

EXECUTION OF SKILL DEVELOPMENT PROGRAMMES A WAY TOWARDS EMPOWERING YOUTH FOR ENTREPRENEURSHIP: AN UNFOLD STORY

Dr Sharmistha Bhattacharjee,

Associate Professor, Rajiv Gandhi National Institute of Youth Development

Dr Balu,

Project Associate, National Institute of Disaster Management

ABSTRACT

Entrepreneurship and Skill development are two sides of a coin. The concept of social entrepreneurship is new and complex and has earned a huge recognition over years in Indian context due to the initiatives taken by the Government of India. The Ministry of Skill development and entrepreneurship is trying their level best to introduce incubation centres, encouraging impact investment companies and taken corporate social responsibility in all levels and to facilitate employment to the marginalized communities. To encourage youth to be entrepreneurs many studies have illustrated on curriculum building for students pertaining to entrepreneurial behaviour. The Mexican sub-program “My First Company: Entrepreneurship by Playing” was the educational experience (EE) analysed to show the relevance of a nearly introduction to entrepreneurship (Carcamo-Solis et al ,2017) Scholars interpret that such an education to students inculcates innovation abilities and risk-taking skills. Skill development also serves as a change agent as Zahra et al., 2009 points out for the concept of social entrepreneurs. This paper focuses on analysing and recognizing whether a skill development programme encourages entrepreneurial behaviour through interactive learning among youth. The paper also illustrates the challenges and barriers faced to encourage youth to participate in the skill development programme in a hamlet in Tamil Nadu.

Keywords: Entrepreneurship, Social, Job creation, Skill development curriculum

INTRODUCTION

“Entrepreneurship by Playing” My first enterprise was a concept introduced by scholars 2017 in a research study in Mexico to promote entrepreneurship. Although ,the concept of entrepreneurship is not new. It has been defined in many ways. Askun and Yildirim (2011), Simon (2013), and Thurik and Wennekers (2004), define entrepreneurship is a type of conduct centred on opportunities and economic resources; moreover, it represents a combination of risk, creativity, personal success, and innovation. It is argued by scholars that other than adopting financial morality social responsibility is also a pillar for profitable business. The process of inducing the idea of entrepreneurship becomes easy with the help of skill development processes which enable entrepreneurial activities such as entrepreneur alertness, which is the capacity to visualise non-obvious opportunities for profit. The integration of several perspectives results in a conceptualisation of business entrepreneurship and allows opportunity to discover, evaluate, and exploit the surroundings. (M.L. C292 arcamo-Solis et al. 2017) As Shane and Venkataraman 2000 points out an individual can generate economic change through their decisions and create goods and services via the process of entrepreneurship. Skill Development and entrepreneurship goes hand in hand and develops skilled workers and enhances the efficiency and flexibility of the labour market, it reduces skills bottlenecks, enables absorption of skilled workers more easily into the economy, and improves their job mobility. It is noted through the

literature a crucial investment in quality secondary, tertiary and vocational education and training can develop the Indian economy in the competitive world market. (World Bank, 2008). The 12th Five year plan document Government of India Planning Commission 2013 states should be mainstream skill formation in the formal education system, and at the same time for innovative approaches for the skill creation outside the formal education system. Development has brought about a paradigm shift in addressing the issues of relevance in skill development; the gaps in skill development are to be identified so as to achieve the objectives in terms of quantity, quality, outreach, and mobility while building on the foundation.

LITERATURE REVIEW

India today is, in its own initiative- An initiative to rebuilt, reinvent and reenergize. The golden 'Growth' era in the demographic dividend context is no longer a progression of thoughts but a reality that reflects youthful India's firm strides towards overall economic development. The focus towards job generation and skill development, is leading the nation to greener "Demographic Dividend" pastures. The vision of 2020 is taking shape. With a population of 1.3 billion, of which about 0.8 billion in the working age, youthful India is surely going to lead world (India Skills Reprot-2016).

Skill development efforts across the country have been highly scrappy so far. As opposed to developed countries, where the percentage of skilled workforce is between 60 percent and 90 percent of the total workforce, India records an abysmal 4.69% of workforce with formal vocational skills. There is a need for speedy reorganization of the ecosystem of skill development in the country to suit the needs of the trade and enable decent quality of life to its population. (Annual Report -2016-17, Ministry of Skill Development and Entrepreneurship)

There is a lot that is yet to be done and many challenges that are yet to be tackled. In this era of knowledge based economy, skilled and employment ready manpower is utmost important. There are various initiatives which have been launched - Skill India to hone skilled power, career centers to connect the dots in the employment zone, Make in India to create entrepreneurial capabilities & generate more employment facilities, jobs etc. But the future depends on how successfully we are able to implement them (India Skills Reprot-2016).

Recognising this aspect the Government of India (GoI) put in place a National Policy for Skill Development in 2009. Subsequently, the National Policy for Skill Development and Entrepreneurship 2015 (Government of India, 2015a) came into effect. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality), and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres. In addition to laying down the objectives and expected outcomes, the policy also identifies the overall institutional framework which will act as a vehicle to reach the expected outcomes. Skill development is the shared responsibility of the key stakeholders viz the Government, the entire spectrum of the corporate sector, community based organisations, those outstanding, highly qualified and dedicated individuals who have been working in the skilling and entrepreneurship space for many years, industry and trade organisations, and other stakeholders. The policy links skill development to improved employability and productivity in paving the way forward for inclusive growth in the country. The magnitude of the task of skilling in India can be gauged by the following scenario (Mehrotra, Gandhi, Sahoo, & Saha, 2012):

- 12.8 million annually entering the labour market for the first time
- 72.88 million employed in the organised sector

- 387.34 million working in the unorganised sector

Further, the National Sample Survey Office (NSSO) 68th Round Report on Status of Education and Vocational Training clearly indicates that a large number of people surveyed by NSSO are yet to be formally trained in vocational skills. Recognising the priority given to skill development, there has been a steady increase in the financial allocations made for this sector over the years. There has been a quantum jump in the allocation during 2015–2016. The allocation for skill development has risen sharply from Rs.1129.62 crores in 2012–13 to Rs.2549.29 crores in 2015–2016 indicating the importance being given to skill development (Business Standard, 2015). Skill development programmes of the Central Government over the years have been spread across more than 20 ministries/departments without any robust coordination and monitoring mechanism to ensure convergence. The scenario is no different in most of the states except for a few states which have moved towards functional convergence by creating State Missions. Inclusivity is one of the key agendas of the skill development campaign. Skill development specifically aims to cover rural and tribal youth, women, and persons Tara & Kumar 2016)

Theoretical framework

The study adopted a planned behaviour to judge the skill development effectiveness. According to the theory of planned behaviour model intentions are determined by subjective norms and personal attitudes of the respondents. Yurtkorua, Kuşçub, & Doğanayc (2014)

METHODOLOGY

The location of the study was in a hamlet near Sriperumbudur Tamil Nadu 10 kms from Rajiv Gandhi National Institute of Youth Development the Institute which executed a skill development programme in Kachiputtu hamlet. While interacting with respondents during inaugurating the skill development programme in the hamlet the women folk were enthusiastic and wanted to participate in the programme. They wanted to learn the market which they face while interacting with the wider community. Over days to come the women became hostile to participate in the programme due to various reasons. The researchers decide to adopt a case study method of investigation to know about their unfriendly behaviour towards the skill development programme. All the women who came for the inauguration were interviewed. A descriptive research design was adopted for the study.

OBJECTIVES OF THE STUDY

- To study the weather skill development programmes empower women folk towards entrepreneurial behaviour.
- To investigate the level of participation of the women folk in contributing to enhance creativity in the learning process of the skill.
- To examine whether the skill development programme could bridge the market gap faced by the women before learning the skill
- To elucidate the challenges and barriers in execution of the skill development programme
- To suggest recommendations for a smooth implementation of skill development in near future.

RESULTS AND FINDINGS

The Rajiv Gandhi National Institute of Youth Development has adopted a Hamlet called Kachipattu. Since last one year various development activities have been implemented for the betterment of

vulnerable community. As a part of development work the institute started embroidery Skill Development training for Women of Kachipattu Village. The objective of the programme is to build embroidery skill among women and make them to showcase their skills. The training were organized for three months and an extension and conducted as weekly one day for six months. Twenty participants were enrolled in the programme. Initially the participants were very keen to participate. All of the sudden the participant's showed high absenteeism which was not expected. Such an incidence was a shock to the researchers as they wished to inculcate entrepreneurial behaviour among the women work. The literature cited by Kuratko, 2003; Sarasvathy & Venkataraman, 2011 has raised questions that whether entrepreneurship is limited to individuals qualities such as risk tolerance, negotiation creativity and security but also over a period of time entrepreneurship can be taught and learnt for creating an entrepreneurial behaviour. Such an attitude was adopted by the researchers in the study to create entrepreneurial behaviour among the women folk in the study.

The respondents reported that their learning was not up to their expectations when the training of Embroidery Skill Development was done. Couple of respondents said that presently they were doing tailoring work at their home. They have learned marketing, pricing and convincing the customers. The wonderful practice which was reported by them was customizing the products by using the embroidery. Now days the women prefer different types and designs of handicrafts which attracts them as well as the wider community. Similar understanding was opined by Sarasvathy & Venkataraman, 2011; Sanchez, Carballo, & Gutierrez, 2011 who reported that for developing entrepreneurship as a skill it does not only requires to transfer business and management knowledge but also there is a need to develop new ways of thinking, attitudes, competencies, and behaviours to venture new possibilities.

Regarding level of participation study found in the beginning, that it was an heterogeneous group since women came from different caste. But over a period of time it was evident that participants were from different age and marital status ie from 16 to 38 and either were married or unmarried, but belonged to same caste. There was a lack of coordination and unity among them which resulted to high absenteeism for the Skill Development programme. Further the participants were from various categories like working women, house wife, unemployed and college going student. Each category of participants was having different responsibility so they were unable to continuously participate. One of the college students from the hamlet quoted " Enakku embroidery kathukanumnu aasai but collegeku pokamayum iruka mudiyathu athanala training leavela nadathunankana regulara attend pannuvom" Means, I am interested in learning embroidery but since I am studying so every day. I need to go to college. However if the programme is conducted on vacations I wish to participate regularly.

A parent said that "Nobody is going there so, I don't want to send my girl for training, but she is interested in learning Embroidery". It shows that the peer participation plays a crucial role in ensuring the involvement in skill development programmes. Studies have pointed out that social attitudes are interrelated with cultural factors, which is closely linked with entrepreneurial milieu of the particular set up Holienka, 2013).

Further, a parent also reported that security concerns also prohibit the girls to join the training programme. Most of the parents do not wish to send their wards alone. A differently challenged person reported that when she came for training programme others were teasing her so she felt discomfort to attend the programme but was surprising to note that this girl continued to attend the programme despite of no support from the peers

Personal motivation was a major factor for poor attendance in this programme. In the beginning women folk showed interest by saying that they were interested to learn embroidery but later women reported that due to household chores ,prior engagements and social events they could not attend the programme . Some were found to not attend due to self-employment , gone to banking transactions and due to medical reasons . These reasons were showing that there was a lack of personnel motivation. Studies have also shown the same findings as found in this study that; personal attitude has a significant effect on participants and on an intention to be an entrepreneur. It is suggested the greater respondent attitude towards entrepreneurship the more they are motivated attracted and satisfied in pursuing entrepreneurship skills/ skill development programmes. (Nabila et al 2016).

The interest of the participants can also be related to getting back an immediate return from the skill development programme or by doing a skill development programme on incentive basis. This can be noted in the conversation with the respondent who enquired about return from the skill development programme. The said respondent asked “Enna tharuveenga” means if I participate in this training what you will give me? Further she also said “kaasu thariya varoom” means if you give money we will participate.

Majority of participants were reported that “Embroidery is become old skill” but also they liked the way in is done. They were aware about the possibilities of embroidery work as a skill but wanted to explore the market possibilities about the skill. They informed that now days the people prefer the stone work more than embroidery. Participants had some pre- conceived notion about learning of the skill. Such a notion is also found in the studies done in Turkey to explore the antecedence of entrepreneurial intention among the students. The study considered perceived behavioural control as a contextual factor for entrepreneurial intention.. Serra Yurtkorua et al (2014)

Few participants reported that previously they have undergone the Skill Development training like jewellery making, tailoring and embroidery. When they have undergone such training, they were paid for participation. They received daily allowance and incentive to participate in Skill Development programme. Studies have pointed out that business plan, risk thinking and self-efficacy are significantly related to the effectiveness of the entrepreneurship program(Din et al 2015) but not incentives which attract the participants to undergo the skill development programme. It was interesting to find in hamlet that women folk were only interested to do a skill development programme if they are paid. In the later stage of the skill development programme the researchers included school children of eighth grade and started inculcating the same skill luckily by providing them small incentives like chocolates and biscuits that participants joined the programme.

The participants were very happy about the resource person since the skill development resource person tried to attract the community women by speaking few words in Tamil to establish a rapport with the participants. The women folk smiled and giggled listening to her language and enjoyed learning from her. While executing the project the researchers felt that the language is a barrier for implementation of the skill development programme but it was interesting to find that it was a boon for the skill development programme. Although the resource person took the help of person who knew the language but also beauty of learning craft making spoke more than language. To quote an expression by a respondent one of them said “avanka pesurathu Modi Ji mathiri erukku athoda translate tamillayum translate panranka athanala enkalukku rompa pidichurukku”, which means she speaks like the present honourable prime minister and since she is using a translator it is easy to interact.

As mentioned earlier in the paper that business plan, risk taking and self-efficacy are important parameters which help in increasing efficiency of the entrepreneur programme. Similarly during the interview many respondents pointed out eagerly participated in the skill development programme and wanted to participate in future. A systematic articulation of the information about the skill development programme is necessary before the programme is executed is a major finding of the study. Traditional methods can also be used for communicating the information through “Thandora” that is beating of drums. As quoted by Din, et al (2016) need for achievement and locus of control for reaching to level of effectiveness for entrepreneurship programme is important. The present study also a patterned way of executing the skill development where the women folk are articulated that what is being communicated in the programme for three months will increase productivity, happiness and eagerness to learn among the women folk. Another factor hugely responsible for executing an effective skill development programme is locus of control of the respondent. Fagbohungebe & Jayeoba (2012) determine the locus of control as a term that indicates the degree to which an individual assumes responsibility or feels responsible for the success or failure in his life as opposed to feeling that external agents like luck is in control. In the present study skill development programme also needs to assess whether learning of the women from a resource person have created a sense of responsibility within themselves which will also encourage them to fill the gaps between the market and product. The widening of internal locus of control among the women will also encourage executing their entrepreneurship skill in to small business ventures.

An interesting finding of the study is that a skill development programme should not have any gaps while the programme is conducted. If for instance it is for three months regular classes need to be held to make the women folk more productive, interested and motivated to attend the programme. This concept also supported by scholars in their study on entrepreneurial intention in relation to need of achievement. Din et al (2016). This idea was also quoted by a respondent in the field who said that “porathum theriyala varathum theriyala” means the time is not enough. She suggested that Instead of two hours in a week if it is conducted regularly for ten days we can learn continuously. The weak break makes them to break in training. When there is a break they were losing their interest and they were started engaging to other activities. The community was recommended to organize ten continuous full days for effective learning.

The respondents also suggested a continuous communication between the coordinators and the respondents for executing the skill development programme in an effective manner.

A thought provoking idea which came from the respondents who did not finish the journey of the skill development programme was eagerness to learn tailoring instead of traditional handicrafts. The respondents were of an idea that skill development programmes should be demand driven rather than supply oriented.

RECOMMENDATIONS

The study recommends certain suggestions for improvement of the skill development programme in future while executing a skill development programme it is necessary to look into competencies such as emotional intelligence, social skills, virtue and ethics of the respondents as will the visible competencies such as management, team work, networking, learning and communication also need to be considered. Demand based Skill Development scrutinizing the interest programmes needs to be implemented so that it is community specific and accepted by the respondents as a whole. The gap between the product and the market possibilities needs to be identified and shared with the respondents for the far reaching results. The respondent should be communicated clearly that

incentives are not important but the learning process and efficiency will bag them with success. Finally, motivation for being an entrepreneur can be ensured by a sustainable job creation through the skill development programme executed in future

This paper focuses on analysing and recognizing whether a skill development programme encourages entrepreneurial behaviour, promotes creativity and innovation, paves way towards job creation for the women folk. The paper also illustrates the challenges and barriers faced in execution of a skill development programme in a hamlet in Tamil Nadu

CONCLUSION

The researchers by adopting to a theory of planned behaviour drew conclusions on skill development. This skill development programme tried to emancipate women folk towards entrepreneurial behaviour but the level of participation was not to the expected level because of various reasons discussed in this study. The embroidery skill becomes an old fashion and it needs to be renewed as per demand of new generation for effective marketing. The researchers had to face challenges in enactment of the programme. To ensure the effective execution of the Skill Development Programme the above recommendations needs to be considered. It is noted in the study as (Venkataraman, Sarasvathy, Dew, & Forster, 2013) had earlier pointed out that to create entrepreneurial identity among the participants balancing the value of the individual action with the other individuals suggests stakeholders (who are implementing the program) team mates, community has to be taken in consideration. The socio economic parameters also has to be reviewed before the implementation of a skill development programme in a community per se . To encourage learning among the participants diverse information and belief should be flexible to adopt to an unknown situation. This was also quoted by Barnett, 2000. As the participants pointed out in the skill development programme supply of the skill should be as per the demand of the community is also understood in the same lines by Schunk (2000). The participants ability their goals always reflect their performances was also noted in the study. It is to be noted that the learning strategy during implementing skill development programme should be shared learning between the respondent and the participant to enable critical thinking. This finding was also advocated by Taylor, 1999). Last but not the least effective communication is also an asset for effective skill development programme to be articulated among the community although a communication was not a barrier in the present study but it is an essential parameter for achieving success in entrepreneurial ventures.

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