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Journal homepage: <http://www.plantarchives.org>

DOI Url : <https://doi.org/10.51470/PLANTARCHIVES.2024.v24.no.1.085>

BENEFICIARIES PARTICIPATION IN SKILL DEVELOPMENT PROGRAMME: A COMPARATIVE ANALYSIS ACROSS SKILL BASED COURSES

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(Date of Receiving-03-12-2023; Date of Acceptance-13-02-2024)

ABSTRACT

Participation is a form of social behaviour that is influenced by several factors and shows different effects on socio-economic development. The present study was conducted in the Bilaspur district of Chhattisgarh to assess the level of participation of beneficiaries in the Chhattisgarh State Skill Development Mission (CSSDM). The top five courses having the maximum certified beneficiaries were selected for the study. Proportionate sampling was used to survey 250 respondents which were distributed namely Garment making (86), ICT (80), Electricals (30), Medical & Nursing (29) and Construction (25). Determining the number of courses being registered by participants, it was found that almost 50 per cent had registered only for a single course. Different activities performed during vocational training depicted that 40.8 per cent of beneficiaries had enthusiastic involvement in it. The level of participation was brought down with the support of the typology of participation. The result depicted that 38.8 per cent of the participating beneficiaries had a medium level of participation. The effect of selected variables with participation showed that land holding, subscription of mass media, mass-media exposure, cosmopolitanness and level of satisfaction had positive and significant correlations at 1 per cent level of significance. Also, stepwise regression depicted that the level of satisfaction and land holding had contributed significantly towards the participation of beneficiaries. The Kruskal-Wallis test was utilized to detect significant differences in participation across skill-based courses. It was found that there were significant differences in participation in the course of garment making when compared with electricals, construction, medical & nursing and ICT indicating more intensive involvement of participation than other courses.

Key words : Beneficiaries, Cosmopolitanness, Mass-media, Participation, Skill development, *etc.*

Introduction

Challenges in skill development have two dimensions on the demand side engagement and participation by employers of skilled workers is insufficient. There are serious trust and incentive issues. Industries are not uniformly and consistently investing in skilling the workforce. On the supply side, the major challenge is the mobilisation of youth; the corridor from where the youth come, and what kind of economic activity is happening in each of those states. The ecosystem that is used for training is another area of concern optimising the use of infrastructure, getting quality and scalable partnerships,

certification and then the value of that certification in the market, all of them pose challenges on how to scale up the skill development programmes in the country.

Taking an example from the construction sector, it is the second largest employer in the country after agriculture. However, over 97 per cent of people employed in construction do not have any professional formal training. If one wants to think futuristic and think about how to address the challenges, there are three fundamental issues that need to be addressed First thing is defining the workforce and developing a database'. Second important one is assigning productivity norms for the

workforce and the third one is drafting financial incentive plans for skilled manpower (darp.gov.in).

As regards the scope of India's skill development one may note that India's manpower is 1/5 of the world's human population. An important goal of development planning in India is to provide for increasing employment opportunities to all irrespective of gender who are willing to do skilled work which not only meets the backlog of unemployment, but also the new additions to the workforce. The increased diversification of the economy together with accelerating economic growth has resulted in structural changes in the nature of the job market. The 11th Five-Year Plan reported a very low (2%) number of the workforce aged between 15 and 29 years receives formal technical training while another eight per cent receives non-formal training.

The situation is particularly dismal in rural areas. Hardly one-fourth of the 12.8 million newly registered to the workforce receive formal training. This had serious implications for the skills level of the workforce. The problem had a generic dimension as attendance rates in schools drop significantly after children/the youth hit 15 years of age, which is also the time from when the workforce participation rates increase sharply. Therefore, several newly admitted to the labour force do not have higher education and lack the requisite employable skills. The technical training system also suffers from an excessive emphasis on longer-duration courses, a lack of alignment with industry requirements, the under-utilisation of existing capacities and poor physical infrastructure (Palit, 2009).

In the present study, the participation of beneficiaries under the Chhattisgarh State Skill Development Mission (CSSDM) was analysed across various courses namely Garment making, ICT, Electricals, Medical & Nursing and Construction. Involvement in different organizational activities and levels of participation were determined to understand their intensity and interest towards the training program.

Table A : Typology of participation (Agrawal, 2001).

Level of Participation	Characteristic Feature
Nominal participation	Membership in a group
Passive participation	Being informed of decisions or attending meeting and listening to decision-making, without speaking up.
Consultative participation	Being asked an opinion in specific matters without guarantee of influencing decisions
Activity-specific participation	Being asked to (or volunteering to) undertake specific tasks
Active participation	Expressing opinions, whether or not solicited, or taking initiatives of other sorts
Interactive (empowering) participation	Having a voice and influencing the group's decision.

Materials and Methods

Concept and typology

Participation is a dynamic process. Hence, it is difficult to predict or even to quantify using a standard 'measurement'. Participation is rather moulded by and originates from, individuals' experiences in participating. As such, the qualitative ethnographic approach employed in this study was able to assist in understanding the process of people's participation in community development activities. This approach has also helped to deepen the knowledge about participation itself. This was not achieved merely by putting 'participation' into a measurable variable that can be operationalized into four quantifiable aspects, *i.e.* decision-making, implementing, benefit sharing and evaluation (Cohen and Uphoff, 1977, 1980), but more importantly it involves understanding of how people organize themselves to meet their needs. It was through in-depth interviews, follow-up interviews and group discussions with community members that the participation process was grasped. It was through intermingling the inductive and deductive processes, incorporated within and between these three main techniques of data collection on different groups of respondents that people's participation process in community activities was scrutinized and better understood (Samah and Aref, 2009).

The level of participation leads to the determination of the extent to which all respondents were involved in various stages of developmental programmes. The idea of participation has long been part of development thinking; it has become almost mandatory in planning developmental projects (Agrawal, 2001). Views diverge, however, on how participation is defined, whom it is expected to involve, what it is expected to achieve, and how it is to be brought about. At its narrowest, participation in a group is defined in terms of nominal membership (Molinas, 1998; Chopra *et al.*, 1999). Participation may be a means to improve project effectiveness through the

use of local information to specify correct problem needs, improve solutions and avoid misunderstanding. Participation can have a range of levels. Drawing on the typologies of White (1996) and Pretty (1995), but also departing from them in notable ways, a typology of these levels as described by Agrawal (2001) has been used for study purposes.

The tangible participation was considered for the study. It was measured through a structured interview schedule. The schedule includes the statements and accordingly, the respondents were categorised into six levels based on their responses as categorised by Agrawal (2001). The level of participation in each statement was analysed by frequency and percentage. The category accordingly is mentioned below:

Category	Score
Nominal Participation	1/0
Passive Participation	1/0
Consultative Participation	1/0
Activity-specific Participation	1/0
Active Participation	1/0
Interactive (empowering) Participation	1/0

Major statistical tools namely Pearson-product moment correlation, Stepwise regression and Kruskal-Wallis test were used to analyse the data.

Results and Discussion

Participation in programme

The participation of beneficiaries of CSSMD in the programme was analysed under various categories. Firstly, the number of courses, respondents registered or

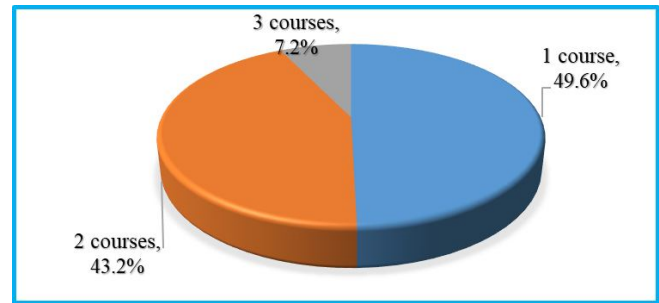


Fig 1 : Overall respondents enrolled in several courses of CSSDM (n = 250).

participated in CSSDM have been presented in Table 1. The data for the garment course showed that a maximum (60.46%) of respondents were enrolled in two courses. However, 34.88 per cent of the respondents were enrolled in only one course and the remaining 04.66 per cent of them were enrolled in three courses. When data of respondents belonging to the ICT course was analysed, it was found that the majority (50.00%) of respondents were enrolled only in one course. Also, 41.25 per cent of the respondents were enrolled in two courses and the rest of the 08.75 per cent of them were enrolled in three courses.

In the case of electrical courses, almost two-thirds (76.66%) of the respondents were enrolled only in one course. Also, 20.00 per cent of the respondents were enrolled to two courses and 03.34 per cent of them were enrolled in three courses. In the case of respondents belonging to medical & nursing courses, the majority (58.62%) of them were enrolled in only one course. 34.49 per cent of the respondents were enrolled in two courses and only 06.89 per cent of the respondents were enrolled

Table 1 : Distribution of respondents according to their courses being participated in CSSDM.

S. no.	Particulars	Garments (n1=86)		ICT (n2=80)		Electricals (n3=30)		Medical & Nursing (n4=29)		Construction (n5=25)	
		F	%	F	%	F	%	F	%	F	%
1.	1 course	30	34.88	40	50.00	23	76.66	17	58.62	14	56.00
2.	2 courses	52	60.46	33	41.25	06	20.00	10	34.49	07	28.00
3.	3 courses	04	04.66	07	08.75	01	03.34	02	06.89	04	16.00

Table 2 : Distribution of respondents according to their activities being participated in CSSDM.

S. no.	Particulars	Garments (n1=86)		ICT (n2=80)		Electricals (n3=30)		Medical & Nursing (n4=29)		Construction (n5=25)	
		F	%	F	%	F	%	F	%	F	%
1.	Low (up to 12.25)	14	16.28	18	22.50	07	23.34	07	24.14	08	32.00
2.	Medium (12.26 to 14.78)	26	30.24	28	35.00	14	46.66	14	48.27	12	48.00
3.	High (>14.78)	46	53.48	34	42.50	09	30.00	08	27.59	05	20.00

Table 3 : Distribution of respondents according to their level of participation in CSSDM.

S. no.	Particulars	Garments (n1=86)		ICT (n2=80)		Electricals (n3=30)		Medical & Nursing (n4=29)		Construction (n5=25)	
		F	%	F	%	F	%	F	%	F	%
1.	Low (upto 1.89)	50	58.14	62	77.50	21	70.00	19	65.52	21	84.00
2.	Medium (1.90-2.77)	23	26.74	14	17.50	09	30.00	10	34.48	04	16.00
3.	High (>2.77)	13	15.12	04	05.00	00	00.00	00	00.00	00	00.00

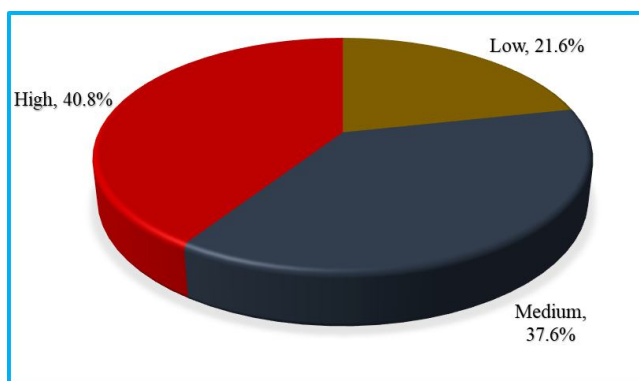
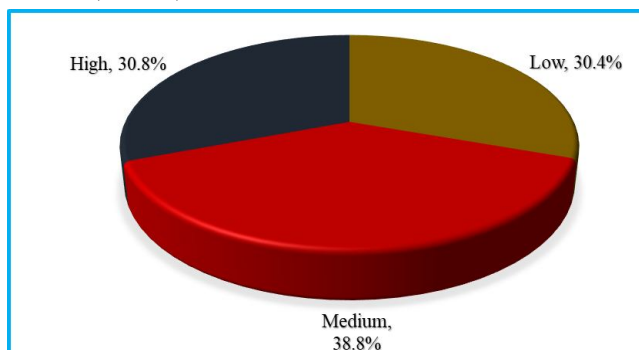
Table 4 : Association of the participation in the programme and socio-personal variables of the respondents.

S. no.	Independent variables	Pearson Correlation	Sign. (2-tailed)
X ₁	Age	-0.110	0.081
X ₂	Gender	0.038	0.546
X ₃	Caste Category	-0.102	0.106
X ₄	Occupation	0.122	0.054
X ₅	Land Holding	0.308**	0.000
X ₆	Subscription of Mass Media	0.187**	0.003
X ₇	Mass Media Exposure	0.234**	0.000
X ₈	Cosmopolitaness	0.232**	0.000
X ₉	Level of Satisfaction	0.313**	0.000

**Correlation is significant at the 0.01 level (2-tailed).

in three courses. In the construction course, a similar percentage of trainees (56.00%) in previous medical & nursing courses were enrolled in only one course. 28.00 per cent of the respondents were enrolled in two courses and 16.00 per cent were enrolled in three courses. The overall analysis of respondents being enrolled in several courses has been depicted in Fig. 1. Almost half of the trainees (49.60) were enrolled only in one course. Followed by 43.20 per cent of the respondents who were enrolled in two courses and the remaining 07.20 per cent of them were enrolled in three courses.

The study related to different activities being conducted in the CSSDM programme and the participation of respondents are presented in Table 2. The data related to garment making indicated that the majority (53.48%) of the respondents had higher participation in activities of the programme. However, 30.24 per cent of the respondents had medium participation and the rest 16.28 per cent had low participation in activities. In the ICT course, it was found that 42.50 per cent of respondents had high participation in programme activities. Also, 35.00 per cent of them had medium participation in activities and the remaining 22.50 per cent respondents had low participation in activities. In the case of the electricals course, 46.66 per

**Fig. 2 :** Overall respondents participating in CSSDM activities (n = 250).**Fig. 3 :** Overall respondent's level of participation (n = 250).

cent of the respondents had medium participation in programme activities. Followed by 30.00 per cent of them had high and the rest 23.34 per cent of them had low participation in activities. In medical & nursing courses, 48.27 per cent of the respondents had medium participation in various programme activities. However, 27.59 per cent of them had high participation and the remaining 24.14 per cent of them had low participation in programme activities. Further, in construction courses, 48.00 per cent of the respondents had higher participation. Also, 32.00 per cent of them had low participation and the rest of the 20.00 per cent of the respondents had medium participation in activities.

The overall respondents' participation in activities conducted under the CSSDM programme has been depicted in Fig. 2. The figure portrays that slightly more than one-third (40.80%) of the respondents had high

Table 5 (a) : Variable Entered/ Removed^a.

Model	Variables Entered	Variables Removed	Method
1	Level of Satisfaction		Stepwise Criteria: Probability-of-F-to-enter \leq 0.050, Probability-of-F-to-remove \geq 0.100
2	Land Holding		Stepwise Criteria: Probability-of-F-to-enter \leq 0.050, Probability-of-F-to-remove \geq 0.100

a. Dependent Variable: Participation in the programme.

nursing course depicts that the majority (65.52%) of the respondents had a low level of participation and the rest 34.48 per cent of the respondents had medium level of participation.

The data of respondents in the construction course shows that the vast majority (84.00%) of them had a low level of participation and the remaining 16.00 per cent of them had a medium level of participation. Overall, the

Table 5(b) : Model Summary^a.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics					Durbin-watson
					R ² Change	F Change	df 1	df 2	Sig. F Change	
1	0.313 ^a	0.098	0.094	2.585	0.098	26.844	1	248	0.000	
2	0.381 ^b	0.145	0.139	2.521	0.048	13.806	1	247	0.000	1.757

a. Predictors: (Constant), Level of Satisfaction

b. Predictors: (Constant), Level of Satisfaction, Land Holding

c. Dependent Variable: Participation in Programme.

Table 6 : Test of homogeneity of Variance.

		Levene Statistic	df 1	df 2	Sig.
Participation in Programme	Based on Mean	0.527	4	245	0.716
	Based on Median	0.409	4	245	0.802
	Based on Media and with adjusted df	0.409	4	226.665	0.802
	Based on trimmed mean	0.526	4	245	0.717

participation in programme activities. Followed by 37.60 per cent of them who had medium participation and the remaining 21.60 per cent of them had low participation in activities.

The level of participation was determined with the help of the typology of participation (Agrawal, 2001). By analysing the results of the asked questions, the results have been presented in Table 3. The data related to the garments-making course showed that the majority (58.14%) of the respondents had a low level of participation. Followed by, 26.74 per cent of the respondents who had a medium level of participation and the remaining 15.12 per cent of them had a high level of participation. In the course of ICT, it was found that more than two-thirds (77.50%) of the respondents had a low level of participation. Also, 17.50 per cent of them had medium and the rest 05.00 per cent of them had a high level of participation. In the course of electricals, more than two-thirds (70.00%) of respondents had a low level of participation and the rest 30.00 per cent of them had a medium level of participation. The data of the medical &

respondents' participation pattern as presented in Fig. 3, indicated that 38.80 per cent of the respondents had a medium level of participation while 30.80 per cent of the respondents had a high level of participation and the remaining 30.40 per cent of respondents had a low level of participation.

- **Relationship between participation in the programme and socio-personal variables under study**

To frame out the relationship between selected socio-personal variables and participation in the programme, correlation and stepwise regression were carried out.

- a. **Association of selected socio-personal variables with the participation in the programme of the trainee (Pearson-product moment correlation analysis)**

To find out various factors which have a significant association with the participation in the programme of the respondents, correlation coefficient (r) was used to analyse the selected independent variables and

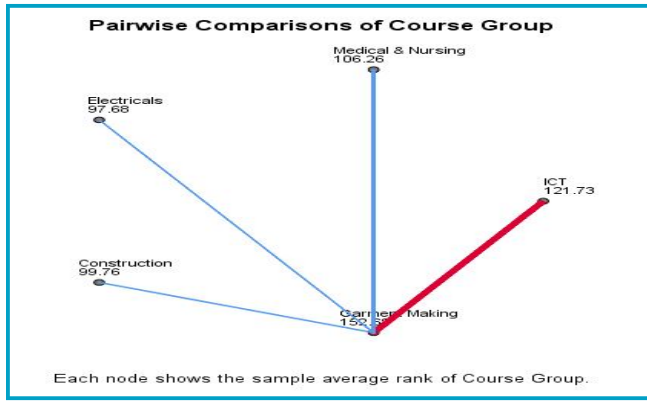


Fig. 4 : Diagrammatic presentation of significance among various courses with respect to the participation in the programme.

participation in the programme using SPSS.

The above-presented data portrays that age and gender did not have any significant association with participation in the programme which indicates that equal opportunity for all the participants irrespective of their age or gender was available. Also, the caste category and occupation did not show any significant relation with participation in the programme.

In the case of land holding, there was a positive and significant association with the participation in the programme of the respondents at a 1 per cent level of significance. Further, the subscription of mass media and

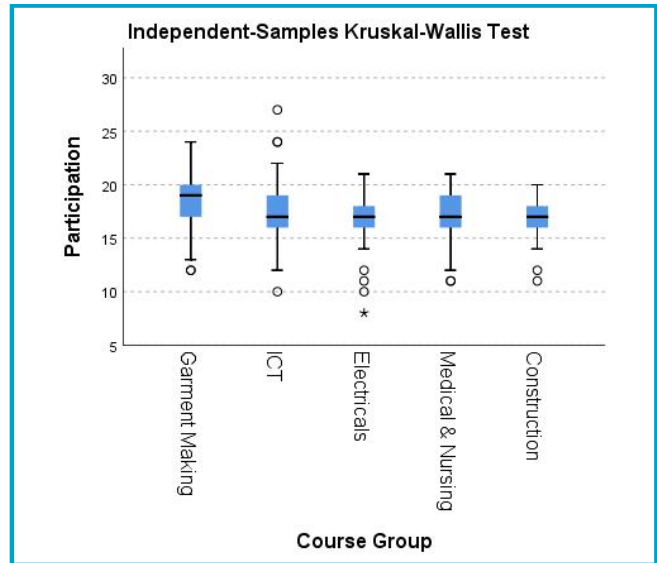


Fig. 5 : Graphical presentation of relationship of course group with their knowledge.

exposure to mass media was found to be positively and significantly correlated with the participation in the programme of the respondents at a 1 per cent level of significance.

Cosmopolitaness of the respondents and their level of satisfaction were found to be positively and significantly correlated with their participation in the programme which shows that higher cosmopolitaness and their satisfaction led to an increment in their participation in the programme.

Table 7 : Hypothesis Test Summary.

Null Hypothesis	Test	Significance	Decision
The distribution of participation in the programme is the same across categories of course group	Independent-Samples kruskal-Wallis Test	0.005	Reject the null hypothesis

Asymptotic significances are displayed. The significance level is 0.05

Table 8 : Pairwise comparison of course group.

Sample 1- Sample 2	Test Statistics	Std. Error	Std. Test Statistic	Significance	Adj. Sig. ^a
Electricals-Construction	-2.077	19.413	-0.107	0.915	1.000
Electricals-Medical & Nursing	-8.575	18.668	-0.459	0.646	1.000
Electricals-ICT	24.048	15.347	1.567	0.117	1.000
Electricals-Garment making	54.997	15.200	3.618	0.000	0.003
Construction-Medical & Nursing	6.499	19.564	0.332	0.740	1.000
Construction-ICT	21.971	16.425	1.338	0.181	1.000
Construction-Garment Making	52.920	16.288	3.249	0.001	0.012
Medical & Nursing-ICT	15.473	15.538	0.996	0.319	1.000
Medical & Nursing-Garment Making	46.422	15.393	3.016	0.003	0.026
ICT-Garment Making	30.949	11.135	2.779	0.005	0.054

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

a. Effect of selected independent variables (socio-personal) on Participation in the programme (stepwise regression)

Table 5(a) indicates the added variables with participation in the programme. It refines the variables used to build the model. However, Table 5(b) gives the model summary which shows the details of the overall variance contribution between the variables left in the models and the dependent variable. The data of Table 5(a) depicts that land holding and level of satisfaction were found to be added in the model for determining the relation with the participation in the programme.

Hence, the data of Table 5(b) presented that only land holding and level of satisfaction had shown significant contribution towards participation in a programme of the respondents. These two variables had contributed 14.50 per cent variance for the participation in programmes of those respondents and the 'F' value was found to be significant thus, confirming the statistical significance of the model.

• Differences in programme participation across course groups of CSSDM (Kruskal-Wallis Test)

The Kruskal-Wallis test was used to determine whether any significant difference exists among the different course groups under CSSDM under study. Instead of parametric ANOVA, a less powerful non-parametric test has been used as the necessary assumption of homogeneity of variance for conducting ANOVA was found to be not present in the sample as confirmed by Leven's test result (Table 6). The necessary hypothesis for conducting the Kruskal-Wallis Test along with the summary of test results has been presented in Tables 6 and 7.

From Table 8, it was found that significant differences in participation in the programme among the respondents exist in the case of garment making when compared with ICT, electricals, construction and medical & nursing. From Fig. 4 maximum significant difference between garment making and ICT. Thus, based on participation in the programme among the participants, garment making was found to be more successful than other courses (Graphically represented in Fig. 5).

Conclusion

Garments, ICT and electrical courses were the three courses where participation in activities was much higher. The level of satisfaction and better socio-economic conditions in terms of land holding was found to be the most influential predictor variable of the level of

participation in this programme. So, it could be concluded that participants were more active in courses which offer more employment opportunities in terms of lesser investment required or in terms of having relevance to the daily life of the wider population. Garment-making, repairing ICT devices and addressing electrical problems in people's homes can have a wider customer base than other courses. Also, self-employment opportunities are not resource-neutral as it is required to invest a certain initial amount for arranging equipment and setting up facilities to use those skills. Thus, to have a much higher level of participation and subsequent better impact among trainees there is a need to enhance the after-course handholding option so that acquired skills can be put into effective utilization by setting up viable businesses instead of depending solely on jobs provided by various private entities after these types of courses.

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