87.5) and confidence is high for entrepreneurship (42.5)

The trainees' dignity is they need to be respected as an entrepreneur moreover their confidence is also high for entrepreneurship. The trainees are motivated to possess new skills and come up with new ideas. They are willing to work hard first and make more money. They want to get knowledge about the job and complete targets at work.

Many students said that “*I want to work locally. I enquired with my friends. My friends suggested that there is job market for tally that's why I join here*”

Table 6: Influence of self-esteem in the motivation of skill development program

Competency	Education and training (%)	Employability (%)	Employment (%)	Entrepreneurship (%)
Task skill	40	27.5	30	2.5
Transfer skill	7.5	7.5	57.5	27.5
Task management	57.5	5.0	15	22.5
Contingency management	72.5	15	5	7.5

The above table shows that motivation to get the task skill of education and training (40) and employment (30) is high. The motivation to get transfer skill in employment (57.5) is high. The task skill and contingency management of education and training (57.5, 72.5).

The trainees motive is to get task skill through education and training and the motive to transfer the obtained skill to employment. In the competency motive to acquire transfer skill is alone high for employment other are towards education and training. The trainee's motive is to act as a good leader and take decisions. They need to acquire practical knowledge and perform a variety of roles. They are energetic and feel better about themselves.

Moreover, most of the students have recorded the following statement *"I went for many job interviews. I am not able to get a job. I feel that if I had known any software packages, I would get preference in job so I came for skill development program"*

Table 9: Difference between motives of self-employed tailor and tally

	Personal attribute	Psychology	Self-esteem	Competency
1. Self employed tailor				
Low	Employment 68.1	Entrepreneurship 68.2	Entrepreneurship 81.8	Employment 59.1
High	Entrepreneurship 163.6	Employment 131.9	Employment 136.4	Education and training 141
2. Tally				
Low	Education and training 42.5	Entrepreneurship 60	Education and training 50	Employability 55
High	Employability 135	Employment 135	Employment 140	Education and training 177.5

The table above shows the difference among two different skills and their motives. In self-employed tailor personal attribute is high for entrepreneurship (163.6). The trainee's passion, commitment and initiative is to become an entrepreneur but they have not taken any step to go for employment (68.1). In tally the personal attribute is his high for employability (135) they took initiative to fulfill the passion and to get skill for education and training (42.5)

In self-employed tailor and tally the psychology that is the behavior, mental ability was related to get employment (131.9, 135) but their behavior seems that they are not willing for entrepreneurship (68.2, 60). In self-employed tailor, the self-esteem of trainees is to gain confidence and to achieve and get expertise in employment (136.4) and their perception is low for entrepreneurship (81.8).

In tally the self-esteem that is also to gain confidence and to achieve and get expertise in employment (140) and their perception is low for education and training (50). In self-employed tailor the competency like task skill, transfer skill, contingency management is high for education and training (141) but low for employment (59.1). In tally the competency like task skill, transfer skill, contingency management is high for education and training (177.5) but low for employability (55). On analyzing the personal motives of the self-employed tailors, they align with the entrepreneurial motives but physiological and self-esteem of the students drags the entrepreneurial desire to backseat. Therefore, the people who are motivated after the training program to start their own firm are getting demotivated because of this behavior among the trainees.

In tally the personal motive of trainees matched with employability but physiological and self-esteem of the students were employment. The desire for employment does not allow the trainees to work for their community and make them migrate to other places in search of a job moreover once they get placed they never update them so they never succeed in their work.

FINDINGS

The personal attribute of the self-employed tailor is found to be, commitment and reliability of the trainees are aligned with entrepreneurial motives that's why they took initiative for education and training. In tally their passion and initiative were to improve employability skills but their commitment and reliability toward employment and entrepreneurship. The personal motive of the trainees to gain employability is very low in self-employed tailor and in tally it is low for education and training. When comparing two cases the personal motive of self-employed tailors is to join the skill development program to become entrepreneur but in the case of tally they join to get employability.

The psychological motive of the self-employed tailor is identified to be, the cognitive skill and is matched with employment but their behavior and emotion lean towards education and employability respectively. In tally their conscious was to get employment but their behavior pushes just to get education and training. When comparing these two cases the trainees has strong desire to get employment opportunity.

While analyzing self-esteem of the trainees, in case of self-employed tailor, they possess dignity towards being entrepreneur, they have strong confidence and achievement towards moving for employment and they aim to achieve mastery through education and training. In tally, dignity and confidence was entrepreneurship and mastery were employment. When comparing two cases self-employed tailor have strong desire for employment.

On analyzing motive for competency in both the cases the trainees are motivated to obtain task skill, task management and contingency management through education and training.

On analyzing the personal motives of the self-employed tailors, they align with the entrepreneurial motives but physiological and self-esteem of the students drags the entrepreneurial desire to backseat. Therefore, the people who are motivated after the training programme to start their own firm are getting demotivated because of these behaviors among the trainees.

In tally the personal motive of trainees match with employability but physiological and self-esteem of the students were employment. The desire for employment do not the trainees to work for their community and it pushes them to migrate to other places in search of job moreover once they get placed they never update them so they have less chance of promotions.

CONCLUSION

The study is conducted to identify the motives of trainees who are attending skill development programme. The study provides input to the policy makers and the trainers to understand the perception in the trainee's perspectives. For the purpose of easy understanding the end expectation of trainees is classified to be training new skill, to get employment, to improve employability skills, and to become entrepreneur. On analyzing the personal motives of the self-employed tailors, they align with the entrepreneurial motives but physiological and self-esteem of the students drags the entrepreneurial desire to backseat. Therefore, the people who are motivated after the training programme to start their own firm are getting demotivated because of these behaviors among the trainees. More over trainees believed that their self-esteem will get improved when they get employed. The employment provides job security; financial stability also brings identity and pride. Employment helps to show case our talent and make achievement. The trainees are no ready to take risk.

The trainees need to know about their own skill set. They can assess their strength and weakness by doing self-assessment. The students should belief they themselves can do anything to face obstacle and get succeed. The major finding across different skill development programme is that similar type of skill is being taught by many institutes for same people in one locality. This resulting in people developing a similar skill set and becoming competitor among themselves. Example in this case there are six trainees from same locality and these six cannot convert their skill to earn self employment resulting in using the skill for their own family need. Therefore the trainees with entrepreneur interest end up using their skill only to stitch clothes for their family. This results in zero impact on societal development. The trainees know the profits they can earn through doing business but the competition created out of over skilling in a particular area is killing everyone's opportunity. Trainees come with the motivation that they can give job for many but similar loan proposal in one locality makes even difficult for the banker to approve for the loan. The policy makers should think the aspect much seriously and selecting right amount of trainees in a location is a key for success. Identifying exact count to be trained in a rural area for a skill can ease the pressure on bankers and lending would be made easier resulting in successful ventures and on rural transformation.

ACKNOWLEDGEMENT

This research was supported by Indian Council of Social Science Research (ICSSR), New Delhi under the scheme IMPRESS. We thank programme coordinators in the Saratha skill training academy and Stella Mary skill development center from who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.

REFERENCES

- 1) Bhuvana S. , Kavya¹ and Geetanjali P (2018) A Study on Effectiveness of PradhanaMantri Kaushal Vikas Yojana Centres in Bengaluru Regions UAS – JMC Vol 04, Issue 02
- 2) Li, W., Ahmed, M., Khan, Q., & Hongwei, M. (2016). Education and Training for Rural Transformation: Skills, Jobs, Food and Green Future to Combat Poverty. SAGE Publications India.
- 3) Navaratnam, K. K. (1986). Role of Education in Rural Development: A Key Factor for Developing Countries.
- 4) Pasa, Rajan. (2017). Role of Capacity/Skill Development Trainings in Rural Livelihood: A Case Study of Hapur, Dang. Journal of Training and Development. 3. 41. 10.3126/jtd.v3i0.18229.
- 5) Rural Development Report 2016 Fostering inclusive rural transformation investing in rural people
- 6) Chand, Prem & Rao, Sulakshana & S.P, Subash & Malangmeih, L.. (2018). Non-Farm Employment and Implication on Agriculture Sector in Rural India. Indian Journal of Economics and Development. 14. 287. 10.5958/2322-0430.2018.00073.2.
- 7) Pye, Jo & Aggett, Kevin. (2009). Barriers to Training and Skills Development in Rural Areas Learning Theme Executive Summary. SLIM Learning Theme Report
- 8) Reimeingam, M. (2011). Unemployment, job aspiration and migration: A case study of Tangkhul migrants to Delhi. Eastern Quarterly, 7(3), 128-139.
- 9) Bhati, Rakesh. (2015). A study of Rural To Urban Migration In India. "ASM's International E-Journal on Ongoing Research in Management and IT" E-ISSN-2320-0065
- 10) Tripathi, S. (2016). Determinants of employment and unemployment situation in India with Special reference to North Eastern states of India.
- 11) Pokharel, B. (2000). An Analysis of the Rural Poverty from People's Perspectives: A Case Study from Amarpur VDC of Panchthar District.
- 12) Jacobs, P., & Hart, T. (2012). RURAL INNOVATION ASSESSMENT TOOL (RIAT) CONCEPT PAPER SERIES.
- 13) Leighton Ernsberger(2012) implementing National Qualification Framework(s) in India: Challenges of policy planning in the context of human development, the demographic dividend and the informal sector. Institute of education Ma in educational planning, economics and international development
- 14) Hirshleifer, S., McKenzie, D., Almeida, R., & Ridao-Cano, C. (2016). The impact of vocational training for the unemployed: experimental evidence from Turkey. The Economic Journal, 126(597), 2115-2146.
- 15) Lonska, Jelena & Mietule, Iveta. (2015). The impact of human capital development on the economic and social development of a country: empirical study. Environment. Technology. Resources. Proceedings of the International Scientific and Practical Conference. 2. 174. 10.17770/etr2015vol2.268.
- 16) Flint-Taylor, J., Davda, A., & Cooper, C. L. (2014). Stable personal attributes and a resilient approach to work and career. South African Journal of Industrial Psychology, 40(1).

- 17) Obschonka, M., Moeller, J., & Goethner, M. (2019). Entrepreneurial passion and personality: the case of academic entrepreneurship. *Frontiers in psychology*, 9, 2697.
- 18) Moeller, J. (2014). Passion as concept of the psychology of motivation Conceptualization, assessment, inter-individual variability and long-term stability (Doctoral dissertation).
- 19) Mruk, C. J. (2013). Defining self-esteem as a relationship between competence and worthiness: How a two-factor approach integrates the cognitive and affective dimensions of self-esteem. *Polish Psychological Bulletin*, 44(2), 157-164.
- 20) Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles?. *Psychological science in the public interest*, 4(1), 1-44.
- 21) Ogunduyile, S. R., Makinde, D. O., Olowookere, P. O., & Emidun, O. B. (2017). Technical Skill and Professional Practices of Tailors and Seamstress in Abeokuta Metropolis. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 22, Issue 5, (May 2017) PP 108-118*
- 22) Kamis, Arasinah & Bakar, Abraham & Norhaily,. (2014). TECHNICAL SKILLS, KNOWLEDGE COMPETENCIES AND EXPECTED CHANGES IN THE CLOTHING INDUSTRY. *BEST: International Journal Humanities, Arts, Medicine and Sciences. ISSN: 2348-0521.. 2. 1-12.*
- 23) Regel, I. J., & Pilz, M. (2019). Informal learning and skill formation within the Indian informal tailoring sector. *International Journal of Training Research*, 17(2), 140-156.
- 24) Neeta A. Nagori, 2017. "A study on the functioning and problems of tailors of Gandhidham and Adipur region of KUTCH", *International Journal of Current Research*, 9, (06), 51682-51684
- 25) Wood, M., Cahill, P., & Hicks, J. R. (1997). Computer packages as cognitive paradigms: Implications for the education of accountants. *Journal of Accounting Education*, 15(1), 53-69.
- 26) Calayoglu, G., & Aktag, C. (2011). Necessity of basic computer skills for package program in accounting education. *Procedia-Social and Behavioral Sciences*, 28, 510-514.
- 27) Mohamed Faker Klibi & Ahmed Atef Oussii (2013) Skills and Attributes Needed for Success in Accounting Career: Do Employers' Expectations Fit with Students' Perceptions? Evidence from Tunisia *International Journal of Business and Management*; Vol. 8, No. 8; ISSN 1833-3850 E-ISSN 1833-8119
- 28) O'Connell, Brendan & Beaman, Ian & De Lange, Paul & Smyrnios, Kosmas. (2011). An Experiment To Assess The Learning Benefits Of Employing Accounting Software In The Classroom. *Review of Business Information Systems (RBIS)*. 7. 49. 10.19030/rbis.v7i1.4542.
- 29) Leist, A. K., Glymour, M. M., Mackenbach, J. P., van Lenthe, F. J., & Avendano, M. (2013). Time away from work predicts later cognitive function: differences by activity during leave. *Annals of Epidemiology*, 23(8), 455-462.
- 30) Dori, Y. J., & Sasson, I. (2013). A three-attribute transfer skills framework-part I: Establishing the model and its relation to chemical education. *Chemistry Education Research and Practice*, 14(4), 363–375. <https://doi.org/10.1039/c3rp20093k>.