



Rural Self Employment Training Institutes - A Step Forward for Community Development through Skill Training

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Abstract

A skill is a learned or developed capability to perform tasks, solve problems, or achieve specific goals effectively and proficiently. Skills can encompass a wide range of capabilities, including corporeal, psychological, and societal abilities. They are typically acquired through education, training, practice, and experience. They play a crucial role in an individual's ability to excel in various aspects of life, such as work and personal development. Skill development plays a pivotal role in enhancing employability and fostering community development. By providing individuals with the skills needed for profitable employment, communities can experience significant positive transformations in society, including economic growth, social cohesion, and improved quality of life. Investing in skill development programs is an effective way to promote long-term community development and empower individuals to lead fulfilling lives.

Such an experiment by the Government for skill development and skill multiplication in India is the Rural Self Employment Training Institutes (RSETIs). The major objective of the program is to provide self-employment opportunities and skill development training to the rural population, particularly youth and women. The main purpose of RSETI is to promote entrepreneurship and self-employment in rural areas, thereby reducing unemployment and poverty. The program aims to equip individuals with the necessary skills and knowledge required to start their own ventures and generate income. RSETI centres provide various training programs and workshops on a wide range of sectors such as agriculture, livestock, handicrafts, small-scale industries, and service sectors.

This paper aims to understand the impact of RSETI on the skill development and skill multiplication of the rural people in Alappuzha District, Kerala. The study is descriptive in nature. Data on 100 samples were collected and a qualitative method was chosen for the study. Building a rapport with the sample group was more comfortable as the researcher hails from the same place working under RSETI, helping them get a better livelihood through training. The tool for data collection was a semi-structured interview schedule. Observations in their living and

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working environment are also analysed. Focus group discussions were conducted in the later stage of the study. Five case studies from different communities among them are specifically portrayed.

Key Words: RSETI, Skill development, Skill multiplication, Community development, social security, self-employment.

I. Introduction

Development is often seen as a multifaceted process that can take place on an individual, communal, national, or even global scale. The ultimate objective of development is to bring about constructive changes that raise people's living standards, expand their possibilities, and enhance their quality of life while maintaining equity and sustainability. Community development, especially as we speak of is a holistic approach a procedure wherein individuals of the community come together to solve problems collectively and take collective actions.

The term "**community development**" describes an organized, cooperative process to improve the well-being of a certain population or region. Identifying and solving local needs, assets, and aspirations. It entails involving stakeholders, organizations, and individuals in the community. This comprehensive strategy includes a range of programs, including social, cultural, economic, and environmental activities, all aimed at promoting social cohesion, sustainable growth, and general improvements in the standard of living in a community. Building community capacity, mobilizing resources, advocating for change, and encouraging participatory decision-making are all common components of community development, which aims to make communities more resilient, inclusive, and vibrant.

According to Moreland and Lovett (1997), community development is an educational process that entails giving people experiences through which they can learn how to improve their capacity for destiny and self-directed action. Community development is defined as "the process of animation that gives rise to a process of self-education, the essence of which is a heightening of the capacity for self-determination" from a social interventionist or animation social perspective, (Page 160 of Draper, 1971). It also involves politics, leadership, achieving power, group dynamics, learning, and social change (Hamilton, 1992, p. 33). Community members participating in problem-solving and decision-making; a behaviour-changing learning process that necessitates learning by doing; participants who gain more competence and capacity to manage their affairs; and a grassroots approach to social action are some of the features of the community development process (Draper, 1971). The capacity building of the community, group empowerment, and the accomplishment of social, economic, cultural, and environmental goals can all be used to assess the effectiveness of the community development process.

An important effort in India, Rural Self Employment Training Institutes (RSETIs) promote community development in rural areas through entrepreneurship and skill development. The state governments, lead banks of each district, and the Ministry of Rural Development all took the initiative to build these institutes. Established in 2009, by the Indian government's Ministry of Rural Development, the main goal of RSETI was to give men and women in rural areas training in skill development so they could start their businesses or find chances for profitable employment. Trainings were given, which in turn multiplied as the trainees, after receiving training started handing over the skills to the people in their community. The Trainees with the help of lead banks got

loans, which turned them to job providers and helped in employing their social settings, thus helped in the development of a community from skill training through RSETIs.

II. Existing Knowledge

It gives a brief note on the studies that have been conducted on the field-level experience of community development and skill training using primary and secondary data, in the past.

Jehan Loza(2004) in his article “Business–Community Partnerships: The Case for Community Organization Capacity Building” talks about how the partnership of NGOs and corporates could enhance community development. A growing number of non-governmental groups and corporations are collaborating with one another as they realize the intrinsic connection between societal and shareholder benefits. The article says that for the two industries, these collaborations can produce social capital and foster an atmosphere that makes it possible to address social challenges. This article examines the aspects of business-community organization collaborations, specifically focusing on capacity building for community organisations, within the Australian environment. The advantages to businesses, community organisations, and ultimately the communities that the corporation is a part of and that the community organisation serves are illustrated through an analysis of an Australian case study.

Celestin Mayombe(2017) in her article “Success stories on non-formal adult education and training for self-employment in micro-enterprises in South Africa” states that The "learning by doing" training method and the formation of entrepreneurial groups during the programme were important contributors to the successful transfer of learned skills into microbusinesses. The "learning by doing" training method and the formation of entrepreneurial groups during the programme were important contributors to the successful transfer of learned skills into microbusinesses. By highlighting the significance of including local community participation and creating post-training support mechanisms for self-employment before the training delivery, the study advances an understanding of successful entrepreneurial training programs. While they are still enrolled in the training programs, centre administrators ought to encourage trainees to launch small businesses in community level which could help in the development of the community as a whole.

M. Perez.et.al(2014) has analysed to use **Dual tech training System (DTS)** for entrepreneurial community development (ECD) through their study “Changes in Knowledge, Attitude, Skill, and Practice through Dual Training System toward Capacity Building For Entrepreneurial Community Development”. Using Dual tech training, the Dual Training System (DTS) builds capacity for entrepreneurial community development (ECD) in Philippines. The knowledge, attitude, skill, and practise (KASP) components of the DTS training curriculum were found to be crucial for the successful implementation of the training programme for community development. The weighted mean score revealed that there was a roughly 50% increase in the KASP level of DTS respondents. There was a close correlation between the DTS curriculum and the KASP change. The community, institution, individual/family ECD variables, and the KASP adjustments in the DTS curriculum were connected. The knowledge, attitude, skill, and practise (KASP) components of the DTS training curriculum were found to be crucial for the successful implementation of the training program. The weighted mean score revealed that there

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III. Knowledge Gap:

1. Studies on role of Rural Self Employment Training Institutes in community development are limited.
2. Studies on skill training for community development also lacks in the setting of this study area.

IV. Research Question

The major research questions are:

1. How does RSETI help in creating self-employment for the rural poor?
2. What was the impact created by RSETI in promoting community development through skill training?

V. Objectives

1. To understand the role of RSETI in the employment generation of rural people.
2. To analyse the impact created by RSETI in promoting community development through skill training.
3. To depict important case studies on the role of RSETIs in providing skill training for community development.

VI. Methodology

The study is Qualitative and follows a descriptive research design. It is conducted in the Alappuzha District of Kerala State as the RSETI of Alappuzha has been awarded with A++ grade by the central government for their efficient work for community development in the rural areas of the district. The researcher has used both primary and secondary data for the study. Primary data was collected through the observatory method. Focus group discussions were also conducted for the trainers and staff of RSETI-Alappuzha. Secondary data was collected from the district panchayat and RSETI regarding the economic status of the trainees and the courses trained for.

VII. Result and Discussion

A useful metric for assessing a society's health based on its community development is its employment status. A society without jobs will only result in a developing country with sharp drops in Gross Domestic Product, Gross National Product, and Net National Product. This may arise from heightened population, a lack of knowledge, inadequate funding, a shortage of raw materials and resources. RSETIs offer a significant remedy for this issue. The study demonstrates how training provided by these institutions aids in improving the production of self-employment opportunities for those trained by RESETIs hence leading them to community development.

The case study also showed that, following their training from RSETI, 73% of the trainees found employment of some kind. The majority of them work for themselves, are prosperous business owners, who provide job opportunities for the unemployed in their surrounding or collaborate with different industries. Trained candidates also help in skill multiplication as they abdicate the known skill among themselves in a social setting. Everyone who has seen the follow-up conducted by the institute agrees that the organization kept in regular contact with their trainees, which adds credibility to the particular nature of the organization.

VIII. Case studies

The case studies from the study area collected through primary data are depicted:

Case 1: Sabari is a 30 year old woman who is living with the earnings that she gets from her tailoring shop and beauty parlour. The shop was set up a year after the completion of training from RSETI. She had undergone training for 6 months in RSETI in the year 2013, for tailoring and fashion designing and she had also gone for a beautician course in the year 2015.

She came from a middle-class Christian family, where her father was a mechanic and her mother, a housewife. They didn't even have their own house and were living in a rented house. A time came when they were not even able to pay their rent and it was then that she went on with the idea of going for training under RSETI in textile designing.

With her qualification of higher secondary and her interest in the field, she had been trained well, and now that had turned her livelihood. Her tailoring shop consisted of 3 machines earlier but had managed to buy 6 new machines and she constructed a building near her house with the loan that she got from the bank as support for her new venture. Her friends, whom she got from the training class were also with her in the tailoring unit. She had a loan of around one lakh fifty thousand from SBI and the loan is being paid back from the amount that she gets from the tailoring shop. She is happy that they have bought land for the construction of their own house and she is also able to manage the house with the earnings that she earn from the shop. She is successful woman in the unit. She is a job provider now as 9 staffs are working under her from the same area where she has job. She has helped women in her community to be self-reliant by teaching them tailoring and providing employment in her unit.

Case 2: Raghi is a successful entrepreneur, who is able to manage her husband's treatment and her daughter's studies along with the daily needs from the earning that she gets from her stitching centre. She had completed her training from RSETI 2 years before in textiles and fashion designing and had started a stitching unit at Alappuzha in the town itself.

After completing the training from RSETI, she set up a tailoring shop in the town. Her husband was a lottery ticket seller who was bedridden after an accident by which he is paralyzed. He was the only working person in the BPL family, and because of the accident, the financial stability of the family went down, she tried hard to balance both ends meet and she went as housemaid to pay the rent and fees of their children.

It was then that she came to know about the training under RSETI and with the support of her husband, she went for training. Everything was fine there. She had completed the training successfully and with her completion certificate, she was able to get a loan from the lead bank. With a loan of one lakh, she had rented a room in the town and bought 2 tailoring machines. From the first day itself she had enough work as she was able to move on with her stitching unit. She can earn around 10,000 per month from the shop and can maintain her livelihood smoothly.

Case 3: Sujamol is a 32-year-old lady who makes paper bags and sells in nearby stores and textiles instead of plastic bags. Since plastic bags are banned by the government, she gets enough orders from textiles and stationery

shops for her covers and it helps in earning her livelihood. She has completed her training from RSETI 3 years ago in paper cover making and that helped to sustain her livelihood.

She belongs to a middle class family and had studied up to higher secondary but after that she was not able to pursue her higher education since she had to help her mother in looking after her family. She was working in a fish exporting company before joining the training. She remembers that she was only able to earn only 700 rupees per month with which she had to manage the fees of her younger sister, and her mother's dialysis.

It was then that she came to know about the training under RSETI and she was interested in joining the training. She had completed it successfully and with the certificate, she applied for loan in the same lead bank. Along with the loan she had also sold her gold and started a new venture.

She had brought a machine for making the bags. During the first days, printing on the bags were done outside, but with the income that she earned from the bag making, she had brought a printer and now the whole work is done inside. She is happy that she is also able to provide job for three women of her neighbour. She earns a good amount from her business that she started supporting an old age home nearby with a portion of her profit that she earns.

CASE 4: Bitchu is a shareholder of one of the leading advertising companies in Cherthala. He has completed his training in advertising from RSETI and is working as a Creative Director of B-QUEEN advertising company. He says that the decision that he made to join the training was the most important turning point in his life.

He is a 39-year-old man who was working in a Photostat center for the minimum wage that he could get for his qualification. He had completed B.Com and was not able to complete any of the competitive exams. That was why he decided to work in the nearby Photostat shop. From the earnings that he had, a family of 8 members survived.

It was then that he came to know about the training of RSETI and since he was interested in the advertising field, he joined. It was a 3 months course and with a 100% attendance, he had completed the training. After the training he along with his 3 batch mates, took loan of 15 lakhs and started a new initiatives. It was so hard for the beginners to sustain, but their works were more creative and that made their customers trust them more. He set up the first studio in his village and the people of the villagers can access it at a minimum rate.

He has succeeded and is now is one of the leading advertisers. He said that he is the role model of his daughter and is happy with the present life. He is also proud that he had taken a risk and that had turned his life in a positive way.

Case 5: Mary Gracy is a 45 year old woman who is busy with her tailoring shop located at Kavunkal junction. She is a fisher woman by caste and was doing the same job before she went for the training. She was able to earn her living as her father was a fisherman. He went to sea and bring fishes which was sold by her in the households. Things changed after the death of her husband 5 years back that she was about to go to the main traders for getting fishes for selling. They had charged heavy prices which was not affordable for her as the initial investment. She stopped going for that and started to go a housemaid. It was during that time she came to know about the training about RSETI. Since she has to look after her daughters, she needed permanent employment and she had joined training.

She joined the tailoring and fashion designing course in the year 2016 because she was interested in it. After completing the course, she has taken loan from the lead bank with the certificate, and with an initial investment of rupees 50,000, she started her new business.

She brought a new machine and rented a room in the market junction. At first, it was hard to survive, as she had invested the whole for the shop and she had nothing to gain. It affected her family and life. But she had succeeded as she began to get works from the nearby houses and her friends. She started to earn around rupees 10,000 per month and she is happy with her present life. She thanked RSETI for their care and support as she says that it was the training that changed her life.

IX. Conclusion

RSETIs are distinct skill development organisations that function nationwide at the district level. The RSETIs work with young people living in rural areas to help them build skills, start businesses, and find sustainable sources of income. Despite being sponsored and administered by several banks, RSETIs share the goal of encouraging the development of sustainable rural businesses and community development.

SBI-RSETI, Alappuzha serves as a paradigm for how these institutions ought to operate more effectively. Seventy-three percent of the members had completed their training under various RSETI courses making 67% of them as job providers. From 2013 to 2018, RSETI, Alappuzha received an A++ grade since they exceeded their program's goals and produced the greatest number of new entrepreneurs who benefited the overall society by advancing community development.

The fact that RSETI, Alappuzha has produced 6,111 entrepreneurs in the area during the last five years is the most significant accomplishment for the enrichment of community development.

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