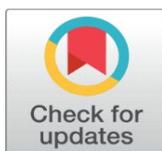


AN OVERVIEW ON THE EFFECTIVENESS OF SKILL TRAINING PROGRAMMES IN MANIPUR: A CASE STUDY ON SELECTED SKILL TRAINING CENTRES IN IMPHAL

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ABSTRACT

Many skill development programs have been initiated by the Indian government and private sectors. These are: Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana, National Skill Development Corporation, State-Specific Programs, etc. These programs try to bridge the skills gap in India and provide a basis for the socio-economic development of the country through enhancement of employability and productivity of the workforce. Several skill development training centers have been established to implement this concept. Thousands of training centres have been established in urban as well as in rural areas, which provide individuals with skill-building activities. This paper aims at assessing the feasibility of the skill development programs. This study further explores the kind of Skill development programmes which are student-accessible along with their attitude and expectation. Further, it estimates the level of student satisfaction related to such

Programmes. Questionnaires on a standardized schedule were administered and retrieved from all

participants - the students. The data retrieved from the survey has been compiled, and using descriptive statistics, analyses have been presented. The following is a summary from the findings related to the entire effectiveness of training in Skill at Imphal and problems at the points of implementation in these initiatives

Keywords: Employability, Effectiveness, Implementation, Skill Development and Socioeconomic

Besides underdeveloped, the northeastern Indian state of Manipur has been witnessing inter-ethnic clashes primarily between two local ethnic community for the last one and half year. It has badly affected the livelihoods of the people, where youths have become warriors, having guns on their hands instead of pens. Amidst this to study the effectiveness of the skill development programmes would be of utmost value. To let the mainland India knows about the impact of such programmes during crisis and to create awareness. As the journal SIJSS has wide reach and focuses on societal issue and sustainability, the paper may ignite the minds of masses.

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1. INTRODUCTION

In the present situation, India has been facing an unemployment problem due to a lack of skill or technical knowledge among its workforce. The country facing two contradictory situations where on the one hand youth entering the labor market often struggle to find suitable jobs that match their qualifications, while industries are facing a shortage of skilled manpower. To address these challenges, the Indian government has implemented several skill development initiatives in recent years. Among these efforts, the Skill India mission was launched on July 15, 2015, by Prime Minister

Narendra Modi. In line with the Skill India initiative, various programs have been introduced, including the National Skill Development Mission, the National Policy for Skill Development and Entrepreneurship, the Pradhan Mantri Kaushal Vikas Yojana, the Skill Loan Scheme, Jan Shikshan Sansthan (JSS), the National Apprenticeship Promotion Scheme (NAPS), SANKALP, and the Deen Dayal Upadhyaya – Grameen Kaushal Yojana (DDU-GKY).

Manipur, located strategically in India's northeast, serves as a gateway to the economies of Southeast Asia. The state is characterized by its multi-ethnic, multi-linguistic, and multi-religious population, with the Meiteis and Meitei Pangals primarily residing in the Imphal Valley and the Nagas in the hills. Manipur can be classified into two distinct physical regions: the outer rings of rugged hills and narrow valleys, and the inner area of flat plains. These regions differ not only in physical features but also in terms of development and employment, with the valley area being significantly better off in both contexts.

The economy of Manipur is marked by a high rate of unemployment and poverty, low capital formation, inadequate infrastructure, geographic isolation, communication bottlenecks, and virtually no industrialization. Agriculture remains the mainstay of the economy, with more than 70% of the population relying on it for their livelihoods. The employment situation in Manipur is a major concern, predominantly manifesting as a rural issue.

Among all the north eastern states Manipur stood first in introducing skill development programmes to solve its unique Socio-economic problems. Manipur a beautiful state with rich culture & heritage. But the state is facing numerous problems like high employment sales, limited industrial growth and inadequate infrastructure development.

These problems have created a huge demand for skill training programme to empower youth, enhance employability and encourage entrepreneurship. For the last 10 years, there is a huge awareness programme by government and non-Government organisation, private sector entities to establish skill development centre and various training programmes to provide market oriented skills to the masses. Government led skill programmes like PMKVY, DDUGKY are running such skill-development programmes. Various skill development courses from traditional craft to modern technical skills are being imparted to the people. Thus, skill development initiative is catering to the needs of all section of the society.

This paper thus presents a comprehensive Overview of skill training programme and its effectiveness in Manipur. This study also focus on types of skill development programme that are available for students and attempted to evaluate the participants' satisfaction level towards the training programme, student attitude and expectation towards skill training programme and to assess the employability after attending the training programmes.

2. REVIEW OF LITERATURE

Pandey & Nema (2017) in a study entitled "Impact of skill India training programs among the youth", this research paper is focus on the current skill capacity and the challenges confronted by skill development scheme in India beside with their explanations. The study mentions that Skill development programs are effective tools to develop a creative skills and technical training self-development and self-entrepreneurships among youths. It evaluated the skill level capacity of the Indian labor force through the schemes.

Sugandaagarwal et al. (2020) "Perception of Trainees towards Skill Development Program" explores various studies on skill development in India. They addresses issues such as infrastructure, syllabus alignment, and employment prospects. However, the program faces challenges like inadequate training facilities and mismatched syllabi with industry needs, suggesting areas for improvement. Notably, it emphasises the importance of addressing these challenges to harness India's demographic dividend effectively

Nida Fatima (2021) The title of the study is "Performance Evaluation of Skill Development Schemes in India", and it focuses on the efforts made by India for the employability of its citizens through skill development programs. The finding regarding skill development for employment test in India reveals that there are some kinds of issues and limitation such as training quality, regional gaps, problems related to employability, and structure of syllabus and market demand. National Skill Development Mission, launching of Pradhan Mantri Kaushal Vikas Yojana and Skill India Mission are introduced to solve existing challenges. The study focus on the female gender needs to be encouraged to participate in the labor force for economic growth of the country.

P.Sirnivas and Ch Gangaiah (2021) this study entitled, "Impact of Skill Development Training Programmes on Youth: A Study of DDUGKY in Andhra Pradesh" highlights the importance of skill development training in solving the employment problems of the youth in rural. This study examined the impact of DDUGKY on enhancing employment

opportunities and effect on the income levels of household. It is found that majority of the beneficiaries belong to rural BPL families and special emphasis is given on training the dropout youth. It is also found that there is a significant difference in the monthly expenditure levels before and after the training under DDUGKY. The study concludes with the observation that the DDUGKY programme has a positive impact on the income and expenditure levels of the rural youth.

Bashir and Tariq (2019) investigated the role of skill development in addressing unemployment in Jammu and Kashmir and pointed out the unemployment in Jammu and Kashmir is imperative. The government has initiated several schemes like Himayat and Udaan for training and placing the youth in entry level jobs. These schemes are helping the unemployed youth to bridge the gap between academic learning and industry requirements and in the process improving their employability. There are some private institutions like Don Bosco Technologies, IL&FS and CAP Foundation which are providing training and placement under different schemes. These measures if properly implemented can reduce the unemployment by equipping the youth with market oriented skills and providing them jobs.

Kumar et al. (2021) evaluated the effectiveness of skill development training programs in Karnataka's aspirational districts, focusing on the Scheme for Skill Development of Urban Poor (SSDUP). The study found that training effectiveness was 51%, with coverage and appropriateness rated most effective, while need assessment and quality of training were least effective. Training improved knowledge and skills but did not significantly impact income due to insufficient entrepreneurial support. SSDUP, implemented through the National Urban Livelihood Mission (NULM), provides demand-driven training across 14 industries, excluding agriculture, with a stipend of ₹1500 for three months. It recommended scaling up training programs with a focus on coverage, appropriateness, need assessment, and quality, alongside financial and technical support to help trainees adopt new skills effectively.

Rainer Chale and Lutego (2022) examine the impact of skill development programmes on self-employment: Evidence from Nyamagana District. The study reveals the importance of communication, teamwork, leadership and adaptability skills for enhancing self-employment among the youth. The study established causality between extent of entrepreneurship skill, Apprenticeships programmes, Firm based training, vocational training and youth employment training centres and self employment among the youths. In essence, the study establishes the need for policy makers and stakeholders to deploy relevant skills development programmes that can help the youth pursue self employment ventures.

3. RESEARCH OBJECTIVES

Examine the types of skill development programs accessible to students.

Investigate students' attitudes and expectations towards skill development program.

Assess the degree of satisfaction students have with these programs.

To assess the employability after attending training programmes.

4. METHODOLOGY

The Survey employed a combination of rating scale questions and close-ended questions to assess

40 students enrolled in various skills training programs. 20 students are from government training centre and 20 students are from private training centre. Data was collected through an online survey platform over a period of two weeks targeting participants enrolled in vocational, technical, entrepreneurship, and IT skill training programs. Convenience sampling technique was utilized to select participants.

5. LIMITATIONS

Despite the above said positive outcome of this study, it has some limitation which should be taken in to consideration. This study on the effectiveness of skill training programmes in Manipur focusing only on the selected centres around Imphal. Therefore, the findings of this study may not represent the actual scenario of the entire state as a whole. Skill training programmes may be carrying out in other districts as well with varying modalities and experiences which are not covered in this study. Hence, the findings of this study may not be generalizable to other areas of Manipur with different socio-economic background and infrastructure. The study was limited to only 40 trainees, as it was not possible to all potential participants due to ongoing crisis in Manipur

6. RESULT

Table 1 Demographic profile of trainees

Table 1 indicates demographic profile of the respondent, 52.5% of the total respondents belong to age of Under

| Demographic variable | | Private centre | Government centre | Total | Percentage |
|----------------------|------------|----------------|-------------------|-------|------------|
| Age | Under 20 | 13 | 8 | 21 | 52.5 |
| | 20-25 | 5 | 9 | 14 | 35 |
| | 25-30 | 2 | 3 | 5 | 12.5 |
| | 30-35 | 0 | 0 | 0 | 0 |
| | Total | 20 | 20 | 40 | 100 |
| Gender | Male | 8 | 13 | 21 | 52.5 |
| | Female | 12 | 7 | 19 | 47.5 |
| | Total | 20 | 20 | 40 | 100 |
| Educational level | 10 | 0 | 4 | 4 | 10 |
| | 10+2 | 16 | 14 | 30 | 75 |
| | Graduation | 4 | 2 | 6 | 15 |
| | Total | 20 | 20 | 40 | 100 |

20, 35% belong to 20.25 age group, 12.5% belong to 25.30 age group.

52.5% of the total respondents are male and 47.5% are female. 75% of the total respondents belongs to 10+2 educational level, 15% are graduate respondents

Table 2 How did you become aware of skill training programs?

| Opinions | Private centre | Government centre | Total | Percentage |
|--|----------------|-------------------|-------|------------|
| Through educational institution | 2 | 2 | 4 | 10 |
| Through online platform or advertisement | 17 | 2 | 19 | 47.5 |
| Through employer sponsor programs | 0 | 0 | 0 | 0 |
| Through of word-of-mouth recommendations | 1 | 16 | 17 | 42.5 |
| Other (please specify) | 0 | 0 | 0 | 0 |
| Total | 20 | 20 | 40 | 100 |

47.5% respondents became aware of skill training programs through online platform or advertisement, 42.5% respondents become aware of skill training through word of mouth recommendations and 10% of the respondents through educational institution.

Table 3 How you rate the skill training programs available to you

| Variables | Private centre | Government centre | Total | Percentage |
|-----------|----------------|-------------------|-------|------------|
| Excellent | 5 | 9 | 14 | 35 |
| Good | 13 | 7 | 20 | 50 |
| Average | 2 | 4 | 6 | 15 |
| Poor | 0 | 0 | 0 | 0 |
| Total | 20 | 20 | 40 | 100 |

47.5% respondents became aware of skill training programs through online platform or advertisement, 42.5% respondents become aware of skill training through word of mouth recommendations and 10% of the respondents through educational institution.

Table 4 I enrolled in skill development programs to enhance career prospect

| Variables | Private centre | Government centre | Total | Percentage |
|-------------------|----------------|-------------------|-------|------------|
| Strongly disagree | 0 | 1 | 1 | 2.5 |
| Disagree | 0 | 0 | 0 | 0 |

| | | | | |
|----------------|----|----|----|------|
| Neutral | 1 | 4 | 5 | 12.5 |
| Agree | 11 | 13 | 24 | 60 |
| Strongly agree | 8 | 2 | 10 | 25 |
| Total | 20 | 20 | 40 | 100 |

60% (strongly agree) and 25 % (agree) of the respondents enrolled in skill development programs to enhance their career prospect. So overall, many of the respondents are conscious of their Career path and enrolled in skill development programs available to them in order to enhance their future career prospect.

Table 5 I expect to acquire specific skills from the skill training programs

| Variables | Private centre | Government centre | Total | Percentage |
|-------------------|----------------|-------------------|-------|------------|
| Strongly disagree | 0 | 0 | 0 | |
| Disagree | 0 | 1 | 1 | 2.5 |
| Neutral | 1 | 1 | 2 | 5 |
| Agree | 9 | 12 | 21 | 52.5 |
| Strongly agree | 10 | 6 | 16 | 40 |
| Total | 20 | 20 | 40 | 100 |

52% (agree),40% (strongly agree) of the respondents enrolled with the programs with the expectation that they will acquire specific skills from the skill training programs.

Table 6 Skill training programs are important for my future career success

| Variables | Private centre | Government centre | Total | Percentage |
|-------------------|----------------|-------------------|-------|------------|
| Strongly disagree | 0 | 0 | 0 | 0 |
| Disagree | 0 | 2 | 2 | 5 |
| Neutral | 0 | 5 | 5 | 12.5 |
| Agree | 7 | 9 | 16 | 40 |
| Strongly agree | 13 | 4 | 17 | 42.5 |
| Total | 20 | 20 | 40 | 100 |

82.5% of the respondent's views skill training programs are important to their future Career success.

Table 7 I would consider enrolling in additional skill training programs in the future

| Variables | Private centre | Government centre | Total | Percentage |
|-------------------|----------------|-------------------|-------|------------|
| Strongly disagree | 0 | 0 | 0 | 0 |
| Disagree | 1 | 0 | 1 | 2.5 |
| Neutral | 0 | 10 | 10 | 25 |
| Agree | 15 | 7 | 22 | 55 |
| Strongly agree | 4 | 3 | 7 | 17.5 |
| Total | 20 | 20 | 40 | 100 |

55% (agree) of the respondents consider enrolling in additional skill training programs in the future. However 25% of the respondents are neutral in this additional skill training enrollment.

Table 8 How satisfied are you with quality of teaching or training in your skill training programs

| Variables | Private centre | Government centre | Total | Percentage |
|---------------------|----------------|-------------------|-------|------------|
| Highly satisfied | 7 | 4 | 11 | 27.5 |
| Satisfied | 13 | 10 | 23 | 57.5 |
| Neutral | 0 | 4 | 4 | 10 |
| Dissatisfied | 0 | 2 | 2 | 5 |
| Highly dissatisfied | 0 | 0 | 0 | 0 |
| Total | 20 | 20 | 40 | 100 |

57.5% of the respondent's one satisfied with the quality of quality of teaching in the skill training programs, 27.5% of the respondents are highly satisfied with it. Overall, the respondents are favorable with the quality of teaching in the skill training programs.

Table 9 Rate your satisfaction with the facilities and resources provided during the skill training programs

| Variables | Private centre | Government centre | Total | Percentage |
|---------------------|----------------|-------------------|-------|------------|
| Highly satisfied | 6 | 3 | 9 | 22.5 |
| Satisfied | 8 | 6 | 14 | 35 |
| Neutral | 6 | 4 | 10 | 25 |
| Dissatisfied | 0 | 5 | 5 | 12.5 |
| Highly dissatisfied | 0 | 2 | 2 | 5 |
| Total | 20 | 20 | 40 | 100 |

57.5% of the respondents are satisfied with the facilities and resource provided during the skill training programs.

Table 10 How satisfied are you with the level of support and guidance provided by instructors or trainers during the programs

| Variables | Private centre | Government centre | Total | Percentage |
|---------------------|----------------|-------------------|-------|------------|
| Highly satisfied | 6 | 6 | 12 | 30 |
| Satisfied | 13 | 9 | 22 | 55 |
| Neutral | 1 | 3 | 4 | 10 |
| Dissatisfied | 0 | 1 | 1 | 2.5 |
| Highly dissatisfied | 0 | 1 | 1 | 2.5 |
| Total | 20 | 20 | 40 | 100 |

55% of respondents are satisfied with the level of support and guidance provided by instructors or trainers during the programs and 30% of respondents are highly satisfied with trainers support and guidance.

Table 11 To what extent do you feel satisfied the programs improved skills?

| Variables | Private centre | Government centre | Total | Percentage |
|---------------------|----------------|-------------------|-------|------------|
| Highly satisfied | 10 | 6 | 16 | 40 |
| Satisfied | 8 | 9 | 17 | 42.5 |
| Neutral | 2 | 2 | 4 | 10 |
| Dissatisfied | 0 | 2 | 2 | 5 |
| Highly dissatisfied | 0 | 1 | 1 | 2.5 |
| Total | 20 | 20 | 40 | 100 |

Around 82.5% of the respondents agree that the programs improved the skills required for successful career in the future.

Table 12 How would rate the application of skills during the skill training programs

| Variables | Private centre | Government centre | Total | Percentage |
|---------------------|----------------|-------------------|-------|------------|
| Highly satisfied | 10 | 7 | 17 | 42.5 |
| Satisfied | 8 | 7 | 15 | 37.5 |
| Neutral | 2 | 3 | 5 | 12.5 |
| Dissatisfied | 0 | 2 | 2 | 5 |
| Highly dissatisfied | 0 | 1 | 1 | 2.5 |
| Total | 20 | 20 | 40 | 100 |

42.5% of respondents are highly satisfied with the applications of skills during the skill training programs and 37.5% of respondents are satisfied with the applications of satisfied with the applications of skills during the training. Overall, we can say that the training programs equip the respondents on proper utilization and applications of skills in their future.

Table 13 Employability after getting skill training programmes.

| Variables | Private centre | Government centre | Total | Percentage |
|-------------------------|----------------|-------------------|-------|------------|
| Employed after training | 17 | 18 | 35 | 87.5 |
| Government | 0 | 2 | 2 | 5 |
| Private | 17 | 16 | 33 | 82.5 |
| Started business | 3 | 2 | 5 | 12.5 |
| Total | 20 | 20 | 40 | 100 |

87.5% respondents were employed after completing training. 5% secured government job and 82.5% secured job in private sector. 12.5% start their own business.

Table 14 Reason for selecting government and private training centre

| Variables | Government | Private | Total | Percentage |
|----------------|------------|---------|-------|------------|
| Infrastructure | 1 | 6 | 7 | 17.5 |
| Placement | 5 | 7 | 12 | 60 |
| Fees | 14 | 0 | 14 | 35 |
| Trainers | 0 | 7 | 7 | 17.5 |
| Total | 20 | 20 | 40 | 100 |

The majority of respondents from government training centre select them for training fees. About 25% select private training centre for placement. Respondents from private training centre select private training centres for placement and trainers.

7. DISCUSSION

The study found that the skill training programmes are attracting people in the early stage of their career to acquire skills and get better employment. The source of awareness about the programmes also shows that online publicity is the most important source, followed by mouth to mouth publicity. If trainees feel that the programmes have helped them, they are likely to encourage their friends to participate in such skill training programmes in the future. The skill training programmes are, overall, effective and beneficial to the participants, in terms of what they were expecting to get from the programmes. Majority of the trainees found that the main reason to enroll in the programme is because they think it will help them in the future career. This shows that the trainees are very conscious about their future and are making efforts to improve their career prospects. This shows that the skill training programmes are able to meet the expectations of the participants quite well. The skill training programmes are able to instil the awareness of the importance of skills among the participants. Majority of the respondents are already very keen to participate more in skill training programmes if they find the need to; they feel that the programmes have benefitted them and would like to continue. Quality teaching by faculty, laboratory and library facilities, and support from teachers were all given good rating. It shows that the institutions are doing pretty well in terms of imparting quality education and maintaining facilities for the benefit of the trainees. The skill training programmes pay attention to the practical aspects of the skills being taught and the trainees are able to apply what they learned during the training itself. Majority of trainees were employed after training from private and government training centre. Some trainees started their own business. But only few trainees get employed in government sector. Majority of trainees were working in private sector. Training fees play important role in government training centre. Overall majority of the respondents from private and government training centres choosing their training centres for placements. The programmes were successfully in enhancing employability particularly in private sector while offering some support for entrepreneurship.

However there are relatively some respondents gives dissatisfied with expectation for career prospect. The study reveals some gap in practical or hand on learning opportunities. Only few trainees get secured government job after training programmes. Based on the observations of the above case study of the selected skill training program centres in Imphal, Manipur, a suggestion would be to establish a stronger tie between the skill training centres and the local industries (private and public sector) operating within and outside the district. Trainings of the centres can be done with active participation of the industry stakeholders. This would help in framing the training programmes in tune with the emerging trends and skill requirement of the present day market. The industry partners can also provide internship, apprenticeship and on job training facilities to the trainees of the centre. This would provide an opportunity to the trainees to get exposure and direct employment opportunity from the industry. Enhancing specialized entrepreneurship programmes and modules can encourage self employment the centres should maintain close contact with the industries and organize periodic feedback from them about the performance of the trainees and the needs of the industry. This would help the skill training centres to upgrade the content of the training programme and make it more relevant and utilizable. These types of centre-industry interactions would enhance the employability potential of the trainees and contribute towards the economic development of the region.

8. CONCLUSION

Concluding remarks of this report is that the skill training programmes in Imphal, whether private or government, are doing pretty well in imparting skills to the youth of Manipur. The overall satisfaction level of the trainees and their perceived improvement in the skills they needed to learn, shows that these programmes have been meeting the requirements of the people who participated in these programmes. To the trainees, the programmes are worthwhile investments of their time, money and effort and have the potential to bring about positive change in their lives and career. To the institutions, whether private or government, these skill training programmes are doing well and can be further strengthened by way of encouragement, investment and expansion so that they can produce skilled human resources who can meet the requirements of the growing economy.

CONFLICT OF INTERESTS

None.

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None.

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