CHAPTER I

TRYSEM : THEORETICAL AND METHODOLOGICAL FRAMEWORK
TRYSEM (Training Rural Youth for Self-Employment) is a recent programme introduced in India for training the rural youth in different trades and vocations and for helping them in initiating productive ventures for self-employment. TRYSEM earmarks a new era in youth development. From merely supportive and welfare oriented approach, TRYSEM signifies a change towards self-supportive and productive approach. The programme deals with problems of rural youth in a systematic and scientific method.

Youth constitute a vast reservoir of energy, especially in a country like India where 33.7 percent of its population is constituted by youth. As per 1981 census, India has returned 23.05 crores of youth (Government of India, 1988:96). The phase of youth is generally considered as a phase of transition from childhood to adult-hood. The transition as such is accompanied by problems of adjustment (Hall, 1882:85). Hence programmes of youth welfare aimed at helping the youth to overcome the problems of adjustment (Paul Chowdary, 1983:64). TRYSEM, on the other hand not only aims at training the youth but also envisages to channelise their energies into productive activities.
Before discussing the role of TRYSEM in promoting self-employment among rural youth, a brief theoretical analysis is made on the concept, problems and welfare of youth.

DEFINITION OF YOUTH

Youthhood is a phase of life that marks the take-off from the childhood to the adulthood. There is no universally acceptable definition for youth either in qualitative or in quantitative terms. Besides, youth, youthhood and adolescence are used synonymously. Youth are regarded as young persons with vibrating zeal, strong drive, open to innovation, physically energetic and dynamic (Raghuvasmi, 1984:6).

Describing adolescence as an era in human development, Hall has characterised this era as:

"marked by striking biological events that signal the initiation of the sequence of bio-chemical, psychological and physical transformation of child into adult" (1982:84).

Under conditions of normal socialization, the child changes and matures into an adult. However, this change
is always associated with stress generated on account of the physical, psychological and social factors. Therefore, according to Madan (1973:131), the youth need to be guided and led to reach the adulthood properly. Shukla (1963:144) emphasised that this period calls for sympathy and understanding.

Youth in quantitative terms is considered as persons in the age group ranging from 10 to 35 years. For Gessel (1956:87) youth refers to the years from 10 to 16 years. Paul Chowdry (1983:64) regarded that the period of adolescence takes place during the years from 14 to 20 years. G.R. Madan (1973) considered the persons in the age groups of 14 to 30 years as youth. For Shukla (1963) the age of the youth varied from 14 to 35 years. Raghuvamshi (1984) considered youth as a person in the age group of 15 to 35 years. Youth, for Purushotham (1989) refers to the persons in the age of 18 to 35 years. Planning Commission of the India considered all the young persons between 12 to 30 years as youth. Thus, persons in the age group of 10 to 35 years have been regarded as youth. However, the TRYSEM programme defined youth as those in the age group of 18 to 35 years.
NEEDS OF YOUTH

As youthhood is a phase of transition, Wadia (1968:120) is of the opinion that the problems of youth are to be considered with sympathy and understanding. Kapur (1968:438) identified three categories of needs for the youth, namely, mental, moral and physical needs. The following needs of the youth were listed by Paul Chowdry (1983:65-66):

1. Needs affecting the integration of personality for enabling them to become mature and responsible adults;
2. Needs related to their protection and development of emotional independence;
3. Needs concerned with adjustments with opposite sex that prepare them for family life; and
4. Needs concerned with a vocation in order to promote economic independence.

The break down of the traditional social system resulted in exposing the youth to the problems of emotional, physical social and economic insecurity. The frustrated youth develop anti-social attitudes.
a result, they are exposed to a sense of drift and purposelessness, as explained by Wadia (1968:121). Hence efforts for youth welfare are being made for sound and proper development of youth.

YOUTH WELFARE

Programmes for the welfare of the youth in India were basically aimed at the urban and educated youth initially. Programmes like National Cadet Corps and National Service Scheme were meant for student youth. Recreation and vocational guidance services could reach only the urban youth. Youth hostels and cultural programmes for youth were also serving the needs of urban youth. Voluntary organisations such as Young Men Christian Association and Young Women Christian Associations were largely confined to urban centres.

WELFARE OF RURAL YOUTH

The focus on rural youth and their needs was restricted to the promotion of youth clubs in villages. The need for involvement of rural youth in development programme was emphasised in early stages of community
development (Gonarkar, 1978:1). The Community Development blocks were called upon to encourage formation of youth clubs in villages. The working party on youth and population (1974) felt that the youth clubs were not in a position to cater to the needs of rural youth and recommended that ad hoc organisations be established to serve them. The observations of Project Evaluation Organisation, way back 1967, showed that the youth clubs in the rural areas were neither functional nor productive.

The need for the welfare and development of rural youth was stressed for the first time in 1969 in the all India Youth Meet conducted under the chairmanship of Dr. V. K. R. V. Rao. The Youth Meet resolved to promote the following programmes for the benefit of the rural youth.

1. Establishment of Youth Hostels in villages.
2. Promotion of Youth Guidance Centres for Youth migrating from villages to towns.
3. Involvement of Rural Youth in Community building activities.
4. Establishment of Non-Formal Education Centres for promoting literacy among Rural Youth.
5. Promotion of camps for training Rural Youth in leadership.


However attempts for promoting vocational skills among rural youth remained isolated until the introduction of TRYSEM in 1979.

TRYSEM AND ITS ROLE

TRYSEM was introduced in India in the year 1979, based on the recommendation of the National Committee on Training for full employment (Mathur, 1979). It is primarily intended, as per the guidelines of Government of India (1988:20), to provide technical skills to rural youth and to enable them to take up self-employment. Rural youth in the age groups of 18 to 35 years and the families living below the poverty-line are eligible for support under TRYSEM. The programme envisaged that at least 40 youth from each block in the country must be brought under TRYSEM every year.
The youth selected under TRYSEM are given training for a period ranging from three to six months. The training is intended for development of the skills of the participants in vocations relevant to rural economy, entrepreneurial and managerial skills are also imparted to the trainees. Credit is arranged through appropriate institutions for enabling the trainees to launch self-employment programmes.

Since 1979, about 15 lakhs of rural youth were trained in India. However, studies on the implementation and impact of TRYSEM have concluded that the programme failed to rehabilitate rural youth through self-employment. Sripathi (1989) has concluded that only 20 percent of the beneficiaries were able to find the self-employment. This was attributed to the unsuitable training schedule and lack of financial assistance for starting self-employment units.

Singh (1989) observed that the trainees failed to initiate self-employment ventures due to lack of confidence and entrepreneurial skills. In a study conducted in Andhra Pradesh, Sudhakar Rao (1989) has pointed out that TRYSEM programme is affected with constraints such as improper identification of the trades
and vocations, lack of coordination among the implementing agencies, and absence of backup services in finance, production and marketing.

Meera Reddy (1989) has come to the conclusion that only a few self-employment ventures turned out to be economically viable. In a review of TRYSEM programme Purushotham (1988) stressed that the programme is suffering due to lack of enthusiasm and motivation among rural youth and also an account of the constraints in the selection, training and rehabilitation of rural youth under TRYSEM. Thus it can be argued that there is a gap between the envisaged objectives and achievements of TRYSEM.

THE PROBLEM

The present study is concerned with the implementation of TRYSEM. As it is observed from the earlier studies that only an insignificant percentage of the TRYSEM beneficiaries are in a position to settle themselves in self-employment ventures, the study intends to analyse the aspects related to TRYSEM such as the selection, training and assistance for the beneficiaries in order to identify the bottlenecks in the implementation
of the programme. Details of the methodology of the present study are given below.

OBJECTIVES OF THE STUDY

The present study aims to study the implementation of TRYSEM programme in a mandal in Rayalaseema region in order to identify the problems and prospects of TRYSEM and its beneficiaries. The specific objectives of the study are:

1. To study the progress made by TRYSEM with respect to the number of beneficiaries and vocations selected for training and self-employment at the district and mandal level.
2. To study the details about the mode of selection of beneficiaries, training schedule and financial assistance extended to the beneficiaries for self-employment.
3. To analyse the impact of the programme on the beneficiaries vis-a-vis their socio-economic background, and
4. To identify the causes for the success and failure of the programme from the point of view of the beneficiaries.
SELECTION OF THE AREA

Banaganapalli mandal of Kurnool district in Rayalaseema Region of Andhra Pradesh is selected as the area of study. The districts in Rayalaseema, especially Kurnool, have been identified as chronically drought prone areas. As a result, agriculture -- the main sector of rural employment -- has become an insecure activity. Therefore a programme like TRYSEM which emphasises on skills in non-agricultural vocations has a definite role to play in confronting the problem of unemployment and poverty in rural areas.

Banaganapalli mandal in Kurnool district is bestowed with natural resources in the form of minerals and metals and as such the mandal is convenient for diversification of youth from agriculture to the other sectors of the economy for the purpose of employment.

THE SAMPLE

TRYSEM was introduced in Banaganapalli taluk in the year 1980-81. Between the years 1980 and 1990, 597 rural youth were identified as beneficiaries under TRYSEM. However the details of beneficiaries under
TRYSEM are available from the year 1985-86 onwards as the mandal has come into existence in 1984. For the purpose of sample, only the beneficiaries selected under TRYSEM from 1985 to 1988 were considered. During these three years 309 beneficiaries were identified under TRYSEM. It has been identified that the beneficiaries were given training in various vocations such as tailoring, electrical works, automobile works and others. A sample of 106 beneficiaries has been selected, giving proportionate representation to each vocation following the method of proportionate stratified random sampling.

TOOLS OF DATA COLLECTION

Data for the study are collected from primary and secondary sources. Primary information was collected from the sample respondents by administering an interview schedule. Records on TRYSEM from District Rural Development Agency, Kurnool, District Industries Centre, Kurnool and Banaganapalli Mandal office have been consulted for obtaining secondary data.
MODE OF ANALYSIS

The secondary data is used for analysing the progress made by TRYSEM in Kurnool district and Banaganapalli mandal with specific reference to the beneficiaries, training programmes, subsidy, credit and the self-employment units. The analysis pertained to a period of 10 years starting from 1980 to 1990.

The responses of the beneficiaries are analysed with reference to their socio-economic background, mode of identification and selection, the nature and extent of training, the kind of support they received in the post-training period and their experiences in self-employment ventures.

SCHEME OF PRESENTATION

This report is presented in seven chapters. The first chapter, that is the present one, gives the theoretical and methodological framework of the study. A discussion on TRYSEM, with specific reference to the history, objectives, selection of beneficiaries, training and rehabilitation, is given in the second chapter.
The third chapter contains an analysis on the progress achieved in the implementation of TRYSEM in Kurnool district. The coverage of the programme in Banaganapalli mandal is discussed in the fourth chapter. The fifth chapter analyses the sample beneficiaries drawn from Banaganapalli mandal with reference to their socio-economic status and their disposition towards TRYSEM. The impact of TRYSEM especially with reference to employment, income generation and rehabilitation is discussed in the sixth chapter. The seventh and last chapter contains a summary of the study and offers suggestions for effective implementation of the programme.