Chapter 1
Introduction

The problem of rural development in India is multidimensional and its crux is abject poverty and ignorance. The main causes of abject poverty are unemployment, underemployment and low resource base of the producers in agriculture and allied sectors.

The Planning Commission of Government of India estimates that despite significant progress in the 1970's and 1980's nearly 30% of the population with more than 250 million people comprising 40 million families still remain below poverty line; and a growing share of this group are landless, wage dependent, households in rural and urban areas. There are, presently, 20 million unemployed and severally under employed persons in the country. Between 1990 and 1995, Indian's labour force is projected to increases by 37 million persons. Therefore, 65 million new jobs will have to be created to meet the employment need of the country by 1995 and over 100 million new jobs by the year 2000. A doubling in growth rate for new jobs will be the minimum requirement for eradicating unemployment during the present decade in India.

The scope of generating employment in the organised sector is obviously limited because of the resource constraints. Hence the avenues for self-employment have to be vigorously explored and pursued. A gainful self employment requires entrepreneurial orientation with necessary knowledge and skill of modern technology and managerial ability. Therefore, it involves concentrated efforts in the direction of developing entrepreneurs in rural areas so that, they can stand on their own feet and take strides on the path of economic growth and development. Traditional skills, such as masonry, pottery, carpentry, smithy, electric work, foam-raxin work tailoring and rope making etc. which afford a bulk of rural employment have to be modernised and training should be devised to suit the local conditions.

It is almost an accepted fact that progress in economic growth of our country can be achieved only by maximising the benefits from our resource endowments. The most important asset of country is its vast human resource. Human capital is a basic input for planning and its successful implementation. Hence, the development of social sector has been one of the major objectives of our plans. Alleviation of poverty and hunger through generation of employment in the community has been a primary object of our planning process particularly after the Fourth five year plan and several special programmes have been in operation over the last two decades focussing on the poor as the target group.

To achieve the objectives of eradication of poverty and unemployment several programmes were undertaken and adopted by the central as well as the state governments. The ministry of Rural development, now, carries the responsibility of employment generation in the rural areas. A serious attempt has been made to develop a total strategy for achieving and implementation of different programmes.

Integrated Rural Development Programme launched in 1978 in 2300 selected blocks in the country and extended to all the 5011 blocks with effect from 2nd Oct., 1980 aimed at providing income generating assets and employment opportunity to the rural people to enable them to rise above the poverty line once and forever. The poverty line set by government of India in 1979 at an annual income of Rs. 3500 for a family having five members has been revised to Rs. 6400 in the year 1991.

Apart from Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP), Development of women and Children in Rural Areas (DWCRA) Training of Rural youth for self Employment (TRYSEM), have been set up for generation gainful employment opportunities and self employment. Rural Landless Employment Guarantee Programme (RLEGP) was later merged to form the Jawahar Rozgar Yojana (JRY), which was designed to generate additional gainful employment for the rural unemployed and under employed by taking up works for creating productive economic assets.
3. Preference is given to the persons of scheduled caste, scheduled tribes, Ex-
servicemen and who have completed twelve month course under the
National Adult Education Programme.

4. From one family, normally one person (including a woman) is selected.

**D. Training Duration:** The duration of training generally varies from 15 days to six
months. Course duration does not normally exceed to six months. The State Level
Coordination Committee can change the prescribed duration.

**E. Identification of Training Institutions:** Only those institutions possessing expertise
and training infrastructure were taken up in the first phase in the year 1979. Later, on
other sources such as master craftsmen, artisans, skilled workers and industrial units were
identified for imparting training under TRYSEM programme. These agencies have to be
approved by district committee headed by Collector. Thus the training is imparted to rural
youth under TRYSEM through institutions like ITIs, polytechnic, Krishi Vigyan Kendra,
Nehru Yuvak kendra as well as through master craftsmen.

**F. Financial Assistance:** The financial assistance available during training period is as
under:

1. A stipend up to Rs 100/- per trainee per month is given if the training is
conducted in the village of trainees.

2. A stipend up to Rs 200/- per trainee per month is given if the training is
conducted in a place other than trainee’s village and arrangement for free
accommodation is made. In case the period of training is less than one month, daily
stipend of Rs 8/- may be given subject to a maximum of Rs 125/- to each.

3. A stipend up to Rs 250/- per trainee per month is given, if training is conducted in
a place other than trainee’s village and where no arrangement for the free
accommodation has been made. In case, the period of training is less than one
month, daily stipend Rs. 9/- may be given subject to a maximum of Rs. 125/-.
4. An amount of Rs 75/- per trainee per month is paid to the training institution for the duration of training. The master craftman is paid as honorarium of Rs 50/- per trainee per month with a limit of 10 trainee at a time.

5. There is a provision for an amount of Rs. 25/- per trainee per month subject to a limit of Rs. 200/- per trainee per course.

6. A tool kit costing up to Rs 500/- is given free to the trainees preferably during the course of training itself.

Follow up: After completion of training under TRYSEM, trainees may get financial assistance from banks and if subsidies under IRDP for the acquisition of an income generating asset.

TRYSEM has provided a great help in the development of skill related to trades of rural areas. The successful implementation of this programme is expected to bring about drastic improvements in the living condition of rural youths by generating self-employment opportunities. Under TRYSEM 1.0 million rural youths were trained during seventh plan and 0.43 million in 1990-91 in the country. ²

In Rajasthan TRYSEM programme was started in 1979 covering 236 blocks of 27 districts (now 30 districts). The progress achieved under TRYSEM from the year 1979 to 1990 is presented in table 1.

---

4. An amount of Rs 75/- per trainee per month is paid to the training institution for the duration of training. The master craftman is paid as honorarium of Rs 50/- per trainee per month with a limit of 10 trainee at a time.

5. There is a provision for an amount of Rs. 25/- per trainee per month subject to a limit of Rs. 200/- per trainee per course.

6. A tool kit costing up to Rs 500/- is given free to the trainees preferably during the course of training itself.

Follow up: After completion of training under TRYSEM, trainees may get financial assistance from banks and if subsidies under IRDP for the acquisition of an income generating asset.

TRYSEM has provided a great help in the development of skill related to trades of rural areas. The successful implementation of this programme is expected to bring about drastic improvements in the living condition of rural youths by generating self-employment opportunities. Under TRYSEM 1.0 million rural youths were trained during seventh plan and 0.43 million in 1990-91 in the country.²

In Rajasthan TRYSEM programme was started in 1979 covering 236 blocks of 27 districts (now 30 districts). The progress achieved under TRYSEM from the year 1979 to 1990 is presented in table 1.

during seventh plan period. However, on an average the government of India is spending Rs 1600/- per trainee on TRYSEM or more than that amount depending upon the type of trade. The government is organising trainings on a vast scale, but it must yield result more or less commensurate with expenditure, results in terms of more and better output of goods, service and satisfaction. Improvement in the existing system of TRYSEM can only be brought about by identifying the needs and problems of the youths and by transmitting it to the planners, policy makers and institutions to redraft and review of the programme.

1.1 OBJECTIVE OF THE STUDY:

Therefore, the present study "Impact of TRYSEM on behavioural change and employment generated among youths in Rajasthan" was taken to assess the overall impact of TRYSEM programme in the selected areas with the following objectives.

1. To study the extent of acceptance of trade by the youths trained under TRYSEM.
2. To study the extent of self employment generated by the youths trained under TRYSEM.
3. To study the extent of monetary gain by the youths trained under TRYSEM.
4. To find out the extent of behavioural changes amongst youths trained under TRYSEM in terms of knowledge and skill.
5. To study the influence of personal, socio-economic and psychological variables and their relative contribution in acceptance of trade, self employment generated, monetary gain and development of occupational abilities of trained youths.
6. To find out the source of motivation and motives responsible for youths participation in TRYSEM.
7. To find out the extent of satisfaction of youths towards different phases of training followed under TRYSEM.
8. To study the extent of facilities available and problems faced by youths during TRYSEM training and suggestions to improve them.
1.2 RESEARCH HYPOTHESIS:

Based on the review of literature available in the field of training and in the light of specific objectives of the study, the following hypothesis were developed for the present study.

$H_1$ There is a significant relationship between age of youths and the extent of acceptance of trade by them.

$H_2$ There is a significant relationship between family income of youths and the extent of acceptance of trade by them.

$H_3$ There is a significant relationship between material possession by youths and extent of acceptance of trade by them.

$H_4$ There is a significant relationship between knowledge of youths and the extent of acceptance of trade by them.

$H_5$ There is a significant relationship between skill acquired by youths and the extent of acceptance of trade by them.

$H_6$ There is a significant relationship between educational level of youths and the extent of acceptance of trade by them.

$H_7$ There is a significant relationship between caste of youths and the extent of acceptance of trade by them.

$H_8$ There is a significant relationship between family size of youth and the extent of acceptance of trade by them.

$H_9$ There is a significant relationship between occupation of youths and the extent of acceptance of trade by them.

$H_{10}$ There is a significant relationship between the attitude of youths and the extent of acceptance of trade by them.

$H_{11}$ There is a significant relationship between the age of youths and the extent of self employment generated amongst self employed youths.

$H_{12}$ There is a significant relationship between the family income and the extent of self employment generated amongst the self employed youths.
H_{13} There is a significant relationship between the material possession and the extent of self employment generated amongst the self employed youths.

H_{14} There is a significant relationship between the knowledge and the self employment generated amongst the self employed youths.

H_{15} There is a significant relationship between the skill and the extent of employment generated amongst the self employed youths.

H_{16} There is a significant relationship between the education and the extent of self employment generated amongst the self employed youths.

H_{17} There is a significant relationship between the caste and the extent of self employment generated amongst the self employed youths.

H_{18} There is a significant relationship between the family size and the extent of self employment generated amongst the self employed youths.

H_{19} There is a significant relationship between the occupation and the extent of self employment generated amongst the self employed youths.

H_{20} There is a significant relationship between the attitude and the extent of self employment generated amongst the self employed youths.

H_{21} There is a significant relationship between the age and the extent of monetary gain amongst the self employed youths.

H_{22} There is a significant relationship between the family income and the extent of monetary gain amongst the self employed youths.

H_{23} There is a significant relationship between the material possession and the extent of monetary gain amongst the self employed youths.

H_{24} There is a significant relationship between the knowledge and the extent of monetary gain amongst the self employed youths.

H_{25} There is a significant relationship between the skill and the extent of monetary gain amongst the self employed youths.

H_{26} There is a significant relationship between the education and the extent of monetary gain amongst the self employed youths.

H_{27} There is a significant relationship between the caste and the extent of monetary gain amongst the self employed youths.
$H_{28}$ There is a significant relationship between the family size and the extent of monetary gain amongst the self employed youths.

$H_{29}$ There is a significant relationship between the occupation and the extent of monetary gain amongst the self employed youths.

$H_{30}$ There is a significant relationship between the attitude and the extent of monetary gain amongst the self employed youths.

$H_{31}$ There is a significant relationship between the Age and level of knowledge of youths trained under TRYSEM.

$H_{32}$ There is a significant relationship between the family income and level of knowledge of youths trained under TRYSEM.

$H_{33}$ There is a significant relationship between the material possession and level of knowledge of youths trained under TRYSEM.

$H_{34}$ There is a significant relationship between the skill acquired and level of knowledge of youths trained under TRYSEM.

$H_{35}$ There is a significant relationship between the education and level of knowledge of youths trained under TRYSEM.

$H_{36}$ There is a significant relationship between the caste and level of knowledge of youths trained under TRYSEM.

$H_{37}$ There is a significant relationship between the family size and the level of knowledge of youths trained under TRYSEM.

$H_{38}$ There is a significant relationship between the occupation and level of knowledge of youths trained under TRYSEM.

$H_{39}$ There is significant relationship between the attitude and level of knowledge of youths trained under TRYSEM.

$H_{40}$ There is a significant relationship between the age and skill acquired by youths trained under TRYSEM.

$H_{41}$ There is a significant relationship between the family income and the skill acquired by youths trained under TRYSEM.

$H_{42}$ There is a significant relationship between the material possession and skill acquired by youths trained under TRYSEM.
H₄₃ There is a significant relationship between the knowledge and skill acquired by youths trained under TRYSEM.

H₄₄ There is a significant relationship between the education and skill acquired by youths trained under TRYSEM.

H₄₅ There is a significant relationship between the caste and skill acquired by youths trained under TRYSEM.

H₄₆ There is a significant relationship between the family size and the skill acquired by youths trained under TRYSEM.

H₄₇ There is a significant relationship between the occupation and skill acquired by youths trained under TRYSEM.

H₄₈ There is a significant relationship between the attitude and skill acquired by the youths trained under TRYSEM.

1.3 IMPORTANCE OF STUDY:

The employment situation in the country is indeed grave and call for immediate attention of our planners and policy makers. In the past various employment oriented programmes were experimented. These programmes definitely relieved the pressure to some extent but their over all impact seems to be very little when compared to the magnitude of unemployment situation in rural areas. The backlog of unemployment was estimated at 5.3 million in 1956 which rose to 20.74 million and 40.4 million in 1983 and in seventh five year plan respectively.

It is generally recognised that wage employment in the form of labour at relief works cannot be a solution to the problem of unemployment. Hence, the avenue of self employment have to be vigorously explored and pursued.

The TRYSEM scheme has been considered the main instrument of rural industrialization which holds to promise to maximise the employment opportunities for rural youths and to improve socio-economic conditions after imparting them training in different trades through training institutions, master craftsmen or individual skilled artisans. The training is being imparted with the ultimate objectives that rural youths after
completing different courses would be provided wage employment. Thus TRYSEM scheme would solve the twin problems of securing employment and eradication of poverty amongst rural youths. But programme of this massive scale and dispersed nature calls for frequent investigation as to what extent the resources spent are effectively utilized for the overall development of rural man power. Expenditure of such magnitude on TRYSEM programme calls for periodic sharp look. No one doubts the contribution that training in general can make for development of all kinds and TRYSEM, in particular to generation of self-employment. Training is essential to assist a person for enhancing his efficiency at work by improving his professional knowledge, by developing skills relevant to his works. The doubt arises over regarding its contribution in practice, complains are growing about its ineffectiveness and waste of resources. What is required now is to use the divine sense of impatience to acquire more insight into what can be done in designing and carrying out TRYSEM more effectively and economically.

Training helps individuals to acquire knowledge and put into practice, to develop and implement skill to achieve goals and objectives of the job that they are doing. It also enables them to develop their potential for optimum utilisation is their field works. It is apparent that effective training is the key to success of any strategy. Therefore, any training should have considerable impact on trainees. However, experience shows that quite often trainees do not get the things which they are called for to, thus required results are not achieved. Therefore, impact of training on the behaviour in terms of change in knowledge and skill, and their potential for optimum utilisation of it in the job should be critically evaluated from time to time in order to remove the bottlenecks of the training programme, if any, in future.

The knowledge and skill play suitable but important role in both adoption and decision making process. Once knowledge and skill are acquired and retained in mind, they undergo and produce change in the thinking process and a sort of mental alchemy take place. Therefore, attention has been focused in this study on analysing some of the factors related to behavioural change as a result of training imported under TRYSEM.
Due attention has been paid by the government for evaluating the impact of TRYSEM programme and progress of beneficiaries. This monitoring and evaluation is done through a monthly progress report. In the present monitoring system a lot more remains to be examined to find out as to what extent TRYSEM programme has really helped the beneficiaries in crossing the poverty line. But no systematic attempt has been made in this direction so far to find out the extent of impact of the training on the trainees in terms of behavioural change and employment generation. In this back ground, certain questions become relevant from the view point of research namely:-

1. What type of youths do come to attend TRYSEM training?

2. By what sources of communication are they were informed and who motivate them to attend the TRYSEM training?

3. Are the TRYSEM training courses satisfactory in terms of contents, teaching methods used by trainers, relevance to the trainee’s life, facilities available during training, credit, marketing facilities and job availability after training?

4. For how long were they engaged in particular trade after training for self-employment?

5. How much economic benefits, after receiving the training have been derived from the trade adopted by them?

6. How can the programme be made beneficial for the rural youth?

These are basic questions which require immediate answer through scientific investigation. The present study was therefore, undertaken to provide answers to these basic and important questions and some other relevant components of TRYSEM programme.

1.4 IMPLICATION OF THE STUDY:

1. The results of present study will provide a strong basis and will serve as guide-line for organisations, institutions and policy makers in formulating effective, realistic and need based programme in order to provide employment opportunities to rural youth.
2. The result of present study would furnish a good feedback to review and revise TRYSEM programme applicable in local areas.

3. This study would increase the economic utilisation of country’s resources by suggesting ways to remove draw back of this programme.

1.5 BASIC ASSUMPTIONS:

The following assumptions are made for this study:

1. The participants come to attend training with a specific desire and requisitiveness to learn about new skills so as to help them in gainful employment.

2. It was assumed that there may be some communication sources by which trainees are made aware about the programme.

3. Training is primarily an institutional process. By the use of suitable teaching methods, appropriate knowledge and skill can be effectively imparted in the training. Well-planned and well-conducted training helps the beneficiaries in increasing their knowledge and skill and in turn generate self-employment amongst them.

4. The course offered during training were specific, relevant, and applicable to the beneficiaries needs and resources.

5. The training courses selected under TRYSEM had adequate scope in terms of raw material and marketing in the area which would have been helped in generating wage or self-employment for those who attended such courses.

6. Through training the beneficiaries are going to gain knowledge, skill and bring desired changes in their attitude towards TRYSEM programme which can be measured to show impact of training.

7. After going through TRYSEM training, the beneficiaries will cross the poverty line.

8. TRYSEM beneficiaries would be willing to cooperate in the research study and provide unbiased opinion about various aspects of the programme.
1.6 LIMITATIONS OF THE STUDY:

1. The present study was limited to only male beneficiaries.
2. The study confined only to electric motor rewinding, wireman and fisheries trade of TRYSEM programme which are more or less common in selected districts.
3. The study was confined to only four districts of southern Rajasthan.
4. The present study is limited to those male beneficiaries who were trained under TRYSEM programme during seventh plan period i.e. from 1985-86 to 1989-90.
5. For the present, study data were collected by personal interview technique and results based on the responses provided by the beneficiaries.
6. The results of the study does not claim to generalize the findings for all part of the country as it was confined to only three selected trades and four districts of the state of Rajasthan.

1.7 DEFINITION OF TERMS USED:

The terms below have been precisely defined to provide an understanding basis through out the conduct of present investigation.

Youth: A person who is in between 18 to 35 years of age and taken training under the TRYSEM programme.

Self Employment: Gainful utilization of time by beneficiaries for involvement in a trade for which they were trained under TRYSEM.

Trade: Professional activities of trained youth related to their training course under TRYSEM.

Training: Training is operationally defined as preparing the participants for a certain line of action. It helps them to improve their performance in terms of knowledge and skill in a particular trade in which they are taking training and through which they can get self employment.
Training Institutions: A government or private agency, which has adequate training infrastructure and has identified by DRDA for a particular trade or trades to impart training under TRYSEM.

Job Acceptance: A youth trained under TRYSEM involved in trade for which he was trained so as to get wage/self employment.

Master Craftman: A master craftman is an individual rural artisan or rural skilled worker who has been identified by DRDA to impart training for a particular trade under TRYSEM programme.

Beneficiary: A youth who attended TRYSEM training in any trade between 1985-86 to 1989-90 in the state of Rajasthan.

Credit: Loan facilities provided by the government to a beneficiary trained under TRYSEM.

Attitude: Attitude is the degree of positive or negative feeling associated with a psychological object. In the present study the psychological object is TRYSEM programme towards which beneficiaries attach positive or negative affect.

Knowledge: The extent of technical information possessed with regard to particular trade in which youth took training under TRYSEM.

Motivation: Motivation is the process of initiating a conscious and purposeful action. Motive means an urge or combination of urges to induce conscious or purposeful action. It explains why people go for TRYSEM training. It influences a person to do a thing in a certain way.

Skill: Skill was operationalized in this study as the ability to perform the job accurately with minimum time and energy. In this study the job was the particular trade in which youth were trained.
Follow Up: Contact with TRYSEM beneficiaries by training institutions/master craftsmen/DRDA/panchayat Samities and financing agencies after training course is over.

TRYSEM Training: Training of Rural youth for self employment is to train rural youths of families living below poverty line in suitable trades to acquire basic requisite skill, which may help in their self employment.

1.8 CONCEPTUAL MODEL FOR THE STUDY:

In the light of the objectives and assumptions made earlier the postulated relationship between independent and dependent variables is postured in conceptual model (Fig41). The model explains the relationship between various factors which are associated with training programmes. This model will provide a frame work of assumption identified practical variable and derived hypothesis. The final result of the model will be described and suggested at the end of this dissertation when investigation will yield the specific and contributing factors for effective implementation of TRYSEM programme.
FIG. 1.1 : CONCEPTUAL MODEL OF TRYSEM TRAINING
INTERVENING VARIABLES
TRAINING PHASES

Pretraining phase
1. Publicity of programme through:
   - Organising modelling in village
   - Distribution of leaflets and other printed material
   - Local newspaper
   - Radio
2. Guidance to beneficiaries regarding:
   - Selection of trade
   - Getting application form
   - Formalities for filling the form
   - Procedure of admission
   - Selection of training source
3. Motivation of trainees
4. Pre-orientation regarding:
   - Objectives
   - Details of course
   - Duration
   - Hours of training
   - Facilities at centre

Training phase
1. Providing suitable learning situation through:
   - Proper ratio between trainer and trainees
   - Proper number of machines and tools
   - More time for practice
   - Proper guidance during practice
   - Adequate raw material for practice
2. Use of suitable method for training
3. Repetition of practical skill
4. Reinforcement and internationalization of knowledge
5. Comfortable space for learning

Post Training Phase
1. Availability of credit even after training is over
2. Availability of regular works regarding trade
3. Spot guidance in the trade
4. Availability of raw material
5. Availability of machines and tools
6. Regular visits by DARA, training institution personnel
7. Marketing by organization, cooperative society
8. Proper guidance for refunding of loan/credit

INDEPENDENT VARIABLES
YOUTH BENEFICIARIES
1. Personal and socioeconomic variables
2. Initial expectations
3. Existing
   - Knowledge
   - Skill
   - Attitude
   - Motivation
4. Below poverty line
5. 18-35 year of age

ORGANIZATION
1. DAVA, P.S., Credit institution
   - Policies
   - Procedure
   - Commitment
   - Financial norms
2. Training centre
   - Institution
   - Master
   - Chairman
3. Training
   - 1. Physical facility
   - 2. Training method
   - 3. Training environment
   - 4. Trainer
   - 5. Training events

DEPENDENT VARIABLES
ACCEPTANCE OF TRADE
1. Acceptance of trade
2. Self employment
3. Monetary gain
4. Improvement in behaviour
   - Knowledge
   - Skill

FEEDBACK FROM YOUTHS
1. Identification of new areas of training
2. Improvement in infrastructural facilities
3. Improvement in training contents
4. Restructuring training organization
5. Follow-up and guidance
6. Elevation from poverty line