

A Study On Training And Skill Development Provided Under NERLP, Mizoram

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Unemployment problem is one of the major problems faced by youth of the nations. Especially for rural youth, it is difficult to find good job which is one of the main backwardness of the rural youth. The main objective of the skill development training is to enable the youth in the project area to find new employment opportunities. The youth would be also encouraged to start their own enterprises based on the skills developed or upgraded to contemporary context and requirement. The North East Rural Livelihood Project (NERLP) in Mizoram, India, plays a crucial role in skill development and training aimed at empowering rural communities, enhancing livelihood opportunities, and promoting sustainable development. Mizoram, a state in Northeast India, faces unique challenges due to its hilly terrain, limited infrastructure, and predominantly rural population. The NERLP initiative in Mizoram focuses on addressing these challenges through targeted interventions in skill development and training.

In Aizawl District till the end of the project, 579 youth were getting training and out of that, 230 were getting job placement. This study focuses on the functions and role of the North East Rural Livelihood Project. The study indicates the financial sources of NERLP. It highlights the functions, working, programmes, schemes of the project. It also indicates how they spend the fund on the development of the rural area. One of the most important parts is the beneficiary and this chapter indicates how useful is this project for the unemployed youth, women and the most disadvantaged group of the society.

Literature review

S.B. Verma, R. D. Singha, and S.K. Jiloka (2006) have edited the book *Rural Poverty Alleviation and Employment* which is a collection of sixteen articles. This book analyses rural poverty alleviation which includes concepts of poverty, poverty alleviating challenges and responses, strategies for the eradication of poverty in rural India. It also indicates different projects and programmes for the alleviation of rural poverty. It deals with employment problems and solutions and also indicates the status of poverty and unemployment problems in India. Several programmes and schemes for the generation of employment for rural people, strategies for rural employment, and people's participation are highlighted.

The Constitutional Amendment (73rd), Act 1992 provides for reservation of selective posts for women. The Constitution has placed enormous responsibility on the Panchayats to formulate and execute various programs of economic development and social justice, and several Centrally Sponsored Schemes are being implemented through Panchayats. Thus, women Members and Chairpersons of Panchayats, who are new entrants in Panchayats, have to acquire the required skill and be given appropriate orientation to assume their rightful roles as leaders and decision-makers. Imparting training to elected representatives of PRIs is primarily the responsibility of the State Governments/Union Territory Administrations. Ministry of Rural Development also extends some financial assistance to the States/UTs intending to improve the quality of training programs and to catalyse capacity-building initiatives for the elected members and functionaries of PRIs.

Although the beginning of the EFA era seemed to mark the end of the emphasis on vocational education, it actually changed the focus. Concerns about public VET continued as the wider governance turn in development policy and practice led to a series of VET governance reforms (as in McGrath and Lugg's article in the previous SI) that focused on making provision more market-oriented. However, two other trends emerged regarding the knowledge and skills needed for economic success and social inclusion. On the other hand, this debate has focused on education more generally and the promotion of problem-solving skills among "21st century learners" facing a "knowledge-based economy" (Griffin et al., 2011, Yamada, 2016a). On the other hand, the focus has shifted to learning at the workplace (World Bank, 2018). At the project level, donors' skills interventions were more likely to be understood as part of active labour market interventions and consisted mostly of short-term programs aimed at combating unemployment and promoting entrepreneurship.

In societies where the school system was introduced later and expanded over a shorter period of time than in the West, schooling is often seen as a channel to enter white-collar jobs in the formal sector (cf. Foster, 1965). In such cases, vocational education is usually considered a bad educational field, therefore it does not attract good students and their parents (Ozer and Perc, 2020) and unfavourable evaluation in the labour market (Oproi and Litoi, 2019). Partly because of such social reactions, vocational training does not work very well.

Socio-Economic Profile

One of the most important functions of NERLP is conducting training for the PFT, DPMU, and beneficiaries of the project. The importance of training cannot be over-emphasized. Exposure visits and other programmes were also conducted for the better implementation of the project.

The socio-economic profile of the beneficiaries was analysed with tables as given according to the data and information collected through the questionnaire.

Table No.1 Age group and Gender of the respondents (N=240)

Age Group	No. of respondents	Percentage
18-25	22	9.16666667
26-35	49	20.4166667
36-45	88	36.6666667
Above 45	81	33.75
Gender	No. of Respondents	Percentage
Male	65	27.0833333
Female	175	72.9166667

Source: Field Study

From the above table, it is observed that 22(9.16%) of the respondents were from age between 18- 25, 49(20.41%) of the respondents were in the age group of 26-35. The majority of the respondents were from the age group of 36-45 which is 88 (36.66%) and the age group above 45 attains 81(33.75%). This indicates that the middle-aged citizen mostly involved in the livelihood program of NERLP (The reason is Self-Help Group has the highest beneficiaries in this project).

The present study from the above table indicates that the majority of the respondents are female and holds 175 (72.91%). This means that the involvement of the female beneficiaries is more than male involvement in this livelihood project under NERLP.

Table No. 3: Occupation and Educational Status of Respondents (N= 240)

Category	No. of Respondents	Percentage
Agriculture	150	62.5
Livestock	39	16.25
Business	34	14.1666667
Others	17	7.08333333
Category	No. of Respondents	Percentage
Below Matriculation	178	74.166
HSLC	35	14.5833333
HSSLC	15	6.25
Graduate and above	12	5

Source: Field Study

This study observes that more than the average of the beneficiaries (74.166%) holds below matriculation in their educational status. 14.58% of the respondents are completing HSLC and 6.25% of the respondents are completing HSSLC. The educated people who completed graduation hold 5%. In simple term, the majority of the beneficiaries are under matriculation and which sometimes create problems in paper works and understanding the project.

This study observes that 150 (62.5%) respondents were engaged in agriculture and allied activities, most of them were practicing shifting cultivation and the study observes that this method is difficult to replace till now. 39 (16.25%) of the respondents were using livestock rearing as their main occupation, but still some of them were also do other activities to supplement their occupation. 34 (14.167%) of the respondents were engaged in business activities like shopkeeper, Handloom, Soap making etc. 17 (7.08%) were engaged in other activities like skilled labour, unskilled labour etc.

Table No. 4: Family Income of Respondents (N=240)

	Category (INR)	No. of respondents	Percentage
Family income/Month	Below 1,000	16	6.66666667
	1001-5,000	95	39.583
	5,001-10,000	85	35.4166667
	Above 10,000	44	18.33

Source: Field Study

This table shows that 16 (6.66%) of the respondents were getting less than 1000 INR in a month. They don't have a proper source of income and they are the target group of this project. 95 (39.583%) holds the majority from the respondents and most of them are engaged in agriculture and allied activities. 85 (35.41%) of the respondents were getting between 5,000 – 10,000 INR from their livelihood. 44 (18.33%) of the respondents were getting more than 10,000. INR and most of them were having stable livelihood like shopkeeper, manufacturing unit etc.

Status of Skill Development Training for Youth under NERLP Mizoram.

Table No.5 Skill Development Training Status

No. of Youth Registered	No. of Youth Trained	No. of Youth Placed
1040	579	230

Source: Field Study

The above table indicates the status of Youth Skill Development Training and there are 1040 registered youth for skill development, but in actual, 579 youth were trained and out of which, 230 youth got placement. Several programmes were organised by the NERLP for the economic development of the youth, some of the identified trades and the number of candidates were as follows:

Table No. 6: Trade wise details of Youths Trained

Trades	Candidates Trained	Candidates placed/employed
Aviation/Cabin Crew	9	3
Bed side Assistant	25	16
Computerized Accounting	4	44
Cosmetology	26	17
Domestic Electrician	47	16
JCB Operator	15	5
Beauty & Spa	8	6
Graphic design & desktop publishing	6	3
Hospitality	129	40
IT / ITES	27	1
Technician (Laboratory/Dialysis/Physiotherapy/Radiography/Optomety)	56	
Diploma in Pharmacy	2	
Masonry	60	32
Modern Office Management	2	1
Plastic Processing Assistant	12	6
Technician (RACW)	29	8
Motor mechanic	14	6
Security	30	21
Service Engineer	3	1
Tailoring	48	29
Weaving	27	15

Source: Field Study

As indicated in the above table, it is about trade-wise details of youths trained and more than 20 (twenty) trades were offered for the youth. Skill Development for Youth is a very crucial role played by NERLP and makes a lot of employment opportunities for youth.

Table No.7: Skill Development Training for Youth (N=56)

Skill Development Training			
		No. of Respondents	Percentage
Selection Transparency	Yes	52	92.8571429
	No	4	7.14285714

Training System	Yes	41	73.2142857
	No	15	26.7857143
Placement Offer	Yes	33	58.9285714
	No	23	41.0714286
Benefit from Training	Yes	47	83.9285714
	No	9	16.0714286

Source: Field Study

The above tabulated data indicates the Skill Development Training for Youth. As mentioned previously, the respondents were only 56 and those were the beneficiaries of the Skill Development Training. The present study observes that 52 (92.85%) of the respondents say the selection criteria and process for Skill Development Training were fair and transparent, whereas 4 (7.14%) of the respondents were not agreed with this. 41 (73%) of the respondents agreed that the training systems, courses and institutions and trainers were good enough and but not agreed by 15 (26.78%) of the respondents. Some of the beneficiaries were facing minor problems during their training including language problems, lack of expert trainers, etc. Majority of the respondents 58.92% say that there was a placement offer for the trainee after finishing the training course and it depends on the performance during the training. 41.071% of the trainee were not getting placement offer from the institution/ training agency. 83.92 % of the trainee were getting benefits from the training programme whereas 16.07 % of the trainee were not getting benefits from training programme. In Aizawl District, 579 of the youth were trained for skill development and out of which, 230 were getting placement. This indicates that the placement rate is 39.72% under the project. The present study observes that there is a gap between the NERLP and Training Institutions, which creates problems for the trainee. The study also reveals that there is a lack of expert trainers, which makes problems during the training.

The study observes that 92.85% of the respondents say the selection criteria and process for Skill Development Training were fair and transparent, whereas 7.14% of the respondents were not agree with this. 73.21% of the respondents agree that the training systems, courses and institutions and trainers were good enough and but not agreed by 26.78% of the respondents. Some of the beneficiaries were facing minor problems during their training including language problems, lack of expert trainers, etc. The majority of the respondents 58.92% say that there was a placement offer for the trainee after finishing the training course and it depends on the performance during the training. 41.071% of the trainee were not getting placement offers from the institution/ training agency. 83.9 % of the trainee were getting benefits from the training programme whereas 16.07 % of the trainee were not getting benefits from training programme.

Conclusion

formation of a self-help group is one of the main activities to uplift the socio-economic status of the villagers. SHG is a small group of rural poor, who have voluntarily come forward to form a group for improvement of the social and economic status of the members. It can be formal (registered) or informal. NERLP gives funds to support their activities based on their performance, funds given to the SHGs are to be used for group loan capital. Till the end of the project, 87 Self-Help Group Federations is formed in Aizawl District. Formation of Village Federation is under the initiative taken by District Coordinators of (SG&CM) and (Microfinance). SHG Village Federation is endowed with some powers and responsibilities to help the Self-Help Groups.

Rural economic development and education are dependent on each other. More than average of the beneficiaries is not getting proper education and faced a lot of problems. It is suggested that education should be more emphasized in the rural areas which will automatically improve the mindset of the rural people and will be one of the most important strategies for rural livelihood development. If formal education is difficult to attend, even distance education will still be effective. In Aizawl District till the end of the project, 579 youth were getting training, and out of that, 230 were getting job placement. Beyond these, NERLP plays a very crucial role in the implementation of the Project. Decentralization of power is very useful in this project, the PFTs were empowered to make an appointment of Community Service Provider (CSP) including Para Vet, Bank Facilitator, and SHG Facilitator. Regarding the skill development programme for youth, several trades were created to choose from, but some of them are not applicable or useable in rural areas. So, it is suggested that a rural industrialization-oriented program should be prepared to utilize agriculture by-product for the development of village handicrafts and cottage industries.

The findings of the present study are also relevant in the case of similar projects to be implemented by the authorities to implement all the welfare-oriented measures for the rural people effectively and efficiently. It has been observed that the beneficiaries in particular and the rural people, in general, can benefit from such livelihood opportunities. All these important segments of rural people including self-help groups, grassroots level officials, government agencies, civil society groups, and individuals should be involved at all stages such as need assessment, project formulation, resource

mobilization, program implementation, monitoring, and feedback. So that, such a program will be contributing to not only self-sufficiency but also to overall socio-economic development in rural society.

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