

ROLE OF MEDIA IN SKILL DEVELOPMENT OF RURAL PEOPLE AND ANALYSIS OF CHALLENGES AND OPPORTUNITIES

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Abstract : India is young nation, 62% of population in working age group where more than 54% working population of India is below the age of 25 years with estimate 15 million youth entering the workforce each year. (Kumar, 2018). Livelihood opportunities are affected with rapidly increasing population in the country, lot of people are jobless but there is issue of supply and demand. On demand side we are not able to fulfil demand of skilled labour, Professional which meets the needs of the market. This is a resulting in a scenario of rising unemployment rate along with low employability. Now there is change in trend 'qualification based' to 'skill based' for employment. Day by day that gap is going to increase. It also brings out the difficulty for the country manufacturers and employers in finding right person with right skills and interest. India is still behind countries like China and Singapore in imparting skills. Rapid development in media technologies showing positive and negative impacts in influencing their health, life-styles, and well-being of people. Same power of these media technologies used for the skill development purpose. Using Qualitative approach the paper aids in analyzing the Challenges and Opportunities for the skill development of rural people which is resolved by using various sources of media.

IndexTerms – Skill Development, Challenges, Rural, India, Vocational and Technical Education

I. INTRODUCTION

“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development” –

International Labour Organisation

Skills development is important factor in improving rural employability, productivity and income-earning opportunities of the rural people. Although rural people's performing major role in agriculture and in allied rural activities but education barriers and limited training reduced their opportunities and capacities to engage in higher remunerative and productive work. Education and technical training are essential parts of any strategy to improve people's economic conditions. Learning about new production technologies and improved methods, business skills, new products and markets, as well as life living skills (such as health management, self confidence, decision-making or conflict management) can make a huge difference for many of the economical week rural's. In rural areas men is only considered for working or employment and women is for household chores but also equally stress is given on training of women in rural areas like men since they are more likely to work as home-based micro-entrepreneurs, contributing family workers, livelihood farmers or low-paid seasonal labourers, in addition to handling their domestic responsibilities. The urban areas in India cannot be compared with its rural areas, where services and needs requirements are at a very different level.

Skill Development – Challenges, Initiatives and Schemes

Skill development is defined as indentifying your interest in field and knowledge of skill. Skills development is the process of

- (1) Identify your interest or working area
- (2) Identifying your skill gaps in these areas, and
- (3) Developing and honing these skills.

It is important because your skills determine your ability to execute your plans with success. Skill development is critical for economic growth and social development.

Skills and knowledge are two main driven forces of social development and economic development of any country. Skills transform living standard of people, promote social inclusion and generate prosperity. According to the report “India's 459 million large workforce has started with a severe disadvantage in that barely a tenth of the workforce has received any kind of training, formal or informal. If it is to participate in the growth process, and if the growth is to be inclusive, skill development has to take a quantum leap.” (Research, 2010). The Government of India starts number of schemes which train the youth for industry oriented work / skills which will help the people for their securing a better life/livelihood. As per the National Policy for Skill Development and Entrepreneurship 2015, “it is estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In next 20 years, the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32% which creates a need and opportunity to provide its workforce with required skill sets and knowledge to enable them to contribute substantially to the economic growth of India.” (Entrepreneurship, 2015) To promote skill development courses training of new learners as well as the Individuals with prior learning experience or skills, assessed and certified them under Recognition of Prior Learning (RPL). In Majority schemes training and assessment provide to the people free of cost. Some of the main schemes run by government of India are:

1. Pradhan Mantri Kaushal Vikas Yojana
2. Deen Dayal Upadhyaya Grameen Kaushalya Yojana - DDUGK
3. Financial Assistance for Skill Training of Persons with Disabilities
4. National Apprenticeship Promotion Scheme

5. Craftsmen Training Scheme
6. Apprenticeship training
7. Pradhan Mantri Kaushal Kendra
8. Skill development for minorities
9. Green Skill Development Programme

There is need for emphasis on rural skill development as almost three fourth of the India population lives in villages. India major landmass is part of rural landscape. Rural area does not only produce bread and butter of the nation but also are produce rich natural resources. Due to deficiency in multidimensional areas, rural people are moving to other urban, sub-urban places in search of livelihood and employment Such migration in return brings in myriad complicacies to the entire system. Due to that they are being deprived of financial support, education, infrastructure and employment turns to a sheer wastage of human resource. Rural population spread through out of country, if they are skill trained, industry are set up in rural areas it will reduce cost of manufacturing and productivity increased.

Major Challenges in skill development of rural people	
Availability	<ul style="list-style-type: none"> • The standard of education quality is low and drop rates are high in rural schools that create learners with low educational qualifications. • Gender bias one is major drawback in choosing education, Women are mostly affected, they not able to get vocational training. • Major share of rural employment exist in informal sector, training and other related interventions are not geared to the needs of this sector.
Accessibility	<ul style="list-style-type: none"> • Rural Learners miss out various opportunities on Industrial training that sponsored by urban or local government agencies. • The number of technical/non technical institutes is low in rural area. • Rural Learners incurs higher expenses in training when they join from urban centres. • The information acquiring regarding vacancy is high for rural youth. • The information regarding trades and skill in demand are not available with rural people. • Lack of proper counselling and guidance for skill development.
Adaptability	<ul style="list-style-type: none"> • There is a lack of a common national qualification framework that sets competency framework for affiliation and for accreditation.
Acceptability	<ul style="list-style-type: none"> • Less number of qualified trainers in rural areas. • There is need of ICT Infrastructure in rural areas like rural broadband which helps in imparting skill training for rural learners.

Source: (Agarwal, Knowledge paper on skill development in India -Learner First, 2012) Knowledge paper on skill development in India

Media Role in Rural Development

Development is the process of improving the living conditions of a society. Improvement is linked to economic and material progress as well as spiritual and human growth (Melkote & Steeves, 2001). Media has the potential to improve living standards of people and to bring prosperity and growth in their economic and social life. Vehicles of information normally classed under the heading of "Mass Media". Media is broad term and it includes Internet, Newspaper, Radio, TV, FM, Magazines, and Internet. Due to advancement in technology the role of mass media is getting doubled in Capacity building of rural people. Mass Media also known as the fourth pillar of the democracy which plays pivotal role in keeping the socio-political system of our country, sound and healthy. Media is an important tool to spread the information to large audience. It is the fastest and powerful tool for human communication. Education, Information and Entertainment are most important functions of media. Mass media were used to support development initiatives by beaming messages or directives encouraging people to support development projects. (Berrigan, 1993)

Different tools of media can be used in different ways for example weekly and monthly periodicals can be used as discussion starters in farmer meetings, we can discuss the various issues of farmers, there experience can be discussed, article/researches from scientist can be published. We can put some interesting and valuable quiz in periodicals to encourage the farmers. Recognition for achievements of farmers also be announced using different media tools. Radio is one of the best medium to reach large audience, as the cost of device is too low with this medium we can use as a simple information vehicle - to relay announcements of upcoming farmer meetings in an area, Announcement of crops sowing and ripping, sprays of pesticides, Social messages, Public Service announcements and experts opinion can be easily reached to rural population with this source. In India the beginning of television on September 15, 1959 by a UNESCO, The main objective of that grant is the use of Television as medium for community development, Education and rural upliftment. Experimental programme was started same year .In 1961 education television program for science teachers were broadcasted. In 1967, 'Krishi Darshan' programme for farmers in 80 different villages of Haryana and Delhi were started. Recently in 2016 Government of India started New channel 'Kisan Chanel' which is totally dedicated to rural people and farmers. Many audio-visual programmes were telecasted in previous time for the development of rural people. Different sources of media have immense potential for disseminating the technological information to remote corners of the country

Objectives :

- 1) To establish the role of media and skill development for rural people
- 2) To indentify the areas where skill development required by rural people
- 3) To indentify the challenges and solutions that rural people are facing in skill development.

Research Methodology : The qualitative research design was used in the study. In-depth individual interviews, Focus Group Discussions were conducted along with secondary data. Total 50 Experts from different fields Agriculture Development Officers, Agriculture and Rural

Educationalist, Skill Development Trainers, NGO Members, Rural Development Officers, Village Heads (Sarpanch) and rural people are taken for the study

Media role in Skill Development

On basis of theoretical and practical viewpoint : In Some areas, the availability of training centres or technical trained teachers are not available for the training purpose or due to some other reason, therefore people are not able to get technical knowledge to avoid that circumstances, sources of media can be utilized. Many different tools of media such as Films, Documentaries, Visualization or animations, news stories, audio programmes with high production and creative quality is enough capable in showcasing complex idea in short interval of time. Number of study reveals that media has power to change behaviour of people, development of learning skills, Improving their living standards of people. Media offers both affective and cognitive experience. Media can provoke different creative idea's, discussion, self assessment, an assessment of one's values if the visual have enough strong emotional content.

These are some ways which training institute utilize to attract the people for skill development programmes by using different sources of media.

1. Interesting placement stories of trained candidates and how they are using their knowledge and skills
2. How training was completed, and the new courses that people are enrolling into and any new skill they have learnt?
3. Training institutions can also provide information on how many people they have trained, how many have acquired jobs as soon as they finished training and which industry sector courses are being offered.
4. Training companies can also share the challenges the trainers faced during the process of training.
5. Engagement with audience can be further amplified by using visual content such as pictures and videos. Well crafted visual content is likely to reach a wider audience and resonate more strongly with them.

21st century is well known for their revolutionary developments in technologies. These developments are greatly facilitating the flow of knowledge and information. Media can satisfy the demands of the people, it does not merely source of entertainment but rich source of infotainment. Knowledge is strength (power). This knowledge comes from information. Information can be new or old but must be useful one. There is always an unquenching thirst for information in each one of our lives. Infotainment programmes have lead to healing and remedial cure for its audiences and participants. Evidence of changes was observed from those who were exposed to media in their behavioural patterns. New technologies and new trends, that the presenter and the viewer can interact through, both on audio as well as audio visual as a live telecast, it is like a part of the home experience. This makes the show interesting, informative, entertaining and most of all, authentic. The problem of common man is discussed in participation involving him and expert panels and related officials with various contrasting views opinions and ideas for a clear agenda. Programme "Hunnarbaaz ! Mission Skill India, powered by Skill India Mission" is the first this type of Television show which focus on skill development. NSDC (National Skill Development Corporation is an innovative partner of this 'Hunnarbaaz' programme. This programme is broadcasted by Doordarshan and one of the best top rated day time programme. Programme highlights the real life success stories, Inspiring Stories of Industrialist/ Celebrities, career opportunities, challenging competitions of markets, Demands of trades/skills and create awareness about entrepreneurship and skills in India. (Kak, 2018). Below are some other areas where media can helpful in rural development as well as skill development.

1. To strengthening people's involvement in nation building process:
2. To make Rural Governance more strong
3. For better quality of livelihood
4. To motivate for social transformation:
5. To Create opportunities for employment:
6. To develop more informatics base for rural people.
7. To boost the effort towards execution of the rural development and their projects.

Concluded from the interviews and focus group discussions

1. **Technical skills** - Sowing, Care of Livestock, processing of products and non- use of chemicals, harvesting, marketing and commercialization of products to national and international markets. In addition, financial literacy to promote rural livelihoods and information and communication (ICT) skills, starting at a young age, to strengthen information and communication literacy.
2. **Non-technical skills** - Quality assurance in relation to non-use of child labour, respect for indigenous cultures, environmental preservation, activity planning, information management, occupational safety and health, rights at work, Policies of government, gender equality, skills to identify comparable advantages and potentially profitable sectors in their rural context, bargaining skills.
3. **Soft skills** : Soft Skills deemed important in teamwork, bargaining, negotiation, analytical capacity, higher- order thinking, positive self-concept, self-control, decision-making and communication and relationship building.
4. **Entrepreneurship Skills** : Considered indispensable in the rural context, where jobs are primarily generated by self-employment and micro- and small enterprises.

The main challenges and their solutions where off

1. **Imbalances in training and employment** : A significant imbalance lies between jobs requiring medium-level qualifications and people qualified at that level. Due to people preference or other reasons there is imbalance between training and employment, sometime that problem is for short time but due non availability of vacancy, lower wages people adopt other options in which they cannot perform efficiently. (CEDEFOP, 2014)
2. **Outdated curriculum & courses** : Well planned curriculum is life of any technical education and course. According to CNR Rao statement (Eminent Scientist) 90% of Indian Universities have outdated syllabus, which they are teaching and the search of Talent in our country has always been marginal" (PTI, 2015) The article published by indiatoday.in discuss the scenario of curriculum in detail, the changes in syllabus is just like cosmetic/makeup changes. The changes that were implemented is like eyewash or without any logic. (MENON, 2013). The industry involvement in framing the curriculum, training methodologies and setting up facilities for training the trainers especially in vocational and skill sector will enhance quality of course and trainee.
3. **Infrastructural Constraints**: Majority of vocational training institutes are lacking in providing quality training due to lack of Quality infrastructures. The infrastructure in terms of buildings, teaching aids , furniture and laboratories is disgraceful. The technical training centres will be open with in collaboration of industry, so they are ready to work after completing their formal training.

4. **Lack of industry participation** : The industry must play a key role in designing the curriculum, training methodologies and setting up facilities for training the trainers in the skill-based education sector,
5. **No focus on Non-Technical Skills** : Main focus of the Vocational Training Centres in India is focusing on developing only technical skills, whereas the entrepreneur, Technician or employee also needs behaviour skills. Other domain of skill also need to be focused, some of important are Communication, Personality Development, Adaptability, Negations and convincing techniques, values on Honesty and Integrity, Interpersonal skill, result focused and Learning attitude. This is not integral or important are, sometime these domain become major challenges in employment.
6. **Lack of Innovative ways in teaching**: Incremental planed reforms are not enough - innovation is needed to reshape the services around the needs of learners. Innovation in vocational or skill development training should focus on the inclusion of work-based learning by setting up the quality criteria for work-based learning places and by designing curricula which integrate learning places. (Onstenk, 2005)In many place while curriculum designing and teaching we try to put as many as topic in syllabus as possible so student got knowledge of all area but in today scenario deep knowledge of one topic is important. Student has to involve in industry based project so they able to work with innovative ideas not only school/learning based models available in there centres.

Conclusion:

The challenges of Skill Development in India is of numerous types, some of them are for short period which can be easily resolved by interfering of 3rd agent like 'Media'. It is clear that there is a huge potential in Media - to change the viewpoint of people, to develop interest, to encourage them to learn & perform, to enhance skills of people, create employment for young people, to fill the gap of required training. Rural circumstances are changing day by day; development thinking is changing as by the need of people; encouraging employment and finding work for young people requires important integrated efforts that include action in the fields of skills development, education, job creation and support for young low-income entrepreneurs, especially in the knowledge-intensive sectors. The aim of skill development is not merely to prepare people for the jobs, but also to improve the performance of workers by enhancing the quality of work in which they are engaged.

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