

CHAPTER-6

CONCLUSION

AND

SUGGESTIONS

6.1 Conclusion

Due to the process of the increased opportunities as a result of liberalisation, privatisation and globalisation, initiated from 1991, the job opportunity is gradually increasing across sectors. The private sector is growing accordingly hence, aspirants looking for job either in private sectors or in self-employment. During the investigation, it was found out that the district of Tapi has a smaller number of public sector industrial organization. Thus, younger generation look for various skill programmes to choose their employment in private sectors. The government has initiated skill India programmes to promote employment in private sector, PPP model and self-employment model by launching of start-up programmes. It has been observed that large number of youths residing in the villages motivated by the government programmes and started to avail the trainings according to their field of choice. Over a period of time private sectors, PPP model and self-employment are looked as alternative source of employment and livelihood.

This calls for increasing level of skills across sectors among youth. Skill enhancement leads to increasing employability and self-employment. The research leads to the conclusion that in Tapi district, where majority of the population constitute tribal youth, the youth are looking for opportunities for skilling, so that they have alternative opportunities of employment and are able to add supplementary income to families. The Government of India, Skill India and National Skill Development Corporations initiative in this direction aims to skill the youth and leverage the demographic dividend. The Industrial Training Institutes and Kaushalya Vardan Kendra have a variety of courses to suit the skills requirements of the nearby upcoming sectors. The Public Private Partnership (PPP) model has also been able to provide best of the opportunities through updated technology and know-how so that the training institutes can provide the relevant skills needed for the market needs.

6.2 Suggestions

Based on the findings of the research, the analysis of data in preceding chapter and observation of researcher, some major steps can be taken to make the skill development programme more beneficial to the trainees.

The following are the areas where interventions are required:

1). The study suggests that the policy makers of the programme should provide avenues of counselling i.e., during the selection of the course and during job placement. The Ministry of Skill Development and Entrepreneurship can facilitate the appointment of counsellor in such skill development training centres.

2). The counsellor should be trained and aware of the government and industrial needs and will serve as a connecting link between government, industry and training institute (ITI).

3). Teacher/faculty members of the training institute should be permanent and stable, so that they are able to contribute to student trainees' development and overall development of the institute. Too frequent changes of the faculty members create instability in the student's education and training.

4). More community level awareness of skill development courses should be done. So that people who primarily in agriculture are aware of skills that can be learnt, which will provide alternative livelihood and additional income of the family.

5). The finding reveals that very few students turn out to be entrepreneurs. Entrepreneurship is the need of the hour and objective of the government. If the objective of Atmanirbhar Bharat is to be achieved, courses should also have inputs to trainees which indicate, product innovation for market delivery, financial management, marketing etc which will give a flip to small enterprises. This will make the trainees not only independent but will also boost the tribal economy.

6). Non-government organization which are working in the tribal communities can venture and guide youth on areas which are potential for skilling, reskilling and upskilling.

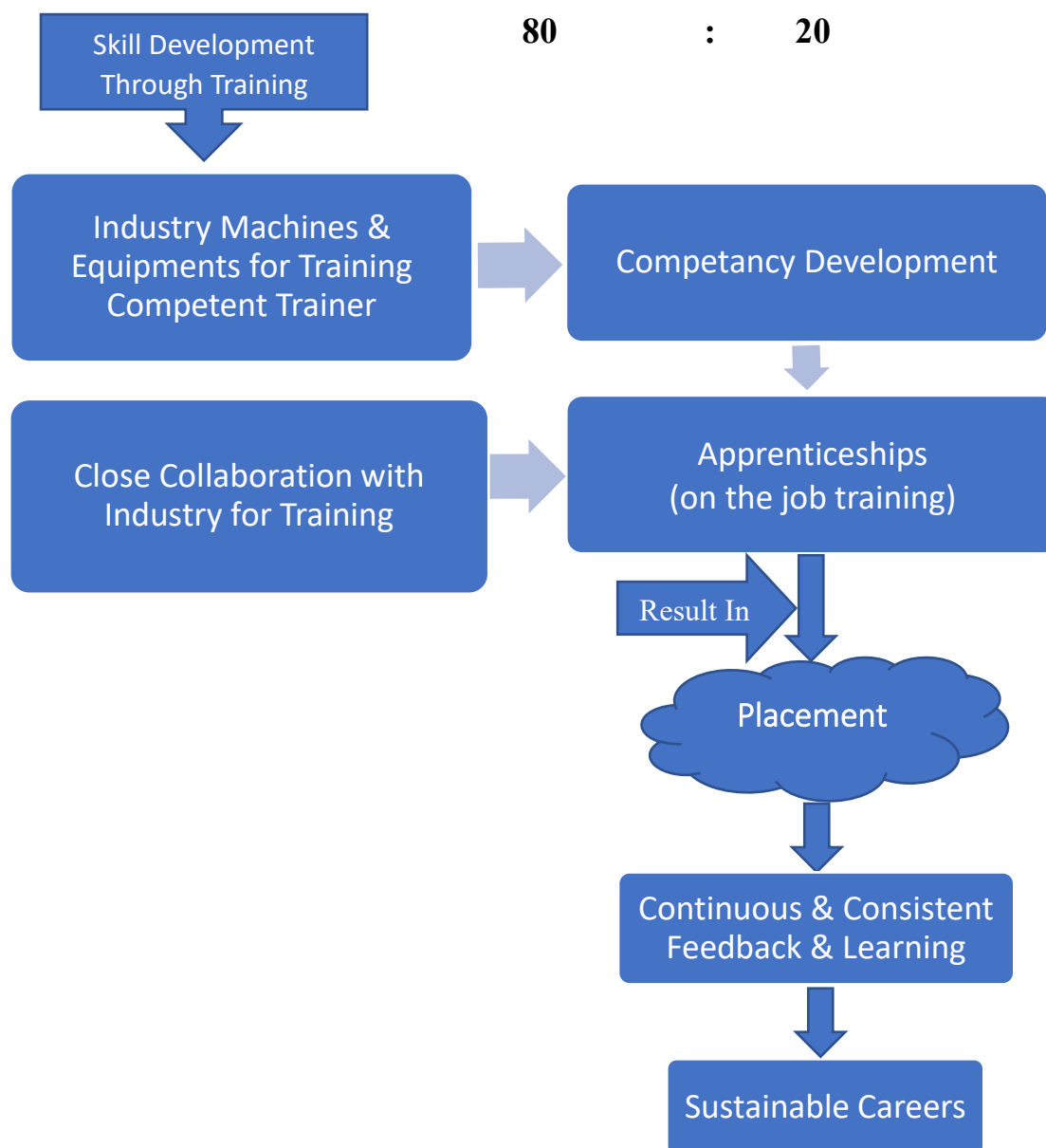
7). There is an emerging scope for developing enterprises which balance economic development with environmental and social responsibility. There are lot of opportunities where traditional/indigenous knowledge and skills can be incorporated into enterprises which can operate sustainably. Many of the grassroot problems have solutions beneath the indigenous technology and traditional knowledge.

8). Research is to the areas on sustainable enterprises and skills needed for starting such enterprises can be initiated, insights into green skills also will provide for sustainable enterprises.

6.3 Suggested Model for the Training Institutions

Practical : Theory

80 : 20



The proposed model is to develop skills by providing quality and sustainable training. As suggested in the above model it can be understood in the following ways.

1. To fulfil the above objective the requirement of tools are: -

a) Machines with latest equipment must be made available in the training centres. The proper utilization of this tools during the training process will promote practical based learning. It will increase efficiency among the trainees. Hence, the outcome will promote quality skills which will make trainees more competent. Further, it will sustain the passed-out trainees according to the changing needs and technology of the market.

b) Along with the needs of industry, machines and equipment's, there should be close collaboration with the industry for training purpose. The main reason for collaboration with the industry is to provide a platform where the trainees will get opportunity to relate theory into practice. It creates clarity in understanding and equips the trainees for direct placement. This will promote apprenticeships for the trainees. In other words, we can say that it is a platform where the trainees are given a platform for "on the job training". It is a continuous process and will be consistent with authentic feedback and learning.

Apprenticeship in industry will lead to creation of skilled workforce. And the skilled workforce will create a pool of talents for decent work, which will promote the economic growth of the nation. Therefore, it can be said that the implementation of the above model will have a good impact of skill development promoting better livelihood options for youth.

6.4 Use of Social Work Methods in Facilitating Skill Development



Based on the findings made in the study, the researcher has developed a model based on social work perspective. The approach is based on the above suggested model. Usually, the professional social work approach starts with social casework then social groupwork, and community organization. It is proposed from the findings of the study that the above approach can be implemented anti-clockwise. Importantly, to apply the suggested model, a professional social work is required.

Firstly, create awareness among the masses at the community level about the need for and importance of skill development programmes imparted in the training centres. Educating the community people about the skill development programmes will attract many applications.

Secondly, after the admission, the candidates are required to select the types of courses available according to their interests. For this, counselling sessions are required to be organized for the trainees to make a better choice and to empower their decision-making power. In this situation, a social work professional organises group counselling. The important task for the group worker is form group according to their needs and aspirations and conduct counselling for the group. Keeping in mind the objective and benefit of the social groupwork (each member benefits from the group). It is suggested that the social groupworker should include the senior trainees in the group sessions. So that the newcomers will also get mentored by the senior trainees about the skill development programmes. Along with, the social groupworker empowers the newcomers by further clarifying, with the trainees to help them to make them right choice. This will take place at different sessions as an when required.

Thirdly, as the training progresses, it is observed that some trainees gradually lose interest in the selected courses, chances of dropouts are seen. Then, comes the role of social caseworker as a counsellor. In this stage, the counselling sessions are organised on individual basis to solve the dilemma, confusion faced by the candidates during the training process. It can further check out the dropout rates and maintains the retention rate of the trainees in the course. Thus, it completes the anti-clockwise circle starting from community settings to social caseworker. Counselling and mentoring are a continuous process because the shortcomings and the loopholes can be addressed in the community settings while creating awareness about the programmes offered and in the counselling sessions at the both the social groupwork and social casework (individual) level.