Promotion of Sustainable livelihood Through Skill Development Among Rural Youth – Role of Micro-Finance in Developmental Paradigm

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Abstract

The present paper attempts to analyse the process of sustainable livelihood through skill development and its conceptual and theoretical understanding in India with reference to rural youth. In India skill development is demanded for economic growth and inclusive development, hence rural population cannot be overlooked. It also tries to highlight that employable skills alone have not been able to sufficiently generate employment among rural youth despite it won't address/promote the well-being process and sustainable livelihood. It is also based on the assumption that various frameworks associated with skill development leave scope for reforms as the gaps prevails that weaken implementation addressed by various policy shift in rural development paradigm and government/non-government organisations. The paper also aspires to look into the process of skill development towards rural youth through establishments of institutions; launch of policy/programmes and their linkages with micro-finance. It also look into the distinctive nature/features of micro-finance against the dominant forces of societal structure, social relationships, social interactions leading towards collective interests and norms that shape the quality and quantity of lives of individuals. Lastly analysis and conclusion have been made on the basis of discussion.

Keywords: Skill Development, Sustainable Livelihood, Youth, Micro-Finance

Introduction

India is an agrarian Society where more than 70 percent population living in rural area. They depend on agriculture and associated sectors of agriculture for their livelihood. The ability of the individuals in any society is necessity to vest them for social alteration, economic growth, contribution in development process. Therefore a nation progressing towards development requires institutions, entrepreneurship and skill development, to initiate, engross, and achieve the course of change and the changing societal structure and livelihood profiles. In 1940s after independence India was a developing nation because of the burden of imperialism. It is understood that restraints and possibilities towards development of rural area is itself embedded in the agrarian society. In 20th century Industrial Revolution fetched fundamental alterations in agrarian societal structures that were entrenched in agriculture sector. 'The Industrial Revolution took away this responsibility from women's, brought about a rural-urban dichotomy, particularly in agrarian societies and created a demand for some other educational agent outside homes. The educational agent, the school, was assigned two basic goals: (1) development of human resource (particularly men) with skills for the manufacturing sector; (2) undertaking partial responsibility of the home, namely value addition and moral education' (India, 2006). It gave rise to separation in all sectors; and bulk of deficient rural youth in productive and technical skills. Hence, youth living in the rural areas have to struggle to get earnings or voluntarily/forcibly migrated to urban areas in search of job. The migration arrangement varies with the region, prospects, and socio-economic status of the families. The poorest families, particularly the landless and marginal holders have poor quality land inclined to migrate. Such migrations severely affected the quality of life, because of poor health, lack of education, skill development and social pressures leading to erosion of moral values. 'In 50s, almost national governments in Asia formulated 'community development' programme with a view to achieve self-reliance and development through local institutions and participation of the rural communities for their development' (CIRDP, 1987).The core elements of community development were (i) people's participation in local community development projects, (ii) democratic

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decentralisation, (iii) transfer of technology, and (iv) self-help efforts. 'The rural development pursued in the 1950s and 1960s was largely centred around 'growth first' models. Despite robust growth in the 1960s, economic benefits did not 'trickle down' and majority of the population was languishing in abject poverty, rising unemployment and increased inequalities' (India, 2006).

'The general disenchantment with the performance of economic growth in 60s was, it based on without distributive justice, prompted the economists of the day to engineer such theories and models as redistribution with growth, basic needs approach integrated rural development, and a demand for the establishment of new international economic order' (Agarwal, 1994, pp. 1455-1478).'In India, Small Farmers Development Agency (1971), National Rural Employment Programme (1980), Rural Landless Employment Guarantee Programme (1983), Minimum Needs Programme, Development of Women's Children in Rural Areas, Training for Rural youth for Self Employment, and Integrated Rural Development Programme (1978-79) were launched, (Ibid).'The 1980s era saw the emergence of a new philosophy in the name of efficiency. The structural adjustment policies of IMF stabilisation policies to reduce fiscal deficits and restore the balance of payments fragments position to viable levels and the World's Basic's long term 'structural reforms' to raise productivity and enhance efficiency' (Reddy & Subramanyam, 2003).'India is rich in human resources, what is needed now is a long term policy for development of human resources through education, training, skill development healthcare, empowerment and creation of congenial socio-economic, institutional and political environment for the fullest possible utilisation of the vast, untapped reservoirs of human power and ingenuity' (Singh, 2003).

Objectives

1. To analyse the process of sustainable livelihood through skill development in India forrural youth.
2. To understand the feature of various skill development and livelihood policies/programmes for rural youth.
3. To analysed istinctive features/role of micro-finance in promotion of sustainable livelihood through skill development for rural youth.

Methodology

Methodologically this paper is based on survey of literature. A literature review of books, scholarly articles, and any other sources relevant to an issue, area of research/ theory has been used to provide description, summary,

Table 1: Policy Shift in Rural Development Paradigm (India, 2006)

Five Year Plan	*Period*	*Period Rural Development Policy*
1st	1951-56	Community development as method and national extension service as the agency.
2nd	1956-61	Cooperative farming with local participation
3rd	1961-66	Panchayati Raj – three tier model of democratic decentralisation.
4th	1969-74	Area based programme
5th	1974-78	Introducing concept of minimum needs programme.
6th	1980-85	Emphasis on strengthening socio-economic infrastructure in rural areas, alleviating disparities under integrated, rural development programmes.
7th	1985-90	Emphasis on creating new employment opportunities, special programmes for income generation through asset endowments, land reforms, participation of people of the grass-roots level.
8th	1992-97	Emphasis on building up rural infrastructure, priority on rural roads, especially in tribal, hill and desert areas, minor irrigation, soil conservation, social foresting and participation of people in rural development programmes.
9th	1997-02	Jawahar Gram SamridhiYojana, SwarnJayanti Gram SwarojgarYojana, PradhanMantriSarakYojana, SarvaShikshaAbhiyan etc. implementation.
10th	2002-2007	Construction of roads, capacity building, human resource development, communication technology transfer, education, women empowerment, self-help groups and micro credit etc.

Source: National Sample Survey Organization (NSSO) 55th Round; 2000 and critical evaluation of the paper towards livelihood, skill development, and micro-finance.

Skill Development in India; Various Frameworks

India is the largest democracy as well as the "youngest nation" in the world having 54 percent population under age of 25 years. It consists of 459 million of total workforce. Training and employment are on coexisting list of Indian Constitution. In India, Union Government is responsible for policy formulation and states are responsible for their implementation. Directorate General of Employment & Training (DGE&T) is accountable for policy formulation, setting down standards, enlargement and alteration of course curriculum, affiliation, trade testing, and certification for skill development.

In addition to DGE&T, the following ministries and Departments also impart vocational training as per their requirement:

1. Health and Family Welfare
2. Human Resource Development
3. Information Technology
4. Micro, Small & Medium Enterprises
5. Tourism
6. Urban Development
7. Urban Employment and Poverty Alleviation
8. Agro and Rural Industries
9. Agriculture
10. Textiles
11. Heavy Industries and Public Enterprises
12. Food Processing Industries
13. Rural Development
14. Social Justice and Empowerment
15. Tribal Affairs
16. Women and Child Development'[1]

Advisory Bodies

Central Government

- National Council for Vocational Training (NCVT)
- Central Apprenticeship Council (CAC)

State Government

- State Council for Vocational Training (SCVT)
- State Apprenticeship Council (SAC)

Institutional Establishment and Policy formulation for Skill Development for Rural Youth

'In India, skill development occurs through two broad institutional structures, formal and non-informal. The formal structure includes higher technical education

Fig. 1: India's Youth and Employment Picture

in colleges, vocational education in post-secondary schools, technical skills in specialised institutions and apprenticeship training. As a part of the Government's social development agenda, there are several schemes which provide basic employable skill development' (NCSD, 2013, p. 14).

Skill development and information expansion for youth are the heavy forces of fiscal and social development of any nation.

Both are important in the cumulative period of globalisationas modernisation has widened it all over the world. 'Potentially, the target group for skill development comprises the labour force, including those entering the labour market for the first time (12.8 million annually), those employed in the organised sector (26.0 million) and those working in the unorganised sector (433 million) in 2004-05. The current capacity of the skill development programmes is 3.1 million. India has set a target to skilled 500 million people by 2022' (National Skill Development Policy, 2009, p. 2). 'Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and also a reduction in the global skill shortages. Large scale skill development is thus an imminent imperative' (Ibid, p. 2).'In the Eleventh Five Year Plan (2007–12), sparingly has been given to create a pool of skilled personnel in appropriate numbers. A comprehensive skill development programme with wide coverage throughout the country has been initiated by the Government.

The Government has set up the Prime Minister's Council on Skill Development for policy direction to be supported by the National Skill Development Coordination Board (NSDCB) chaired by the Deputy Chairman of the Planning Commission.

To promote private sector initiative for skill development, an institutional arrangement as non-profit corporation called the National Skill Development Corporation (NSDC) has been set up in the Ministry of Finance' (Ibid, p. 20).'National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the global market'(Ibid, p. 9).

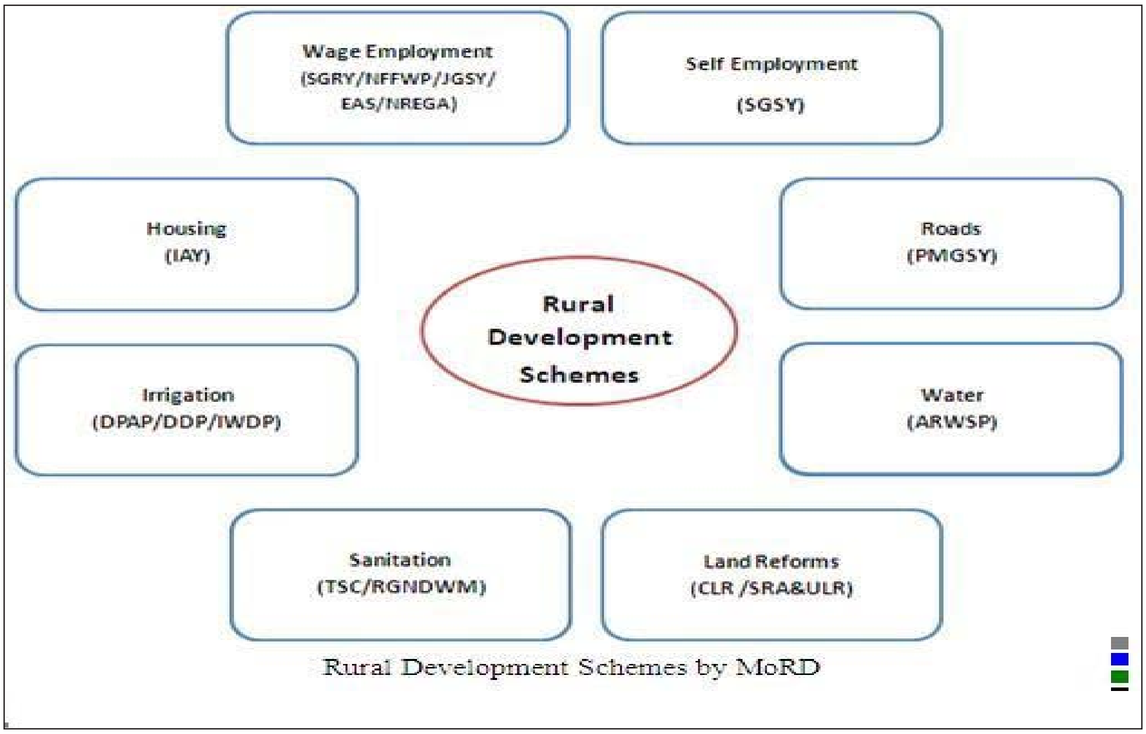

Fig.2: Rural Development and Livelihood Generating Schemes

Source: Ministry of Rural Development

Inter-Ministerial Group (IMG) is established to highlight the concern of capability building and development of the unemployed youth in rural areas; with constituting a plan having distinct features namely "Special Project for Skill Development of Rural Youth"through Swarnajayanti Gram Swarozgar Yojana (SGSY). Its' inception is to provide training to unemployed rural youth from below poverty line (BPL) status which would provide them to pursue sustainable livelihood opportunities through micro-finance and micro- enterprises. 'The objective of SGSY was to bring the *Swarozgaries* (assisted poor families) above the poverty line by insuring appreciable sustained level of income over a period of time. This objective is to be achieved by inter-alia organising the rural poor into Self Help Groups (SHGs) through the process of social mobilisation, their training and capacity building and provision of income generating assets' (Sharma, 2009, p. 20).

Afterwards Ministry of Rural Development's decision to transform the Swarna Jayanti Swarozgar Yojna (SGSY) into the National Rural Livelihood Mission (NRLM) wasa clear evidence that the 'poor' are the key focus of the Union Government, and past inefficiencies in programmes need to be set right if real time outcome and impression from outlays are to be seen' (Sharma, 2009, p. 19).

Sustainable Livelihood through Skill Development Programme - An Overview of Aajeevika - National Rural Livelihoods Mission (NRLM)

Aajeevika - National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. Aided in part through investment support by the World Bank, the mission aims at creating efficient and operative institutional platforms of the rural poor enabling them to increase household income through sustainable livelihood enhancements and improved access to financial services. NRLM has set out with an agenda to cover 7 crore rural poor households, across 600 districts, 6000 blocks, 2.5 lakh Gram Panchayats, and 6 lakh villages in the country through self-managed self-help groups (SHGs) and federated institutions and support them for livelihoods collectives in a period of 8-10 years. In addition, the poor shall be help to achieve increased access to their rights, entitlements and public services, diversified risk and better social indicators of empowerment.

NRLM believes in harnessing the innate capabilities of the poor and complements them with capacities (information, knowledge, skills, tools, finance, and collectivisation) to participate in the growing economy of the country'[2]

The Aajeevika Skill Development Programme (ASDP) is a sub-mission under NRLM. It has evolved out of the need to:

1. cater to the occupational aspirations of the rural youth who are poor, and
2. to diversify incomes of the rural poor.

'ASDP gives young population from poor communities an opportunity to upgrade their skills and enter the skilled work force in growing sectors of the economy. Training and placement schemes are run in partnership with public, private, non-government and community organisations. Strong relationships are being built with industry associations and employers'. The target is to skill and place 50 lakhs youth in the formal sector by 2017[3]

Key Features

1. Provides customised residential and non-residential training.
2. Minimum 624 hours of training with modules on trade specific skills, IT and soft skills.
3. Special programmes for Jammu and Kashmir, minorities and almost critical left wing extremist districts
4. Implemented under the supervision of the central and state governments
5. 75% assured placement above minimum wages
6. Post placement support
7. Food and transport support during training

National Rural Livelihood Mission (NRLM), works on three pillars – enhancing and expanding existing livelihoods options of the poor; building skills for the job market outside; and nurturing self-employed and entrepreneurs (for micro-enterprises).

'In order to provide an impetus and to trigger and harness the entrepreneurial potential Honorable Finance Minister, Government of India, declared in the budget speech on

10th July 2014, "I also propose to set up a "Startup village Entrepreneurship Programme" for encouraging rural youth to take up local entrepreneurship programs. I am providing an initial sum of 100 crore for this". While the broad Indian growth story is explicitly credited to dynamic business entrepreneurship, the village communities do express their entrepreneurship, given the right business opportunity. Even in the interior rural areas of several states, a micro entrepreneurial class is emerging and undertaking several innovative activities. Some of them are providing services in education, livestock, dairying, health and financial services. This expanding entrepreneurial class presents a vast, hidden reservoir of talent to supplement formal systems of programme delivery. However, the micro-entrepreneurs need to be trained, handheld and supported with enabling environment to exploit their full potential. The Community Based Organizations (CBOs) are eminently suited to provide such support to the emerging micro-entrepreneurs. The key learning drawn from the two decade long work of state-wide livelihoods projects in Andhra Pradesh, Kerala, and Tamil Nadu along with the outstanding work by several NGOs in the country draws upon the inference that dedicated support structures build and strengthen the village institutional platforms. These platforms, with the support of their human and social capital, offer a variety of services to their members. These services include financial and capital services, production and productivity enhancement services that

Table 2: Swarn Jayanti Swarojgar Yojna (SGSY): Overall Achievement

States	*Districts*	*No. of PIAs*	*Total Projects*	*Total Target*	*Total Trained*	*Total Placed*	*Total Under Training*	*Male Placed*	*Female Placed*
32	575	79	145	1088002	964806	775324	303867	504000	271322

Source:; Ministry of Rural Development

Table 3: National Rural Livelihoods Mission (NRLM) Progress at Glance; till 08/10/14

NRLM Progress at a Glance

(as on Oct-08-2014)

Sl.No.	Indicators	Achievement
I.	Geographical coverage under NRLM	
1	Number of States transited to NRLM (27 States + 1 U.T.)	29
2	Number of Districts with intensive blocks in NRLM States	344
3	Number of Blocks identified for intensive approach in NRLM States	2631
4	Number of Blocks where intensive implementation has commenced	2458
5	Number of Grampanchayat in which intensive implementation has started	29404
6	Number of villages in which intensive implementation has started	93672
II.	Progress in intensive Blocks (includes NRLM- EAP/ State Projects)	
6	Number of households mobilized into SHGs (in Lakh)	116.5
7	Number of SHGs promoted (in Lakh)	11.8
8	Number of Village Organizations promoted	41302
9	Number of SHGs provided Revolving Fund	216877
10	Amount of Revolving Fund disbursed to SHGs (in Lakh)	33,834.3
11	Number of SHGs provided Community Investment Fund (CIF)	146144
12	Amount of Community Investment Fund disbursed to SHGs/ Village Organizations (in Rs. Lakh)	81,049.1
13	Number of Community Resource Persons developed	1176221
14	Amount of credit mobilized through banks (in Rs. Lakh during FY 2013-14)	291,729.5
15	Number of youth provided self-employment training under RSETI during 2013-14 (in Lakh)	
16	Number of Mahila Kisans supported under MKSP (in Lakh)	
17	Number of Producer Group promoted	
18	Net cropped area brought under sustainable agriculture (in Lakh Acres)	

Source: National Rural Livelihoods Mission (NRLM): MIS, Version-01 include technology, knowledge, skills and inputs, market linkages etc. Being conscious of the above fact National Rural Livelihood Mission [NRLM], works on three pillars – enhancing and expanding existing livelihoods options of the poor; building skills for the job market outside; and nurturing self-employed and entrepreneurs (for micro-enterprises).

Skill Development and Sustainable Livelihood Promotion through Micro-finance

'India is often characterised as an emerging economic super power. The huge demographic dividend, the high quality engineering and management talent, the potent Indian diaspora and the emerging Indian transnational are knelling the optimism. In contrast, there is another profile of India that is rather gloomy. This is the country with the largest number of the poor, illiterates and unemployed in the world'(Kurian, 2007, pp. 374-380). 'Skill building may be viewed as an instrument to improve the effectiveness and contribution of labour to the overall production. It is as an important ingredient to push the production possibility frontier outward and to take growth rate of the economy to a higher trajectory.

Skill building may also be seen as an instrument to empower the individual and improve his/her social acceptance or value. India lags far behind in imparting skill training as compare with other countries. Only 10% of the total workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training'(ILO, 2011, p. 7).

NSSO 61st Round data also indicate that the percentage of persons (15–29 years) who received formal vocational training was around 3 percent for the employed, 11 percent for the unemployed and 2 percent for persons not in the labour force. To link skills developed into definite productive usage there of comprise self-employment, stages have taken into consideration in the Eleventh Five Year Plan by providing enough incentives, not necessarily financial but in skill and entrepreneurship development through micro-finance.

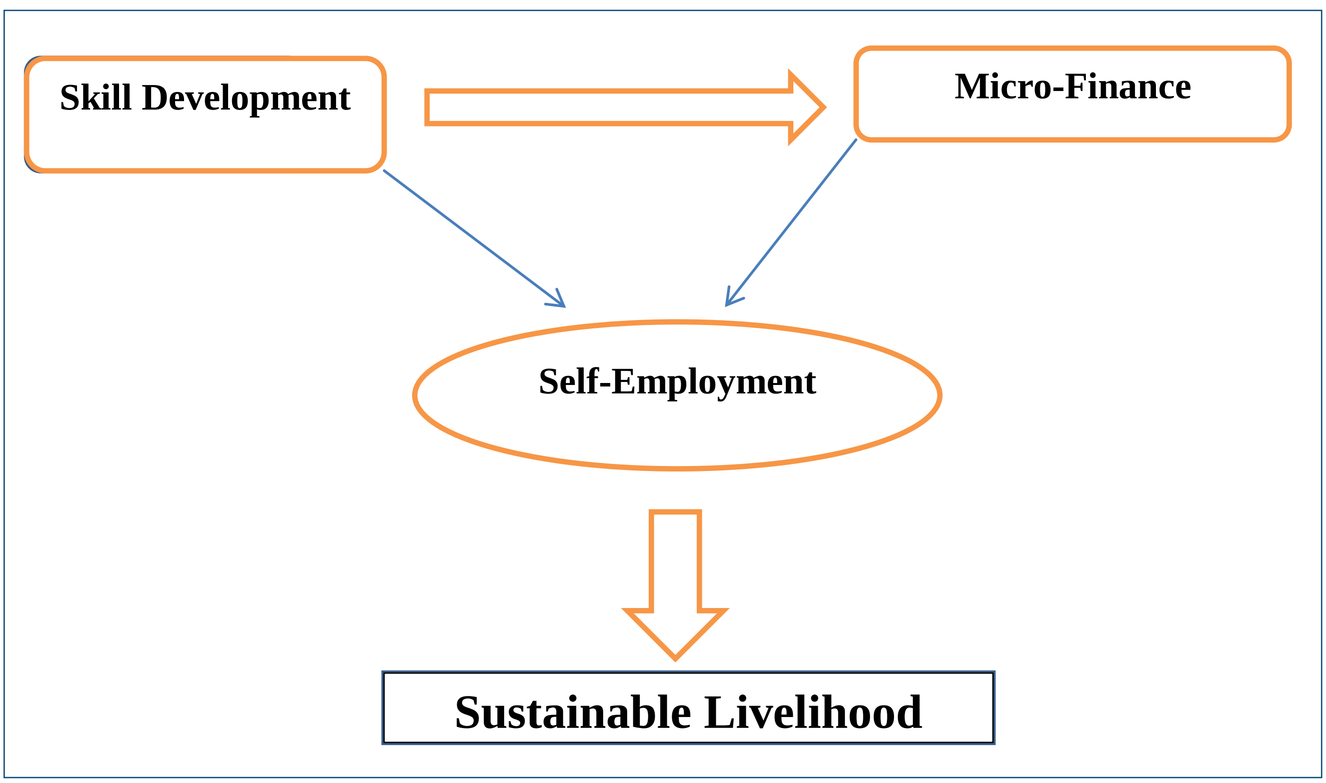

Fig. 3: Depicting Linkages among Skill Development, Self-Employment and Sustainable Livelihood through Micro-finance

The focus was on creating a pool of skilled personnel in appropriate number with passable skills, in line with the requirements of the users such as the industry, trade, and service sectors. Such an effort is necessary to support the employment expansion which envisaged of inclusive growth, including in particular the shift of surplus labour from agriculture to non-agriculture.This can take place if this part of the labour force is sufficiently skilled associated with micro-enterprises through micro-finance. During the Eleventh Plan a major 'Skill Development Mission' (SDM) with an outlay of Rs 22800 crores was proposed. Provision of micro-finance has helped the groups to achieve a measure of economic and social empowerment.

It has developed a sense of leadership, organisational skill, management of various activities of a business right from acquiring finance, identifying raw material, market and suitable diversification and modernisation. Economic institutions, training and development services, technical and vocational training institutes, employers unions, local traders, and micro-enterprises are associates in sustainable livelihood promotion. Livelihoods promotions through micro-finance target to safeguard the skills and dynamic assets that individuals (youth) transmit with them, to recuperate those have been lost, and to shape the capabilities and widen the prospects that individuals need.

Assets include individual skills and inanimate, animate assets (i.e. financial and physical capital); and support groups networking through micro-enterprises (i.e. social capital).

Micro-finance is providing monetary facilities such as savings, credit, cash transfers and micro-insurance to economically poor and low-income people. These facilities are usually intended to care following purposes:

1. **Emphasis on the skilled people:** This is a procedure of providing of services to low-income people, who are skilled and have ability to generate a livelihood but lacking access to financial services.
2. **People's suitable end services**: It is modest and expedient admittance to small, short-termand repeat lends, with the use of guarantee (e.g. group guarantees or compulsory savings) to stimulate repayment. Informal assessment of borrowers regularly built on references and modest cash stream inquiry rather they extended use processes.

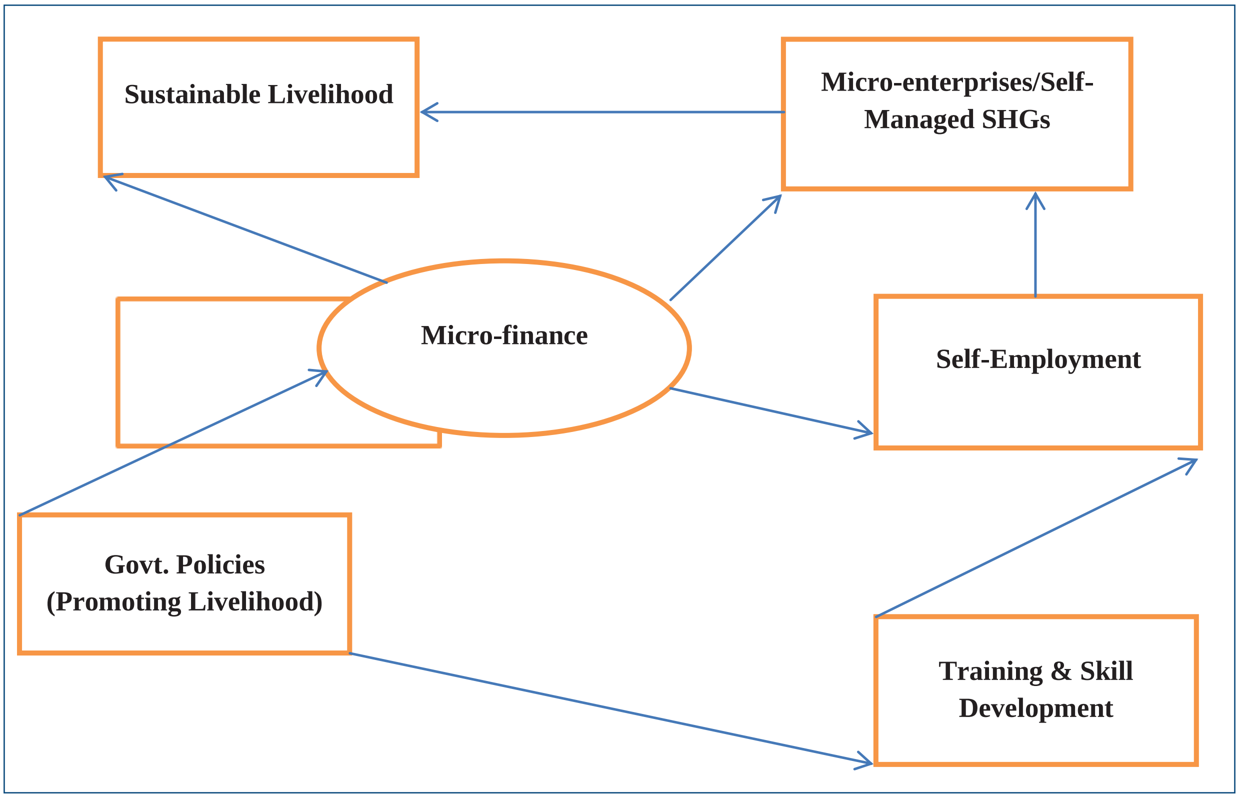

Fig. 4: Conceptual Frame on Skill Development, Self-Employment and Sustainable Livelihood Through Micro-Finance

3. **Protected Volunteer Investments:** These amenitieshelp minorcredits, suitable collections, and ready admittance to capitals –autonomously or with other body.

The terms micro-finance and micro-credit are used interchangeably. Both represent to credit transactions and loan fundability's but different in that the former complements credit transactions with savings and insurance. In most instances this discussion will centre on micro-finance because of its accuracy in presenting the relationships of credit financing institutions and its clients. 'Micro-finance provides credits for the poor to carry out developmental projects for their better lives instead of expect a trickle-down effect which often, does not reach them. It is my contention that those living in poverty, very much understand their problems better. Given the right resources, they definitely will improve the quality of their lifestyles and improve their standards of living.' Rural youth are usually intact source for improving their livelihoods and altering the skills. One prospect is to empower one's shift from the agricultural employment.

Youth are generally more able and willing, as auxiliary income earners, to develop non-traditional skills. In hope of using youth as a dynamic resource for development, the rural livelihoods government has to develop youth strategy. The broad aim is to equip rural youth with necessary skills through training, to provide employment opportunities, and help to access financial services for those who wish to be self-employed entrepreneurs.

Poverty can be reduced by providing credit along with the inputs such as skill development, training and other support facilities to the poor' (Karmakar, 2008, p. 14).This one will move towards commercial activities thus pavement the way for self-employment. This is likely to generate income base that in turn should empower the people. The surplus income generated from the self-sustaining activities would facilitate the holistic development of the rural poor. Sustainable livelihood promotion needs tactical plans, with sequenced and battered interferences, in keeping with changes in people's attitudes to working, investing and hiring. They must also be flexible enough to cope with changes in the societal structures and in local policies, and build on and contribute to development plans. Micro-finance supports and forms the fiscal capital of individuals or households, to develop their livelihood chances and sustain their socio-economic well-being. Micro-finance has subsequently arisen as a paradigm change to development process.

According to Professor Muhammad Yunus, 'Father of micro-finance', poverty makes poor population to appear stupid and without initiative. If you give them credit, they slowly come back to life, even those who seemingly have no conceptual thoughts, no ability to think about yesterday or tomorrow are in fact quite intelligent and expert in the art of survival. 'Sen classifies a capability as a type of freedom that enables one to choose a lifestyle one wants to live. Sen also suggests that freedom is both the end and the means to development.4

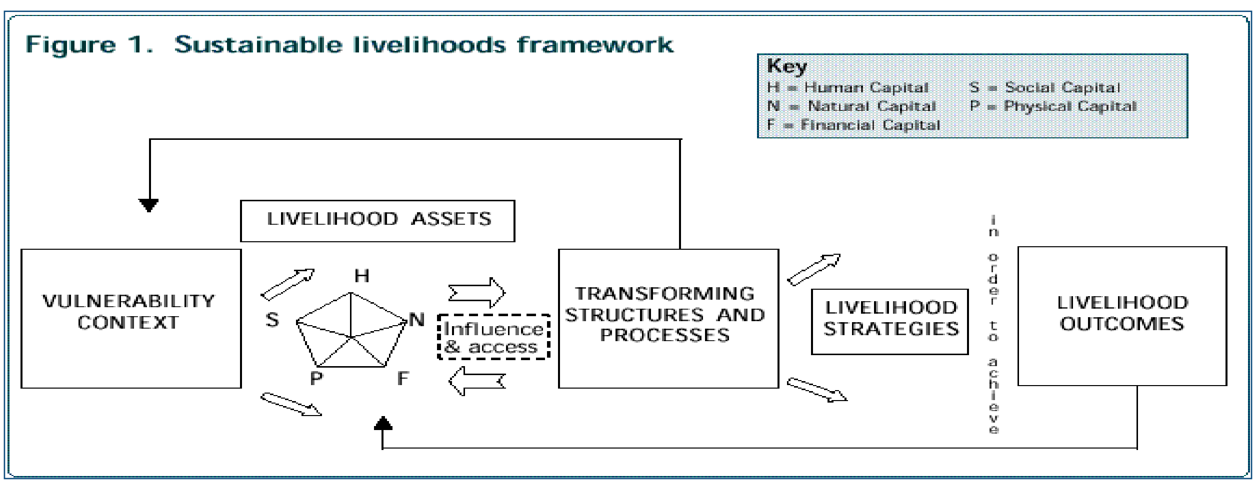

Fig. 5: Sustainable Livelihood Framework (Development & DFID, 1999, p. 10).

Freedom leads towards empowerment that came through transformation from the state of subjugation by skill orientation and sustainable livelihood.

Sustainability in this framework denotes the ability of an individual that enhance through skill development and work together with micro-finance. 'Micro-finance has emerged as a tool 'to extend the same rights and similar services to low income households that are available to everyone else.'5

Emerging Issues and challenges in Skill Development (Singh, 2009)

- Quantitative dimension:
  - Entry into labour force- 12.8 million per annum
  - Training capacity- 4.3 million per annum
  - Shortage of training institutions
  - Less dispersal in rural areas, hilly & difficult areas
  - Shortage of trainers.
- Qualitative dimension:
  - Demand-supply mismatch
- Relevance:
  - Low interface between Sectors
  - Low linkages between formal and non-formal institution.
- Systemic gaps:
  - Labour Market Information System
  - Sector Skill Councils
  - National Vocational Qualification Framework.

Discussion

A population of 1.3 billion young people in the age group of 12-24 years is present globally and in India it is 22.40 crores. It is estimated that this population increase globally as well as in India. The contribution in labour force of South Asian countries is 29 percent. This generates the crisis for jobs among this productive age group particularly in rural areas because globally as well as in India half of population lives in rural areas. If the politicians, policymakers and institutions not focused on generating employable training /skill development among youth, it remain the marginal issue of policy making and youth remain in vulnerable condition. The important feature of rural youth is that they have lessor no economic independence. In rural area joint-family households persist and proportionately the percentage of rural youth is lesser in the family. In division of labour, the issue of gender is needed to be looked again, because autonomy among women is practically difficult in India. Hence it is required to look the policy perspectives concerning social groups and women.

Analysis and Conclusion

Today, youth across the world face serious challenges regarding skills and jobs. In the globalised economy, competition has become intensified between firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. 'Despite development of youth at the national level, regional disparities as inequality still prevail in the society between social groups (SCs/STs) and communities across the region and set-ups i.e. rural-urban '(Jodhka, 2014, p. 29).Even the "programmes aimed at raising general or average well-being do not improve the condition of the least well-off, unless they go to work directly to improve the quality of those people's lives" (Nussbaum, 2001, p. 56).

70 % of the population continue to be rural (Jodhka, 2014, p. 28) and among them majority lives below poverty line (BPL). However there is increase in rural income, still a large number of populations living in rural area are lagging behind (Jodhka, 2014, p. 29).It is well known that rural poverty is far behind in many dimensions as not only encompassing low income but also landlessness, low achievement of education, poor health, no housing and lack of other facilities (Moodie, 2008, p. 455).It is no coincidence that these broad ranges of risk profile directly produce an effect on social and economic well-being of their rural household. It means that poor people's struggle daily to survive for their livelihood (Drèze & Sen, 2002; Moodie, 2008).

In turn, all these have changed the nature, contents, and kind of skills that industry demands' (Okada, 2012). Skill development is a means to harness the human resource potential of a region by equipping the prospective or the existing members of the workforce with marketable skills through vocational or technical training to requirements.

Developing a channel to procure skills and empowering the every section of the society by providing training and skills through institutional set-up, formulating programmes/policies and linking them only with formal and non-formal fiscal institution is the way of attaining sustainable livelihood and social development. Skill development in a broader context needs to be specific and it should highlight what is needed; why is needed and how it is achieved (i.e. through proper skill development, linkage of youth with MFIs/Microcredit/SHGs etc.). Rural area/ community-based skill development programme should acknowledge that after the training people should have the solution towards the problems arising in agrarian social structure. It also exhibits better standard of living of individuals and growth in HDI. Skills should be vendible and pertinent, so that it results in creating employable personnel, otherwise it drivesto be worthless skills that produce skilled unemployed and underemployment.

Endnotes

1 Planning Commission of India.

2 http://www.aajeevika.gov.in/ retrieved on 26/09/14 14:43 hrs.

3 http://www.nrlmskills.in/retrieved on 26/09/14 14:43 hrs.

4 http://trevorcoffrin.hubpages.com/hub/Amartya-Sens-Capabilities-Approachretrieved on 26/09/14 14:43 hrs.

5 http://projekter.aau.dk/projekter/files/42679138/final_thesis_revised.docx retrieved on 27/09/14 17:23 hrs.

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