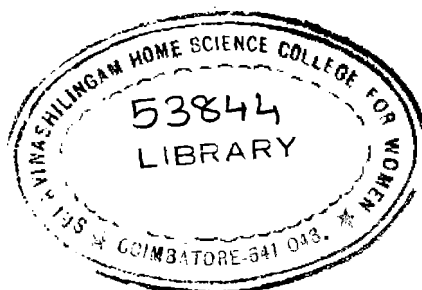


ASSESSMENT OF TRAINING NEEDS OF RURAL YOUTH

By
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A C K N O W L E D G E M E N T

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LIST OF CONTENTS

CHAPTER	PAGE
LIST OF TABLES	
LIST OF FIGURES	
LIST OF APPENDICES	
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	
A. Meaning of Integrated Rural Development	7
B. Role of Youth in National Development	9
C. Training needs of Rural Youth	14
III. METHODOLOGY	
A. Selection of Area	35
B. Selection of Sample	36
C. Selection of Tool	36
D. Collection of Data	38
E. Analysis and Interpretation	39
IV. RESULTS AND DISCUSSION	40
A. Family background of the families of the selected youth	40
B. Interests and aspirations of the selected youth	43
C. Details about youth club and Mahalir manram in the selected villages	65

CHAPTER	PAGE
D. Training needs of the youth	68
E. Opinion of trained youth about their training they received	76
V. SUMMARY AND CONCLUSION	87
BIBLIOGRAPHY	94
APPENDICES	102

LIST OF TABLES

CHAPTER	PAGE
I POPULATION OF YOUTH BY AGE AND SEX IN 1971	12
II DISTRIBUTION OF DROP OUTS DESIRING TRAINING IN "COMMITTED OCCUPATION"	18
III DISTRIBUTION OF UN-EMPLOYED DROP OUTS ACCORDING TO THEIR TRAINING PREFERENCES	19
IV AGE WISE AND TRADE WISE DISTRIBUTION OF RURAL ARTISANS WHO RECEIVED TRAINING	24
V OCCUPATIONAL DISTRIBUTION OF TRAINED YOUTH	25
VI FATHER'S PERCEPTION ON THE REASONS WHY THEIR CHILDREN DISCONTINUED SCHOOLING	27
VII REASONS FOR LEAVING THE SCHOOL (NON-SCHOOL GOING YOUTH)	28
VIII SIZE OF THE FAMILY	40
IX OCCUPATIONAL PATTERN OF THE HEADS OF THE FAMILIES	42
X INCOME LEVEL OF THE FAMILY	43
XI AGE RANGE OF THE SELECTED YOUTH	44
XII EDUCATIONAL LEVEL OF THE YOUTH	45
XIII INCOME OF THE FAMILY Vs. EDUCATIONAL LEVEL OF THE YOUTH	47
XIV INCOME OF THE YOUTH Vs. EDUCATIONAL LEVEL OF THE YOUTH	48
XV EDUCATIONAL LEVEL Vs. SATISFACTION ABOUT EDUCATIONAL LEVEL	49

CHAPTER	PAGE
XVI REASONS FOR DISCONTINUANCE OF THE STUDY	50
XVII SIZE OF THE FAMILY Vs. EDUCATIONAL LEVEL OF THE YOUTH	53
XVIII EDUCATIONAL LEVEL Vs. INTEREST IN CONTINUING EDUCATION	54
XIX TYPE OF EMPLOYMENT OF EMPLOYED YOUTH	55
XX INCOME LEVEL OF THE YOUTH	56
XXI WORKING TIME OF THE YOUTH	57
XXII LEISURE TIME OF YOUTH	57
XXIII REASONS FOR THE SATISFACTION OF PRESENT OCCUPATION	59
XXIV REASONS FOR THE DISSATISFACTION ABOUT PRESENT OCCUPATION	60
XXV CHANGES DESIRED TO HAVE	61
XXVI INTEREST IN LEARNING NEW SKILLS	62
XXVII INTEREST IN LEARNING NEW SKILLS Vs AGE LEVEL OF YOUTH	63
XXVIII EDUCATIONAL LEVEL Vs GETTING NEW TRAINING	64
XXIX INCOME OF THE YOUTH Vs. OPINION ABOUT LEARNING NEW SKILLS	65
XXX AWARENESS ABOUT MAHALIR MANRAM AND YOUTH CLUB	67
XXXI ACTIVITIES LEARNED IN THE MAHALIR MANRAM	67
XXXII TRAINING NEEDS OF YOUTH IN AGRICULTURE	69
XXXIII TRAINING NEEDS OF YOUTH IN SUBSIDIARY OCCUPATIONS	70

CHAPTER		PAGE
XXXIV	TRAINING NEEDS OF YOUTH IN AGRICULTURAL ENGINEERING	72
XXXV	INTEREST OF YOUTH IN GETTING EDUCATION	73
XXXVI	PLACES FOR ATTENDING THE TRAINING	74
XXXVII	TIME PREFERENCES BY THE YOUTH FOR THE TRAINING PROGRAMME	75
XXXVIII	METHODS OF TRAINING	76
XXXIX	AGE AND EDUCATIONAL LEVEL OF TRAINED YOUTH	79
XXX	DISTRIBUTION OF TRAINED YOUTH ON THE BASIS OF TRAINING SUBJECTS	80
XXXI	PERIOD OF TRAINING	81
XXXII	PLACE OF TRAINING	81
XXXIII	EMPLOYMENT POSITION OF TRAINED YOUTH	83

LIST OF FIGURES

CHAPTER	PAGE
I MAP OF KARAMADAI PANCHAYAT UNION	37
II EDUCATIONAL LEVEL OF THE YOUTH	46
III REASONS FOR THE DISCONTINUANCE OF THE STUDY	51
IV METHODS OF TRAINING	77
V EMPLOYMENT POSITION OF TRAINED YOUTH	84

LIST OF APPENDICES

CHAPTER		PAGE
I	PROFORMA TO ELICIT INFORMATION ABOUT THE TRAINING NEEDS OF RURAL YOUTH	102
II	PROFORMA TO FIND OUT THE OPINION OF THE TRAINED YOUTH ABOUT THE TRAINING THEY RECEIVED	110
III	CHI-SQUARE TEST	112

INTRODUCTION

"I present to you your greatest inheritance India with her glorious history and civilisation. Take it and make it what you will".

- Jawaharlal Nehru to the youth of India

India, the second most populous country of the world, is in the process of rapid social and economic development. If there have to be a mighty upsurge of progress in all directions, the people who live in the rural areas must play their part. If socio-economic growth has to be sustained, and a welfare state is to be established, its foundation must be laid in 550,000 villages where over 350 million Indians live.

Since rural communities constitute nearly 70 per cent of the Indian population, the leaders of India have naturally realised the importance of all round development in the villages. They have recognized that the future of the country is no small measure, is bound with the progress in the villages. Therefore, the Community Development Programme has occupied a position of high priority in the re-building of new India (Kapoor, 1976).

The cornerstone of Integrated Rural Development is the socio economic uplift of the poor, particularly in rural areas.

The programme opens up opportunities for attempting a balanced and integrated pattern of resource use - human, animal and physical for banishing poverty from our midst (Subramaniam, 1976). The Community Development Programme is an integral part of the Five Year Plans aimed at developing the rural sector and provided sustained guidance in the development of Village youth programmes and activities, (Mukherji, 1961).

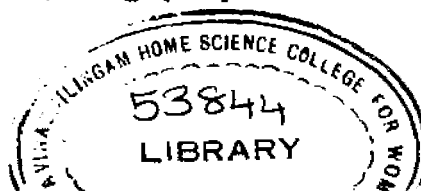
According to 1971 census, 257 million of the 320 million young persons lived in the villages, that means about 80 per cent of our youths were rural youths. Rural India in 1971 had 132 million boys and 125 million girls in the age group of 24 and below. The rural youth in India can make several contributions to the harmonious development of villages. The period of life from 11 or 12 to 22 or 25 years of age is usually regarded as a period of youth (Srivastava, 1961). Sebald (1977) defines youth as an emergent stage suspended between adolescence and adulthood and applied it to the eighteen to twenty-six age category. Francis (1963) says that youth is a state of readiness. Ministry of Education and Youth Services (1969) defined youth as anybody in the age group of 16-30 years. The United Nation's Statistics on Children and Youth (1968) includes any person between 15 and 24 years in the category of youth. Youth is a stage of

preparedness and proceeds the effective adult stage (Chintamani, 1964). Youth is a transitional period in personality development and it bridges the years between childhood and adulthood, (Shingi, 1977).

Youth stand for energy and action. Their vigour and energy are the greatest if diverted to constructive purposes and if proper help and guidance are given, (Aggarwal, 1964). The youth, a bulk of total population of every country are the national cream and the future crown with full possession of physical built and mental tenacity and powers (Singh, 1976). To Oatman (1968) they are the very stuff of the country, the keepers of its traditions, its strengths and failings - the vessels, in short, of its continuity as well as progress.

More than ever before, India today is a country of young people. Statistics show that over 80 per cent of the people of India are below 25 years of age. The attitudes, values and activities of these young people are going to determine, in large measure, the future of this country. (Kurian, 1972).

So due consideration is to be given to the role of youth in the total national effort. Young people are much more prepared to take risks and venture into things unknown. A sizeable portion of our young people are full pledged citizens of the country. The young people have the right to have an



adequate share of the social wealth. Youth are the architects of our destiny and no scheme of national regeneration can make such headway without their participation. Youth is a dominant factor in social change (Ansari, 1975). The youth have the inspiration and courage to move forward in the realms of the new and unexplored for bringing about reforms in society. Most of the world's progress has been due to the untiring efforts of the younger generation (Srivastava, 1961). Swami Vivekananda wanted the youth to get right education and go about the right way of getting the best out of education for the country's regeneration (Swami Gambhirananda, 1969). His clarion call to the youth of this nation was 'Arise, awake and stop not till the goal is reached. Arise! awake from this hypnotism of weaknesses' (Rao, 1970).

Awakening in rural areas is not possible unless efforts are made to catch the villagers while they are youth and impart them practical training and guidance in the vocations they intend to make up in the future (Kotju, 1961). In the present context of increasing unemployment, it is necessary that youth should be provided adequate training facilities as well as orientation to seek avenues of self-employment. Training is also required for those amongst youth who act as leaders of young people. In the process of attitude formation and skill development, training becomes important. Training becomes essential for strengthening their

awareness and motivation. Training occupies a pivotal place in any scheme of youth work (Kuriakose, 1976).

Trainings have been acclaimed as effective tools in developing favourable attitudes, job competence, confidence and also willingness to adopt recommended farm technology. Every year about five million youth, mostly rural house earning members in our country. But unfortunately about two-third of them are untrained and unskilled. These youth form the potential target audience for promoting sustained agricultural production in agro-ecological regions of the country. An efficient programme of organizing the rural youth and imparting vocational training to them is imperative to harness their potentialities for national development (Kulhari, 1977). Employment for all in rural areas is not possible unless the existing training programmes for the farmers, craftsman and entrepreneurs are adopted to their needs in rural areas. The achievement of full employment in rural areas is contingent upon the evolution of a national training infrastructure, the formulation of suitable coordinated mechanisms at all levels. Unless, a massive training programme is organised to support the ambitious rural development programme, the goal of full employment may not be achieved within the stipulated time (Kav, 1978).

Naturally training and education have assumed a significant place in the hierarchy of developmental efforts.

With 65 to 80 per cent of the population depending for their livelihood on agriculture and with 50 to 70 per cent of the national income coming from agriculture and related industries, this sector will continue to be the backbone of the most under-developed countries. Unfortunately in most developing countries the training and human developmental efforts in this sector would seem to be inadequate to the requirements. Training in this sector should concern itself with organising training and developing the hundreds of thousands of small farmers, small industrialists, the artisans and other skilled workmen. The training should aim at social good rather than just individual good, at social development rather than just economic development (Philip, 1977).

The study was undertaken with the following objectives.

1. To study the socio-economic conditions of the families of rural youth
2. To determine the training needs of rural youth
- and 3. To find out the opinion of trained youth.

REVIEW OF LITERATURE

The review of literature for the study is done under the following headings:

- A. Meaning of Integrated Rural Development.
- B. Importance of Youth in National Development.
- and C. Training Needs of Rural Youth.

A. Meaning of Integrated Rural Development:

Today rural development is described as a process aimed at improving the well being of the people living outside the urbanised areas. Rural development takes into account the forward and backward linkages between rural and urban areas (Shah, 1977) Rural development is defined as "Improving living standards of the mass of the low income population residing in rural areas and making the process of their development self-sustaining" (Chaturvedi, 1990). Rural development is an integral part of overall economic development removal of destitution, reduction of income constraints, liquidation of unemployment and control of price inflation, call for basic transformation in the prevailing policy structure, as these evils may in large measure, be attributed to it (Joshi, 1979,, proceedings of the workshop, 1977)

In India's rural development programme much emphasis has been laid on increased agricultural production and raising

the living standard of the village communities. Village youth and women must also be fully brought into the field of rural development. (Rural Youth trainers manual, 1967) Rural development is advocated to day as a basic strategy for economic development all over the world (Kaw, 1979). It is conceived as a process aimed at uplifting the rural poor, their economy and institutions from a state of stagnation towards a higher level of living and a better quality of life (paper for discussion on NCAER, 1979)

Integrated Rural development is the accepted strategy for the development of rural areas, in the sixth five year plan. The dual objectives of rural development are 1) Increase of production in agriculture and allied sectors. 2) Generation of employment (Thaha, 1979, Pantulu, 1979). The declared objective of the Integrated Rural Development programme was to apply science and technology for the benefit of rural population (Jaiswal et al, 1978). Integrated Rural Development aims at reaching specific target groups comprising the rural poor, particularly small farmers, tenants, landless labourers, women and young people (Koshy, 1977)

Integrated Rural Development is an attempt to implement Gandhiji's concept of Sarvodaya, that is promoting the welfare of each and of all individual in the rural community and at the

same time ensuring accelerated development and welfare of the disadvantaged groups (Azad, 1978). It is designed to create additional employment and raise the income levels of identified target groups, consisting of marginal and small farmers, agricultural labourers, small artisans and persons belonging to scheduled caste and tribes (Roy, 1980).

The Krishi Vigyan Kendra is an innovative institution. The scheme is intended to develop training infrastructure spread all over the country in the heart of rural areas for the benefit of farmers and fishermen. The skill oriented training imparted in the kendras to the farmers through work experience on the principle of learning by doing will fill a major gap between the advanced agricultural technologies on one hand and their effective transfer to the farming community on the other hand. KVK will be developed in an all-round manner so that they may cater to the training needs for Integrated Rural Development. It organises training programmes and non-formal educational activities for young farmers, specially the school drop-outs for self-employment. It also organizes farm science clubs both in rural schools and in villages to induce in younger generation a liking for and an interest in agricultural and allied sciences and scientific farming (ICAR Bulletin, 1977).

B. Importance of Youth in National Development:

Youth constitute more than one fifth of India's total

population. The energy and enthusiasm of this vast youth population if rationally canalised for constructive work and their imagination kindled, India can become one of the most happy and prosperous nations in the world. (Shingh and Kumar, 1977). Youth in every country is the supreme symbol of strength. Youth is always synonymous with vigour, action and change (Sharma, 1975). Tomorrow's democracy is based on to-days youth and therefore success and failure due to Indian democracy is based upon how the youth are trained to be in their life, (Chambers, 1978).

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship, (Aiton, 1969). Youth are the future of the country. Youth is a vital section of the community have their share of the nations plans and progr mnes (Rural youth trainers manual, 1967). Devadas (1975) exhorted that youth must be organised towards, 'learning by doing' and 'earning while learning'. The future of the country lies not in the old men who are wise, but the young men who are ambitious. Of the human resources a considerable size of ambitious, enthusiastic, receptive able group is formed by youths in the country. Among the youths, the greater number are rural youth in the country. Through the youths of today we build the India of tomorrow (Hanunappa, 1967).

The youth of to-day are the nation of tomorrow, the future of our motherland lies in their hands. What they will become, what they will do and what role they will play in our free democratic society will depend to a great extent on the period between child hood and adult hood. If we want to see an India of peace and prosperity we must do all we can to give our youth a new scale of values, new ideals and new attitudes to build up sense of responsibility, ambition for community service, devotion to duty, self-help, self-confidence and other qualities of leadership (Gupta, 1966).

According to 1971 census Government of India the total population of India is 548 million. The youth constitutes a large proportion of this population. The data presented in Table-I show the age group 0-24 accounts for 58.54 per cent of the total population. According to the projected statistics for 1976, the percentage of 0-24 age group in the total population is 59.32 per cent and that of 15-24 is 19.74.

TABLE - I

POPULATION OF YOUTH BY AGE AND SEX IN 1971 IN (000's)						
Age group	1971			1976 (projected)		
	persons	Males	Females	Persons	Males	Females
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0 - 14	230, 254	118,670	111,384	239,470	123,562	115,908
	(42.0)	(41.9)	(42.2)	(39.6)	(39.4)	(38.9)
15-19	47, 447	25,211	22,236	65,208	33,392	31,816
	(8.7)	(8.8)	(8.4)	(10.8)	(10.7)	(10.9)
20-24	43,062	21,563	21,519	54,223	27,906	26,425
	(7.9)	(7.6)	(8.2)	(9.0)	(8.9)	(9.1)
Total youth	320,783	165,644	153,139	358,911	184,762	174,149
	(58.54)	(58.33)	(58.76)	(59.32)	(58.97)	(59.69)
Total	547,950	283,937	264,013	605,000	313,273	291,225
	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)

Figures in parenthesis indicates percentage to the total. The data revealed that out of population of 548 million, 242.8 million belong to the age group of 5-24 years, the group significant from the point of view of education. Out of these 242.8 million children and young men and women nearly 145 million (59.70) are illiterates. Out of remaining 97.8 million persons belonging to 5-24 age group and considered to be literate as many

as 41.6 million are literate without any educational level.

The country being predominantly agricultural a large majority of its population is resident in the rural areas. Consequently a large number of youth also reside in rural area. A large majority of the working youth is engaged in agricultural occupations and is resident in the rural areas.

The main objectives of the Central Government's youth policy are to provide opportunities to young people to make constructive contribution to society, fulfil youths aspirations by providing avenues for young people to be actively involved in the national mainstream and enable them to contribute fruitfully in the task of national reconstruction.

To mobilise students and non-students youth for constructive nation building activities 235 youth centres known as Nehru Yuvak Kendras have been established in various States and Union territories. Of these, 171 have become operational by October, 1978 and the remaining in the process of establishment. The activities of these centres include informal education for young people in the age group 13-25^{years} and their participation in creative activities, development of competitive sports, physical education, encouragement of talent in the rural areas and community service involving youth participation in education

of illiteracy, health, education and sanitation programmes and help in carrying out land reforms (India, 1979)

C. Training Needs of Rural Youth:

Kulhari (1977) views that trainings have been acclaimed as effective tools in developing favourable attitudes, job competence, and also willingness to adopt recommended farm technology. Every year about five million youth, mostly rural become earning members in our country. But unfortunately about two-third of them are untrained and unskilled. These youth form the potential target audience for promotion of sustained agricultural production in different agro-ecological regions of the country. An efficient programme of organizing the rural youth and imparting vocational training to them is imperative to harness their potentialities for national development.

Training is necessary for the youth for gaining certain skills as the youth has to function as a nucleus for further training of large number of rural folk. The principles involved in youth training is "learning by doing and earning while learning". (Chinthamani, 1962). Training makes the most vital contribution to the methodology of social reconstruction as it identifies the categories of needs that are to be fulfilled and indicated the type of workers that are acquired for village development at various levels (Devi and Srinivasan, 1979) According to Sangli and Patil,

(1977) training provides opportunities to develop trainees knowledge, skill and professional ability. Training is always purposive. This purpose is always linked with the trainee's needs. The trainees through training programmes help the trainees to meet their needs.

Training for ^k skill development tries to bridge the gap between the existing skills and the new technology on one side and to develop skills, among the unskilled on the other (Aslam, 1980) The areas for training in skill development in rural areas can be divided into four major areas Agricultural development, handicrafts development, rural artisans and employment generation (Ramaschandra, 1976) Prasad (1976) views that organising and promoting youth clubs to train and serve a bulk of our growing population especially non-school going youngsters offers vast scope and potential.

The strategy of rural development cannot be successful without a supportive training infrastructure. Employment for all in rural areas will remain in a dreamers chimeria unless the existing training programmes for the farmers, craftsmen and entrepreneurs are adopted to their needs in rural areas. The achievement of full employment in rural areas is contingent upon the evolution of a national training policy, the creation of a national training infrastructure, the formulation of

suitable co-ordinative mechanisms at all levels. Unless a massive training programme is organised to support the ambitious rural development programme, the goal of full employment may not be achieved within the stipulated time (Kaw, 1978)

Discussions at a workshop for non-student youth held by the Vishwa Yuvak Kendra pointed out that facilities for employment-oriented training should be provided to rural youth (Kuriakose, 1972) Charkaborty (1978) says that the young farmers should be given training to inculcate an attitude of self-confidence and to open up the possibilities of self-employment. Training should be given in methods of veterinary services like artificial insemination, treatment of common disease of the animals etc. The young boys thus trained not only can establish their own dairy and poultry units but also can render veterinary services in the rural areas for the betterment of livestock. This can provide new avenues of employment of the young boys as well as promote economic development in this region. Kanala and Sinha, (1979) says that training programmes on improved dairy husbandry practices need to be given to the milk producer and rural women particularly. Such training programmes on improved dairy practices would be fruitful and rewarding in the productive work of dairy farming.

In 1973, a study was conducted by the Indian Institute of Public Opinion on "A survey of rural youth in two Indian Districts"

namely Dharmapuri and Ahmednagar. One of the aspects of the study was to identify the training preferences of school drop outs age ranging from 11-22 years. Interview schedule was administered to elicit information about the training preferences. The number of youth interviewed both in Dharmapuri and Ahmednagar Districts were 1274 and 1068 respectively.

The results obtained in Dharmapuri District are given below.

1) Training in "Committed occupations"

Of the drop outs interviewed, hardly 4 per cent of the total have expressed a desire for further training in the occupations to which they are already committed mainly agriculture and tailoring.

TABLE - II

DISTRIBUTION OF DROP-OUTS DESIRING TRAINING IN
"COMMITTED OCCUPATION"

Trade	Male	Female
Blacksmithy	1	-
Pottery	1	-
Merchandising	1	-
Tailoring	12	-
Tube well fitting	1	-
Labour (Agriculture)	21	-
Others	8	1
Unspecified	4	-
Total	<u>49</u>	<u>1</u>

3. Occupational training according to preferences:

The distribution of unemployed drop-outs according to the training preferences indicated by them is shown in the below table.

TABLE III

**DISTRIBUTION OF UNEMPLOYED DROP-OUTS ACCORDING TO THEIR
TRAINING PREFERENCES**

Occupation	Male	Female	Total
Blacksmith	5	-	5
Carpenter	16	-	16
Mason	8	-	8
Plumber	3	-	3
Tailor	90	199	289
Motor mechanic	287	-	287
Fitter	28	-	28
Electrician	108	4	112
Wireman	84	-	84
Lineman	29	1	30
Turner	16	-	16
Moulder	2	-	2
Compositor	2	1	3
Printer	2	1	3
Pattern maker	2	-	2
Book binder	6	-	6
Switch board operator	2	-	2
Typist	19	45	64
Stenographers	6	5	11
Others	86	90	156
Unspecified	4	1	5
Welder	19	-	19
Total	804	347	1151

Training for tailor, motor mechanic, electrician, wireman, fitter, lineman, turner, welder, carpenter, and typist were the ones generally preferred by the unemployed drop outs. Training in tailoring and typing was preferred by relatively larger number of female drop outs than of male drop-outs, motor mechanic, electrician, wireman, fitter, welder and carpenter being men's jobs were preferred by males.

Findings of the study in Ahmednagar:

1. **Training in committed occupations:** Of the drop outs interviewed 54 males and 8 females who together constitute only 8 per cent of the total have expressed a desire for training in the occupations to which they are already committed namely agriculture, tailoring and tube well fitting.

2. **Occupational training according to preferences:** Nearly 58 per cent of all sample drop-outs have indicated their choices for training in specific occupations. As in Dharmapuri, the unemployed dropouts of Ahmednagar generally preferred the occupations of tailoring, motor mechanic, electrician, wireman fitter, lineman, turner, welder, carpenter and typist for training but tailoring and typing was preferred relatively smaller number of female drop outs than of male drop outs in Ahmednagar.

Singh (1976) conducted a study on training needs of farmers. The study was undertaken in Belhar Block of Bhagalpur

District. The stratified random sampling was used for the selection of the sample. A total of 100 farmers, 33 large farmers, 34 medium and 33 small farmers were selected. ^{Forty eight} sub areas of training were selected under the 10 main areas of training in relation to high yielding varieties of paddy. These were high yielding varieties of paddy, seed treatment, nursery raising, transplantation, fertilizers, irrigation, plant protection, storage, credit and marketings.

The findings of the study reveal that the large farmers did not perceive training in any of the main area as most needed. The medium farmers perceived training in plant protection measures, and high yielding varieties of paddy as most needed. The pooled analysis revealed that training in plant protection measures was perceived as most needed. Training in high yielding varieties of paddy and fertilizers were perceived as moderately needed. Training in seed treatment, storage, nursery raising and credit were perceived as some what needed.

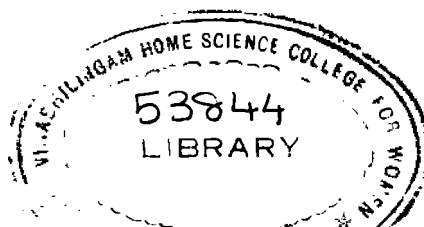
Short duration training programme for high yielding varieties of paddy organised most preferably in the month of May and June at village level was likely to be very popular among paddy growing farmers. They preferred discussion and demonstration as training methods.

There was significant association between age, education, size of holding, social participation and socio-economic status

of the farmers. The findings revealed that the middle aged and old farmers needed more training than the young farmers. It was also found that the illiterate farmers and farmers with low level of education needed more training than the farmers with higher level of education. The small and medium farmers needed more training than large farmers. The farmers of low economic group needed more training than those of medium and high socio economic status group.

Kulhari et al (1977) did a study on 'Training needs and suggestions of rural youth about fruit and vegetable cultivation'. The study was undertaken in Rajasthan to identify the training needs of rural youth in various aspects of fruits and vegetable cultivation and their suggestion for improving. An inventory of eight aspects of fruit and vegetable cultivation was developed and the trainee was asked to rank these eight aspects in order of his felt needs. The data were subjected to analysis of variance test. Findings of the study reveal that needs in different aspects are not perceived to be equally important by trainees. The priority rank order of training needs does not change with hereditary occupation or initial knowledge level of trainees about fruit and vegetable cultivation.

Training in cultivation practices of vegetables, plant protection measures and techniques of raising vegetable nurseries



were perceived to be dominant training needs by trainees. Dilution of plant protection chemicals, fruit plantation, raising plant nurseries, fertilizers use and minor repairs of equipments were other perceived training needs of trainees in descending order.

Organisation of short duration uni-theme training at frequent intervals duly supported by follow-up activities are recommended. Such training must provide practice session to develop needed skill, work experience and confidence in trainees.

Ramanujan et al (1977) did a study on "Artisan training programmes" to find out the impact of training programme. The findings of the study were:

The training was imparted by IIT at Bhiwani for six months. The trades covered are (a) welding (b) carpentry and (c) Electrician. Training was imparted in both theory and practice. Approximately two hours a day were devoted to theory and three to four hours a day are devoted to practical training.

The data was collected from randomly selected 29 artisans with the help of interview schedule. Of these 29 artisans, 9 persons received training as electricians, 8 received training in carpentry and the remaining 12 were trained as welders.

TABLE IV

AGE-WISE AND TRADE-WISE DISTRIBUTION OF RURAL ARTISANS
WHO RECEIVED TRAINING

Age distribution		Educational distribution		Trade-wise distribution	
Age group in years	Number of trainees	Educational groups	Number of trainees	Name of the trade	Number of trainees
18-20	7	Upto 4th standard	1	Electrician	9
20-22	14	5th to 8th standard	6	Carpenter	8
over 22	8	9th standard Matric	5 17	Welder	12
Total	29		29		29

More than 70 per cent of the artisans who received training were found to be aged upto 22 years. Majority of trainees had education upto matriculation.

The occupational distribution of artisans after they have received training are presented in Table V.

TABLE V

OCCUPATIONAL DISTRIBUTION OF TRAINED YOUTH

Present occupation	Type of training			
	Electrician	Carpentry	Welding	All
Self-employment related to training	1	3	3	7
Job-related to training	3	-	3	4
Government job not related to training	4	2	-	6
Farming	2	2	3	7
Other professions	-	-	3	3
Unemployed	-	1	1	2
Total	9	8	12	29

The information collected from the trainees shows that only 38 per cent were engaged in activities related to the training they have received. Of the remaining 18 trained artisans, 16 were engaged in activities unrelated to their training, while 2 persons were found unemployed.

On the part of the trainees as well, out of the 16 of the trainees who were personally contacted, the majority of them felt that the training was largely theoretical and that they received very little practical training. Of the 16 trainees only 6 trainees were satisfied with the training they received.

← It is thus evident that the artisans' training programme has failed to achieve its objectives.

Shingi et al (1977) did a study on "Rural youth Education, occupation and social outlook". The villages selected for the study were Trapaj and Bapad of Talasa Taluka of Bhavnagar District in Gujarat. The investigator preferred survey method for the study.

The findings of the study were: The total male sample was 182 out^{of} which 120 were in the age-group of 13-20 years. Sixty three of these 120 youths were enrolled in the school at the time of the inquiry and remaining 57 youths were not going to school.

It is worth noting that 78 per cent of the total rural school dropouts ended up working in agriculture, a sector of top priority in economic development of the nation. The data on their level of education showed that about one fourth of them had never attended school, while another one fourth had studied only upto first standard.

While approaching the fathers of the 66 selected school dropouts, the various reasons for the discontinuance of their children's education were found out. They are represented in the Table VI.

TABLE VI

FATHERS' PERCEPTION ON THE REASONS WHY THEIR CHILDREN
DISCONTINUED SCHOOLING

Reasons for leaving school	Number of youth	Percentage
a. Not good in studies	11	16.7
b. Shortage of labour	27	40.9
c. Shortage of money (poverty)	9	9.1
d. Failure	1	1.5
e. Unwillingness on the part of children	8	12.1
f. Unwillingness on the part of parents	6	9.1
g. Sickness in the family	2	3.0
h. Quarrel with teacher	1	1.5
i. To take job somewhere	4	6.1
Total	66	100

The data showed that 40 per cent of non-school going youth had discontinued their studies as they were needed to manage the farm affairs. The second most important reason was their performance in the examination. This was the case of about one-fifth of the non-school going youth. Scarcity of financial resources account for about one tenth of the school dropouts. In addition, sickness in the family quarrels, with the school authorities, availability of paid assignments also caused abrupt termination of many children's education.

Unfavourable disposition on the part of the parents and students towards education in general also resulted into the withdrawal of two out of 10 children from schools.

The investigator selected 26 school dropouts and obtained from them the various reasons for leaving the school. They are presented in Table VII.

TABLE VII

REASONS FOR LEAVING THE SCHOOL (NON-SCHOOL GOING YOUTH)		
Reasons for leaving school	Number of youth	Percentage of youth
a. Shortage of labour	11	42
b. Poverty	8	19
c. Not getting admission	1	4
d. Lack of interest	5	19
e. Sickness	2	8
f. Married so left school	1	4
g. No answer	1	4
Total	26	100

The various reasons for leaving school include poverty, lack of interest in studies, illness, limited time available for studies, marital responsibilities and inability to get admission. Poor economic conditions which generally prevail in the villages compel the children and youths to take the role of bread winners early in their life.

Shete (1978) conducted a study on 'Agricultural training needs of tribal farmers in Maharashtra to find out the type of training, optimum duration, training methods and suitable place for training preferred by the cultivators and specific training needs of the tribal farmers. The study was conducted in Dahann and Kkrjat taluks of Phans and Kolaba Districts. A sample of 120 tribal farmers were randomly selected and the data was collected and through personal interviews.

The findings of the study were:

It was observed that tribal farmers preferred to have training classes in their own villages rather than going to either Agriculture college or research farms. Out of four methods of training, demonstration emerged as an important method followed by filmshows. Methods like group discussion, lecture was preferred by only small number of farmers. It was also observed that the duration of the training classes should be two to three days before the commencement of monsoon.

For identifying subject matter areas and specific training needs of tribal farmers eight items were presented to them. The response to each item was ascertained from them on a five point scale and the raw score of each item was converted into standard score.

The subject matter relating to information on subsidies for agriculture development was the most preferred one (4.39) on which tribal farmers ^{needed} more training. The other areas of interest were knowledge about high yielding varieties of paddy (3.76); methods and techniques of plant protection (3.22), use of organic and inorganic fertilizers (2.88), improved package of practices of paddy crop (2.73) knowledge of rabi crops (2.21) and poultry management (2.10)

Vashista et al (1975) did a study on 'Training needs of orchardists'. This study was carried out in Hissar (a district in Haryana) during 1974-75. About 120 orchardists were taken as respondents from the selected seven blocks by stratified random sampling. The interview schedule developed consisted of questions seeking orchardists relative preferences, necessity of training, durations, place and time of training and the worth of the training as perceived by them.

The findings of the study reveal that: The months, December, January, January-February, February - March were found to be most convenient months. On the other hand July-August,

October-November were indicated as the least convenient months. The study revealed that most of them (46.6 per cent) liked a weeks training, 32.5 per cent liked 3 days and 19.33 per cent ^{liked} two weeks training clearly leading to the conclusion that one week's course should suit most of them. Prasad (1972) in his study on training needs of farmers found that the most preferred duration was 3-5 days. Orchardists preferences for different places where training can be possibly organised were found out. A nearby village stands the most preferred place by 58.33 per cent of the orchardist.

Mayani (1978) did a study on 'Training of small farmers' This study was taken with the objective to identify the training contents, place, time and duration of training. One hundred farmers and fifty extension workers of Tunagadh District were the respondents. The training needs were assessed for four major crops ground nut, bajra, cotton and wheat and animal husbandry practices. The level of knowledge was measured on three point continuum 'adequate' 'Fair' and 'poor'.

The study revealed that the small farmers over ⁽all knowledge, taking all the four crops and all the practices together was for below the fair level. This indicates that the small farmers needed training in all the crops and in all the practices.

Every nine out of ten farmers were in favour of training. More than (89 per cent) of the farmers favoured both institutional

and non-institutional training. All the farmers in favour of training (89) were opinion that non-institutional training is more convinient. Fifty four per cent of them considered institutional training more beneficial.

The most preferred training duration was three to seven days and the most preferred months of training were February and March.

Based upon the experiences derived while working in different Community Development Blocks of the country, Singh (1969) suggested some ideas about the training of farmers. They are as follows.

The trainee, trainer, the subject, the teaching, the aids and the physical environment under which the training is conducted, all these have to be well in line to achieve the goals of training.

Improved seeds, high yielding variety cropping - their use and maintainance of purity, improved fertilizers - their proper use and placement, procedures of compost making, improved implements, improved irrigation and drainage practices, layout and maintainance of kitchen garden, dairy and poultry, plant protection measures of important crops and improved storage methods for farm produce are the suggested subjects for training.

Group discussion, demonstration and lectures are the methods, in order of importance for training the farmers. Since most of the Indian farmers are neo-literates, use of visual and audio visual aids would help their learning to a great extent.

Two weeks training in the village situation would go a long way to meet the needs of the farmers. The training camps should be organised when the farmers are comparatively free from the farming operation.

The Krishi Vigyan Kendra at Pondichery is under the supervision and administrative control of Tamil Nadu Agricultural University, Coimbatore. The Kendra so far trained 328 farm youths including I.T.I. trained youths upto October, 1977. These training programmes are designed to propagate techniracy among the farming based on the local needs of skills in the farming systems.

Under the programme for youth, training was given in the proper use of chemical fertilisers, kitchen gardening, plant protection of major crops and vegetables, handling and care of plant protection, preparation of cement channels, safe storage of food grains, artificial insemination for increasing milk production etc. One of the main activities of the Kendra is one day training camps (ICAR Bulletin, 1977)

The Krishi-Vigyan Kendra and Trainers Training centre in dairying were established at the National Dairy Institute Karnal in June-July 1976. It has conducted a large variety of training programmes aimed at increasing milk production and handling techniques at grass-root level with a view to enhancing economic production, increasing its critically short-life and maintaining its unmatched nutritive qualities. A few of these courses are

- i) Self-employment of Educated rural youths
- ii) Training in Milk and Milk products for ladies
- iii) Youth leaders Training programme for channelising youth interest and energies to productive activities etc.

(ICAR-Bulletin, 1977)

Gupta (1966) expressed that the training that we want to give our next generation, must be training for life. It should make them fit to meet life's challenge with confident hearts and smiling faces, armed with new ideals, new attitudes, new ideas and new skills.

III METHODOLOGY

The methodology of the study includes the following steps:

- A. Selection of area
- B. Selection of sample
- C. Selection of tool
- D. Collection of data and
- E. Analysis and interpretation of the data.

A. Selection of Areas:

The investigator selected the following villages in Karamadai Panchayat Union of Coimbatore District (Fig.1)

1. Maruthur
2. Blichigoundanur
3. Thekkampatti
4. Devanapuram
5. Salaiyur
6. Pujanganur
- and 7. Vijayanagarom

The investigator selected these villages because these villages were undertaken under the Integrated Rural Development Programme, the Krishi Vigyan Kendra, an innovative institution, designed to provide skill oriented vocational training to the practicing farmers, women and youth, or to those who intend to go for self-employment, is situated in Vivekanandapuram. It carried

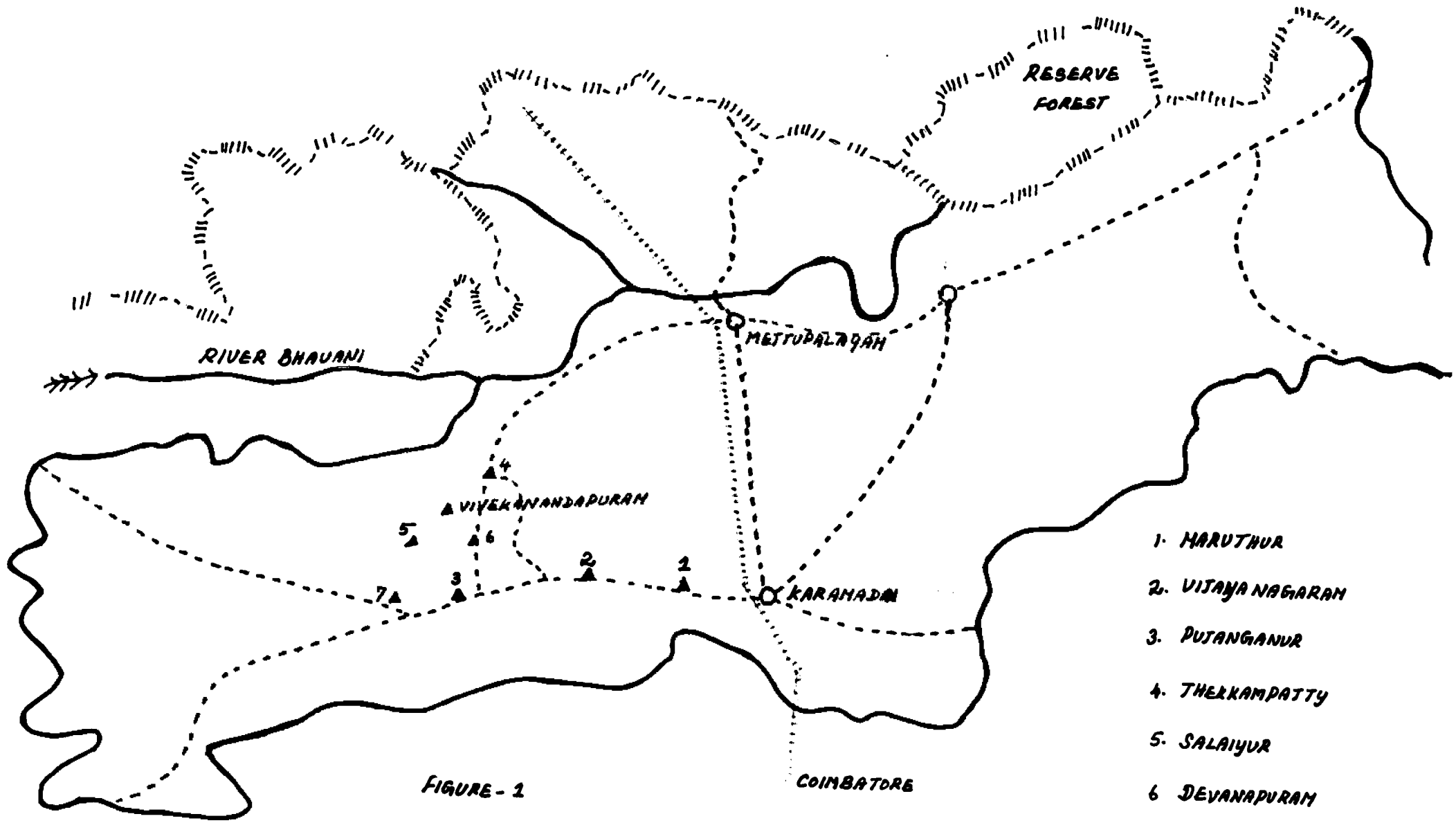
out many training programmes for the youth and farmers such as training in agriculture, high yielding variety cropping, use of fertilizers, and mixed cropping, tailoring and wire chair making. Sri Avinashilingam Home Science College for Women in Coimbatore also conducted self-employment training programmes such as chalk-piece making, candle making, soap making and tailoring. So, the village youth were aware of the training programmes. The villages were reachable and the cooperation of the village people was also found to be good.

B. Selection of Sample:

The investigator used simple random method for the selection of the sample in which each and every item of the population has an equal and independent chance of being included in the sample and is free from personal bias (Gupta, 1976). The investigator selected 200 untrained youth in the selected seven villages in the order of equal number of youth boys and youth girls in each village. The investigator included youth of all occupations, educational level, income level and age group ranged from 15-30 years, so as to find out the training needs of youth in that range. The investigator also selected 20 trained youth who received training, in order to find out the opinion of the youth about the training programmes.

C. Selection of Tools:

The tool selected for the study was interview schedule



- 1. MARUTHUR
- 2. VIJAYA NAGARAM
- 3. PUTANGANUR
- 4. THEKKAMPATTY
- 5. SALAIYUR
- 6. DEVANAPURAM
- 7. BILCHIGUNDANUR

FIGURE - 1

MAP OF KARAMADAI PANCHAYAT UNION INDICATING THE VILLAGES SELECTED FOR THE STUDY.

which refers to a set of questions to be answered by the respondent and were filled in by the investigator. The interview schedule (Appendix-I) consisted of the information on the aspects like family background of the youth, specific information about the youth, training subjects, methods of training and place of training.

Pre-testing is essential to have an idea of the entire programme before hand and to test the method to be followed for the successful results of any approach. In order to delete the poorly worded and wrongly understood questions and to test the effectiveness, a pilot study was conducted. For the pilot study the investigator selected 10 samples in Papanickampalayam village as it was convenient to reach. The pilot study helped the investigator to add and to modify the schedule.

To evaluate the trained youth the investigator prepared another interview schedule (Appendix -II) consisted of questions to elicit information about training subjects, place of training, period of training, methods of training and their opinion about the training.

B. Collection of Data:

The investigator contacted 200 untrained youth and 20 trained youth in a face to face manner and collected information on various aspects with the help of well prepared questionnaires.

E. Analysis and Interpretation of the Data:

The collected informations were analysed, tabulated and discussed in the next chapter. The statistical analysis was done for the presentation of the data.

IV RESULTS AND DISCUSSION

The results of this study are discussed under the following headings:

- A. Family background of the families of the selected youth.
- B. Interests and aspirations of the selected youth.
- C. Details about youth club and mahalir mabram in the selected villages.
- D. Training needs of the youth.
- and E. Opinion of trained youth about their training they received.

A. Family Background of the Families of the Selected Youth.

Family background comprises of the following sub-headings:

1. Size of the family
2. Occupational pattern of the heads of the family.
- and 3. Income level of the family.

1. Size of the family: The size of the families of the selected youth are presented in Table VIII

TABLE VIII

SIZE OF THE FAMILY

S.No	Number of members	Number of families	Percentage of families
1	up to 3	45	23
2.	4	47	23
3.	5	53	26
4.	Above 5	55	28

Rao, 1974 considered 3-4 members in a family is an ideal size of the family. Based on this, we can conclude that 46 per cent of the selected youth families were ideal size families and 54 per cent were large families.

2. Occupational pattern of the heads of the families:

The various occupations of the families of the selected youth are presented in the following Table IX.

TABLE IX

OCCUPATIONAL PATTERN OF THE HEADS OF THE FAMILIES

S.No	Occupation	Number of families	Percentage of families
1.	Agriculture	93	47
2.	Coolie	54	27
3.	Business	9	4
4.	Carpenter	9	4
5.	Millwork	6	3
6.	Pooja work	5	2
7.	Gur maker	5	2
8.	Teacher	4	2
9.	Post master	4	2
10.	Tailor	2	1
11.	Driver	2	1
12.	Nurse	2	1
13.	Building constructor	2	1
14.	Weaver	1	1
15.	Shop keeper	1	1
16.	Lineman	2	1

Although parents of the youth indulged in various occupations agriculture was the main occupation wherein 47 per cent of the families reported for. The coolies (27 per cent of the families) were mainly labourers in the field of agriculture, who also depend on agriculture for their lively hood.

3. Income level of the family

Table X reveals the income range of the families:

TABLE X

INCOME LEVEL OF THE FAMILY			
S.No	Income level ₹/month	Number of families	Percentage of families
1	Upto 250	86	44
2	250-500	82	41
3	500-750	16	8
4	750-1000	6	3
5	Above 1000	7	4

The above table clearly indicates that 85 per cent of the selected youth families were getting a monthly income of ₹.500/and below and only 15 per cent of the families were getting a monthly income of above ₹.500/-.

B. Interests and Aspirations of the Selected Youth

The general information about youth are discussed under the following headings:

1. Age range of the selected youth
 2. Educational level of the youth
 3. Occupation
 4. Income
- and
5. Interest in learning new skills

1. Age-range of the selected youth:

The age group selected for the study was 15 - 30 years. Among the group, the youth were distributed in the following age range, as given in Table XI

TABLE XI

AGE RANGE OF THE SELECTED YOUTH

S.No	Age range of youth in years	Number of youth	Percentage of youth
1	15 - 20	86	43
2	21 - 25	83	42
3	26 - 30	31	15

The above table shows that 43 per cent of the selected youth belong to the younger age group of 15-20 years and 42 per cent belong to the age group of 21 - 25 years and the rest belong to the age group of 26 - 30 years.

2. Educational level of the youth

The information regarding the educational level of the selected youth includes,

- a. Educational level of the youth
 - b. Opinion about educational level
 - c. Reasons for discontinuance
- and
- d. Opinion about continuing education

a. Educational level of the youth

The educational level of the selected youth is presented in Table XII

TABLE XII

EDUCATIONAL LEVEL OF THE YOUTH

S.No	Educational level	Number of youth	Percentage of youth
1	Elementary School	37	18
2	High School	126	63
3	College	10	5
4	Professional	-	-
5	Illiterate	27	14

It was surprising to note (Fig-2) that only 14 per cent of the youth were illiterate and 63 per cent of them were educated upto high school level. The college level education was limited to 5 per cent of the selected youth.

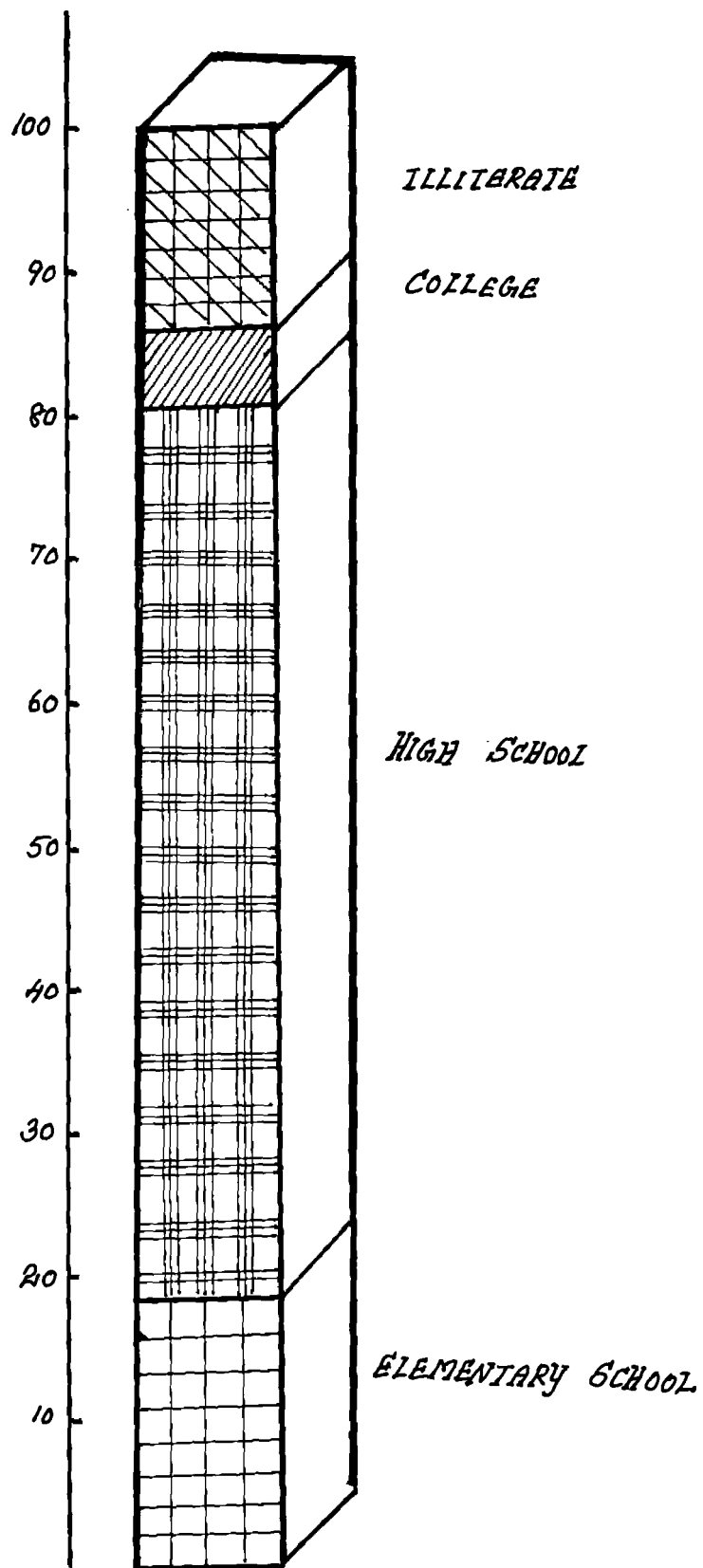


FIGURE-2

EDUCATIONAL LEVEL OF THE YOUTH

Income of the family Vs Educational level of the youth

Table XIII below, indicates the relation between the income of the family and educational level of the youth.

TABLE XIII

Income of the family Rs/month	Educational level of the youth								Total
	Number of Youth	Per-centage	Num-ber of Youth	Per-centage	Num-ber of Youth	Per-centage	Num-ber of Youth	Per-centage	
Upto 250	15	41	62	49	-	-	12	44	89
250-500	19	50	41	33	7	70	15	56	82
500-750	1	3	15	12	-	-	-	-	16
750-1000	1	3	4	3	1	10	-	-	6
Above 1000	1	3	4	3	2	20	-	-	7
Total	37	100	126	100	10	100	27	100	200

$$X^2 = 21.635$$

Table value at 5% level = 21.026

at 1% level = 26.217

The calculated value is greater than the table value at 5% level and hence there is no association between income of the family and educational level of the youth.



Income of the youth Vs Educational level of the youth

When statistically analysed, the table given below reveals the relation between income of the youth and the educational level of the youth.

TABLE XIV

INCOME OF THE YOUTH Vs EDUCATIONAL LEVEL OF THE YOUTH

income level of youth Rs/month	Educational level of the youth								Total
	Elementary School		High School		College		Illiterate		
	Num-ber of Youth	Per-centage of Youth	Num-ber of Youth	Per-centage of Youth	Num-ber of Youth	Per-centage of Youth	Num-ber of youth	Per-centage	
Up to 100	19	68	25	40	-	-	15	75	59
100-200	5	18	20	32	1	17	5	25	31
200-300	2	7	11	17	2	33	-	-	15
300-400	2	7	4	6	1	17	-	-	7
400-500	-	-	1	2	1	17	-	-	2
Above 500	-	-	2	3	1	16	-	-	3
Total	28	100	63	100	6	100	20	100	117

$$X^2 = 23.201$$

Table value at 5% level = 24.996

at 1% level = 30.578

The calculated X^2 value is less than the table value and hence there is no significant relation between the income of the youth and educational level of the youth.

b. Opinion about educational level

It was interesting to note that among the literate youth, only 15 per cent were satisfied with their educational level and the remaining 85 per cent were not satisfied with their educational level. It is a positive symptom that 85 per cent would like to do higher education and they feel for not able to get the opportunity of doing higher studies. We have to appreciate their dissatisfaction locate their needs and help in their future endeavours.

Educational level Vs satisfaction about educational level

The table given below shows the relationship between Educational level and satisfaction about educational level.

TABLE XV

EDUCATIONAL LEVEL Vs SATISFACTION ABOUT EDUCATIONAL LEVEL					
Educational level	Satisfaction about educational level				Total
	Yes	percentage	No	Percentage	
Elementary School	6	20	31	16	37
High School	20	67	106	18	126
College	4	13	6	62	10
Illiterate	-	-	27	16	27
Total	30	100	170	100	200

$$X^2 = 7.488$$

The calculated χ^2 value is less than the table value at 5% level as well as at 1% level, hence there is no significant relation between the educational level and satisfaction about educational level.

G. Reasons for discontinuance of the study

The various factors that cut down their education are presented in Table XXVI

TABLE XVI

REASONS FOR DISCONTINUANCE OF THE STUDY			
S.No	Reasons	Number of youth	Percentage of youth
1	Poor economic condition	94	55
2	Parents dislike	20	12
3	Failure in the exam	19	11
4	Ignorance	15	9
5	Participation in the family occupation	10	6
6	Loss of the parents	7	4
7	Marriage	3	2
8	Lack of transport facility	2	1

The above table (Fig-3) clearly reveals that 55 per cent of the youth could not continue their education due to the poor

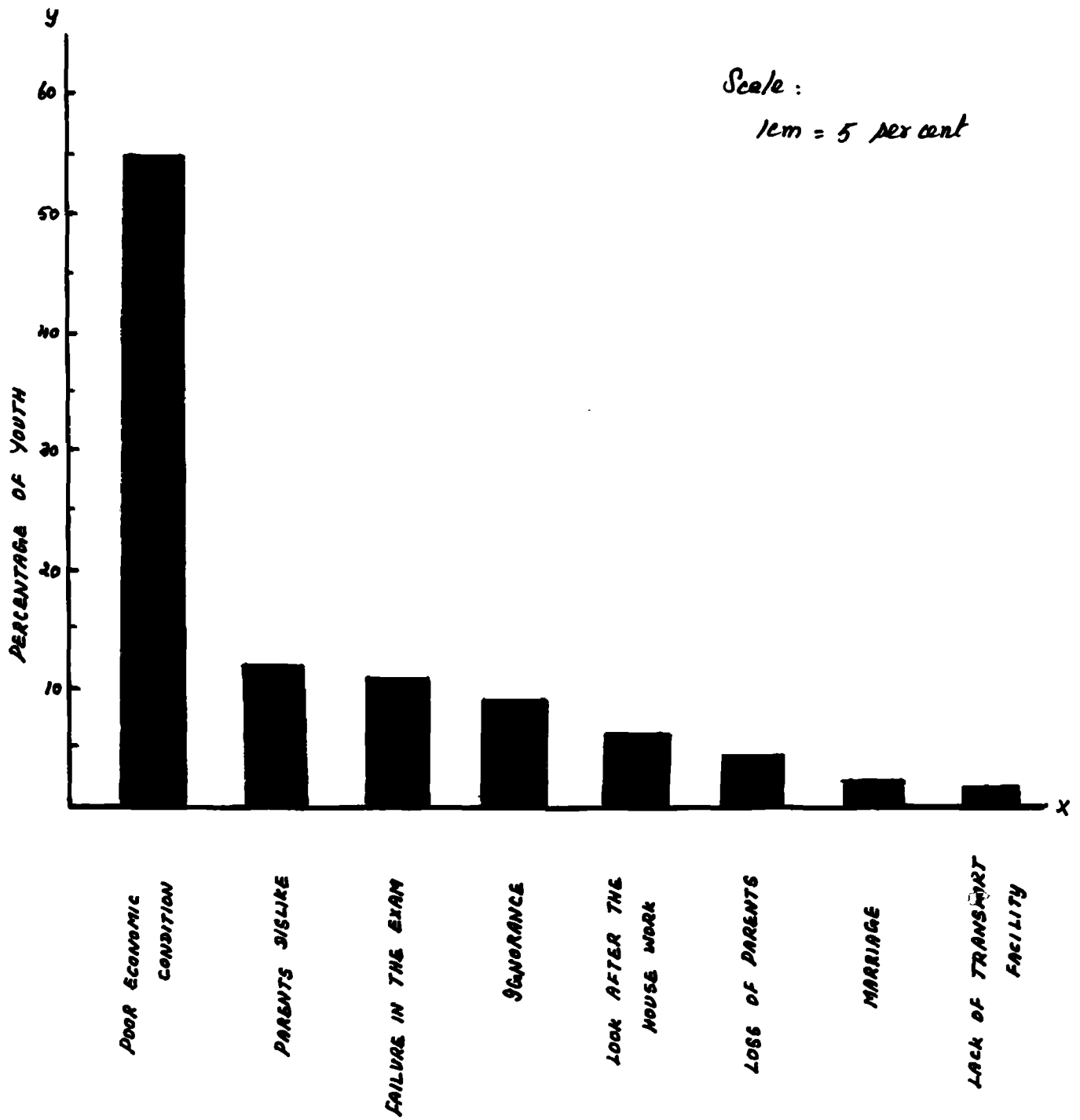


FIGURE-3

REASONS FOR THE DISCONTINUANCE OF THE STUDY.

economic condition of the family. The other notable reasons for discontinuing their studies were the dislikes of the parents in the higher studies of their children, failure of the youth in the exam, ignorance of youth about education, participation of the youth in the family occupation where the parents need the help of youngsters and the loss of parents which was a crucial affair.

Size of the family Vs Educational level of the youth

Table XVII given below reveals the relation between the size of the family and educational level of the youth.

TABLE XVII

SIZE OF THE FAMILY Vs EDUCATIONAL LEVEL OF THE YOUTH

Size of the family	Educational level of the youth								Total
	Elementary School		High School		College		Illiterate		
	Num-ber of youth	Per-centage	Num-ber of youth	Per-centage	Num-ber of youth	Per-centage	Num-ber of youth	Per-centage	
Upto 3	16	16	30	24	1	10	8	30	45
4	7	19	29	23	4	40	7	26	47
5	9	22	35	28	1	10	9	33	53
Above 5	16	43	32	25	4	40	8	11	55
Total	37	100	126	100	10	100	27	100	200

$$X^2 = 12.827$$

Table value at 5% level = 16.919

at 1% level = 21.666

The calculated X^2 value is less than the table value so that there is no significant relation between the size of the family and educational level of the youth.

d. Opinion about continuing education

Among the selected youth 38 per cent liked to continue their education. For them free educational facilities have to be provided to improve their education. Sixty two per cent of the youth were not interested to continue their studies because they were engaged in various activities.

Educational level Vs interest in continuing education

The table given below reveals the relationship between educational level and interest in continuing education.

TABLE XVIII

EDUCATIONAL LEVEL Vs INTEREST IN CONTINUING EDUCATION

Educational level	Interest in continuing education		Total
	Yes	No	
Elementary School	10	27	37
High School	36	70	126
College	5	5	10
Illiterate	4	23	27
Total	75	126	200

$$X^2 = 10.718$$

The value at 5% level = 7.815

at 1% level = 11.341

The calculated X^2 value is greater than the table value at 5% level and hence we conclude that there is significant relation between the educational level and interest in continuing education.

3. Occupation

The information regarding occupation includes,

- a. Employment position
 - b. Income level of the youth
 - c. Working time and leisure time
- and d. Opinion about present occupation

a. Employment position:

Among the surveyed youth 59 per cent (117 youth) were employed and the remaining 41 per cent (83 youth) were unemployed. For the unemployed youth proper training will be effective to create employment opportunities. The training could be arranged as per their needs and interests.

Type of employment

The following table shows the occupation pattern of the employed youth.

TABLE XIX

TYPE OF EMPLOYMENT OF EMPLOYED YOUTH			
S.No	Type of employment	Number of youth	Percentage of youth
1	Coolie	47	40
2	Agriculture	22	19
3	Others	48	41

Among the employed youth 40 per cent were coolies, 19 per cent were engaged in agricultural activities and the remaining 41 per cent were engaged in various occupations such as tailoring, business, shop keeping, weaving etc.

b. Income level of the youth:

Among the selected youth, more than 50 per cent (117) were employed. But, according to their varying occupations income were also varied. Income distribution of the youth is given in Table XI

TABLE XI

INCOME LEVEL OF THE YOUTH			
S.No	Income level in Rs/month	Number of youth	Percentage of youth
1	Upto 100	59	50
2	100-200	31	26
3	200-300	15	13
4	300-400	7	6
5	400-500	2	2
6	Above 500	3	3

The table shows that 50 per cent of the youth were getting a monthly income of Rs.100/- and below, 26 per cent were getting a monthly income of Rs.100-200, 13 per cent were getting a monthly income of Rs.200-300, 6 per cent were getting a monthly income of Rs.300-400 and only 3 per cent were getting a monthly income of above Rs.500/-.

c. Working time and leisure time

Table XXI shows the working time of the youth.

TABLE XXI

WORKING TIME OF THE YOUTH

S.No	Working time in hours/day	Number of youth	Percentage of youth
1	1 - 5	13	11
2	5 -10	90	77
3	Whole day (10 - 12)	14	12

The above table shows that 77 per cent of the youth were working for about 5-10 hours a day, 11 per cent were working for about 1-5 hours a day and the rest were working more than 10 hours a day.

The leisure time of ^{the} youth are presented in Table XXII

TABLE XXII

LEISURE TIME OF ^{THE} YOUTH

S.No	Leisure time	Number of youth	Percentage of youth
1	Below 2 hours/day	56	28
2	2 to 5 hours/day	76	38
3	Whole day	46	23
4	One day/week	5	3
5	2 days/week	3	1
6	Nil	14	7

Table - XXII shows that 28 per cent of youth were getting a leisure time of below 2 hours a day, 38 per cent were getting a leisure time of 2 to 3 hours a day, 23 per cent were enjoying whole day as leisure hours, 3 per cent were getting one day per week and 7 per cent were not at all getting leisure time.

The leisure time available for the youth will depend upon the duration of working hours of the youth and other demands at home, as needed by the parents.

4. Opinion about present occupation:

Among the employed youth only 38 per cent (44 youth) opined that they were satisfied with their present occupation and the remaining 62 per cent (73 youth) were not satisfied with their present occupation.

Reasons for the satisfaction and dissatisfaction about Present occupation:

The various reasons for the satisfaction of the present occupation are given in Table XXIII

TABLE XIII

REASONS FOR THE SATISFACTION OF PRESENT OCCUPATION

S.No	Reasons	Number of youth	Percentage of youth
1	Enough income	26	59
2	Job Satisfaction	12	26
3	Step to improve	4	9
4	Light work	1	2
5	Mental peace	1	2

From the above table we come to know that majority (59 per cent) of the employed youth were satisfied with their present occupation, because they were getting enough income.

The reasons for the dissatisfaction about present occupation are given in Table XIV

TABLE XXIV

REASONS FOR THE DISSATISFACTION ABOUT PRESENT OCCUPATION

S.No	Reasons	Number of youth	Percentage of youth
1	Less income	51	70
2	Heavy work	9	13
3	Seasonal employment	9	13
4	Low investment	3	4
5	Under employment	1	1
6	Debt	1	1

From the above table we conclude that majority (70 per cent) of the rural youth were not satisfied with their present occupation due to less income. Steps are to be taken to introduce some skills through training to provide opportunities for getting additional income, utilising their leisure time. A thorough study can be done with the seasonal employment and suggest to the youth suitable subsidiary occupations and thereby earn more and get satisfied.

Changes desired to have

The changes desired to have in their present occupation of the youth are given in Table XXV

TABLE XXV

CHANGES DESIRED TO HAVE

S.No	Changes desired to have	Number of youth	Percentage of youth
1	Better job	46	63
2	High income	31	42
3	Loan for improvement	18	25
4	Permanent job	3	4

The above table shows that majority (63 per cent) of the youth wanted better job, 42 per cent of the youth wanted to get high income, 25 per cent of the youth wanted loan for improvement of the present occupation and only 4 per cent were able to express that they wanted to get permanent job. The various types of training schemes for youth planned by the Government and private agencies should be channalised towards these objectives set by the youth.

5. Interest in learning new skills

The interest in learning new skills are given in Table

XXVI

TABLE XVI

INTEREST IN LEARNING NEW SKILLS			
S.No	Interest	Number of youth	Percentage of youth
1	Yes	147	74
2	No	53	26

The above table shows that 74 per cent of the youth were interested in learning new skills and only 26 per cent were not interested in that, because they were going for daily wages. If they come for training they will loose their wages.

When 74 per cent of the youth were interested in learning new skills, it is essential to take necessary steps in identifying type of training need of the youth, organising training programmes and help them to add to their personal as well as family income.

Interest in learning new skills Vs age level of the youth

Table XVII shows the relation between the interest in learning new skills and age level of the youth.

TABLE XXVII

INTEREST IN LEARNING NEW SKILLS Vs AGE LEVEL OF YOUTH

Age level of the youth in years	Interest in learning new skills				Total
	Yes	Percentage	No	Percentage	
15-20	63	43	23	43	86
21-25	62	42	21	40	83
26-30	22	15	9	17	31
Total	147	100	53	100	200

$$X^2 = 0.229$$

Table value at 5% level = 7.815

at 1% level = 11.341

The calculated X^2 value is less than the table value hence there is no association between the interest in learning new skill and the age level of the youth.

Educational level Vs Getting new training

The relation between the educational level and getting new training is expressed in Table XVIII

TABLE XVIII

EDUCATIONAL LEVEL Vs GETTING NEW TRAINING

Educational level	Getting new training				Total
	Yes	Percentage	No	Percentage	
Elementary school	23	16	14	26	37
High school	104	71	22	41	126
College	3	3	7	13	10
Illiterate	16	11	11	20	27
Total	146	100	54	100	200

$$X^2 = 19.695$$

Table value at 5% level = 7.315

at 1% level = 11.341

The calculated X^2 value is greater than the table value and hence there is a relation between educational level and getting new training.

Income of the youth Vs opinion about learning new skills

Table XIX shows the relation between the income of the youth and opinion about learning new skills.

TABLE XXIX

INCOME OF THE YOUTH Vs OPINION ABOUT LEARNING NEW SKILLS

Income of the youth in ₹/month	<u>Opinion about learning new skills</u>				Total
	Yes	Percentage	No	Percentage	
Up to 100	36	49	23	52	59
100-200	19	26	7	16	26
200-300	9	12	1	3	10
300-400	5	7	2	5	7
400-500	3	4	9	20	12
Above 500	1	2	3	5	3
Total	73	100	44	100	117

$$X^2 = 16.742$$

Table value at 5% level = 11.070

at 1% level = 15.086

The calculated X^2 value is greater than the table value at 5% level and hence there is a relation between the income of the youth and their opinion about learning new skills.

C. Details About Youth Club and Mahalir Manram in the Selected Villages:

The selected youth were asked about the presence of the organisations such as youth club and mahalir manram in their

own villages, they responded as far as their awareness about the same. The responses as given by the youth, are discussed under the following headings:

1. Villages having youth club and mahalir manram,
2. Awareness about mahalir manram and youth club
- and 3. Activities of the mahalir manram.

1. Villages having youth club and mahalir manram

Among the selected (seven) villages, the Thekkampatty village was having both mahalir manram and youth club, the Elichigoundanur village was having only mahalir manram and Vijayanagaram was having only youth club. From this we come to know that in many villages no efforts were made in the past for organising youth clubs and mahalir manrams which are one of the gateways for the improvement of the villages.

2. Awareness about Mahalir Manram and Youth Clubs

While the investigator was asking about the presence and absence of youth organisations, many of the respondent told don't know answers. This indicates that they were not aware of the youth organisations. This is shown clearly in Table XXX

TABLE XXI

AWARENES ABOUT MAHALIR MANRAM AND YOUTH CLUB

S.No	Awareness	Number of youth	Percentage of youth
1	Yes	154	77
2	No	46	23

Among the interviewed youth 77 per cent were aware of the presence and absence of youth club and mahalir manram in their villages, and 23 per cent of them were not aware of the youth club and mahalir manram.

3. Activities of the Mahalir Manram

The two villages Elichigoundanur and Thekkampatti were having mahalir manram. The various activities that were taught and learnt by the members (13 members) are presented in Table XXXI

TABLE XXXI

ACTIVITIES LEARNT IN THE MAHALIR MANRAM

S.No	Activities	Number of youth girls	Percentage of youth girls
1	Wire bag making	11	85
2	Tailoring	8	62
3	Embroidery	8	62
4	Door pet	4	31
5	Wire chair making	3	23
6	Lace work	3	23

From the above table we come to know that among the 13 members of the Mahalir Manram, the main activity learnt by majority of the youth girls (85 per cent) was wire bag making, followed by tailoring and embroidery (each 62 per cent).

B. Training Needs of the Youth:

From the Pilot study and consultation given by the experts, about the training needs of rural youth, training needs were listed out (Appendix - 1).

For the convenience of discussion, they were divided into four sub headings such as training needs related to

1. Agriculture
2. Subsidiary occupation
3. Agricultural engineering
4. General knowledge
5. Place for training
6. Time preference for training
- and 7. Methods of training

1. Agriculture

The training needs of youth regarding agriculture is given in Table XXXII

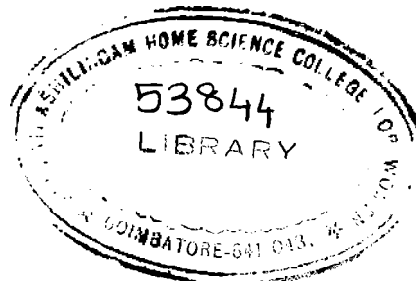


TABLE XIXII

TRAINING NEEDS OF YOUTH IN AGRICULTURE

S.No	Training subjects	Number of youth	Percentage of youth
1	Usage of agricultural implements	33	17
2	High yielding variety cropping	31	16
3	Use of pesticides	23	11
4	Inter cropping	19	9
5	Use of modern fertiliser	18	9
6	Multiple cropping	17	9

From the above table we come to know that training in the usage^{of} agricultural implements (17 per cent) and training in high yielding variety cropping (16 per cent) were preferred by the youth.

2. Subsidiary occupation

The training needs of youth in subsidiary occupation is given in Table XIXIII

TABLE XXXIII

TRAINING NEEDS OF YOUTH IN SUBSIDIARY OCCUPATIONS

S.No	Training subjects	Number of youth	Percentage of youth
1	Poultry	81	42
2	Candle making	71	36
3	Wire chair making	71	36
4	Tailoring	65	33
5	Embroidery	64	32
6	Wire bag making	63	32
7	Match box making	51	26
8	Soap making	51	26
9	Pickle preparation	35	18
10	Dairy farming	34	17
11	Cattle care	33	17
12	Paper toys	29	15
13	Basket weaving	29	15
14	Kitchen gardening	27	14
15	Bee keeping	24	12
16	Feeder cultivation	22	11
17	Wall hanging	21	11
18	Rope making	15	8
19	Artificial insemination	14	7
20	Piggery	7	4
21	Preservation of milk	6	3
22	Shoe making	2	1
23	Line manufacturing	1	1

From the table it can be understood that the youth wanted to have any one of the subsidiary occupations to be started in their villages as they hoped that it will add to their income. The leisure time also could be utilised properly with suitable subsidiary occupations.

Among the various training needs in subsidiary occupation training in poultry (42 per cent), candle making (36 per cent), wire chair making (36 per cent), tailoring (43 per cent), embroidery (32 per cent), wire bag making (32 per cent), Match box making (26 per cent), and soap making (26 per cent) were expressed as the training needs of youth. Training in pickle preparation, diary farming, cattle care, paper toys, basket weaving, kitchen gardening, bee keeping, fodder cultivation, wall hanging, rope making, artificial insemination piggery, preservation of milk and soap making were other training needs.

As per the needs of the youth, the training programmes are to be arranged for the youth. Suitability of the training is essential for effective participation of the youth.

3. Agricultural Engineering

Training needs of youth in agricultural engineering are given in Table XXXIV

TABLE XXXIV

TRAINING NEEDS OF YOUTH IN AGRICULTURAL ENGINEERING

S.No	Training subjects	Number of youth	Percentage of youth
1	Repairing motors	52	26
2	Repairing electrical equipments	42	21
3	Repairing agricultural implements	36	18
4	Repairing of sprayers	30	15

From the above table we conclude that training in repairing of motors was mostly preferred by youth.

The youth were very much interested in getting training in the field of agricultural engineering, because they can utilize the knowledge in their own farms and also can make money by doing the work for the neighbouring farmers. The selected villages being agrarian villages youth thought that this training would definitely be scopeful.

4. General knowledge

More than training in different skills and subsidiary occupation, when the youth were asked about getting training in other interesting fields, they were able to express their interests of getting education in many aspects. Table XXIV gives details of the interest of youth in the field of education.

TABLE XIXV

INTEREST OF YOUTH IN GETTING EDUCATION

S.No	Education	Percentage of youth	
		Male	Female
1	Household budget	29	42
2	Small savings	32	39
3	Preparation of nutritious food	2	55
4	Food preservation	—	48
5	Adult education	32	26
6	Health and sanitation	8	37
7	Child care	4	40

From the above table we come to know that interest in getting education was found to be more among youth girls than youth boys. The most preferred subjects in getting education by the youth girls were preparation of nutritious food (55 per cent), food preservation (48 per cent), Household budget (42 per cent) and child care (40 per cent).

5. Place for training

The places preferred for getting training by the youth are given in table XXXVI

TABLE XXXVI

PLACES FOR ATTENDING THE TRAINING			
S.No	Places	Number of youth	Percentage of youth
1.	Respective village	124	62
2.	Vivekanandapuram	91	46
3.	Home Science College	37	19
4.	Sri Ramakrishna Mission Vidyalyaya	24	12

The above table shows that 62 per cent preferred to get training in their native villages and 46 per cent of the youth preferred vivekanandapuram as it is nearby place of the youth's residential villages. As the Krishi vigyan kendra is also at Vivekanadapuram it will be easy for conducting training for the youth as per their needs. The youth girls preferred to have the training in their own villages, as they wanted to look after their household work and also get benefitted from the training programme of their own interest.

5. Time preferences by the youth for the training programme:

When the selected youth were asked about the duration of training that they would like to have, they responded as per their convenience. The following table gives an idea for us to specify the duration for the training.

TABLE XXXVII

TIME PREFERENCES BY THE YOUTH FOR THE TRAINING PROGRAMME

S.No	Time preferences in hours/day	Number of youth	Percentage of youth
1	1 hour	17	9
2	2 hours	63	31
3	3 hours	44	22
4	4 hours	38	19
5	5 hours	7	4
6	One day/week	7	4
7	Any time	5	2
8	Nil	19	9

From the above table we can decide that the time preferred by the youth for organising training was 2 to 3 hours per day (53 per cent) and 4 hours preferred by the 19 per cent of the youth. The duration should be flexible as per the preference of the youth, because they should get the training in a realistic and meaningful way.

6. Method of training

The methods to be used in the training programme as suggested by the youth, are given in Table XXXVIII

TABLE XXXVIII

METHODS OF TRAINING			
S.No	Methods of training	Number of youth expressed	Percentage of youth
1	Demonstration	165	83
2	Training by participation	163	82
3	Field visits	94	47
4	Literature	57	29
5	Discussion	43	22
6	Lecture	25	13

The youth (83 per cent) suggested (Fig-4) the demonstration method to be used in teaching them during the training. They wanted to learn the skills and knowledge through first hand experience, because learning becomes permanent when all the senses are used in learning through participation method of teaching.

E. Opinion of the Trained Youth about the Training They Received.

When the study was in progress, the institute^{ns}(Krishi Vigyan Kendra at Vivekanandapuram and Sri Avinashilingam Home Science College for women, in coimbatore)called for training programmes for the youth. The investigator tried to study

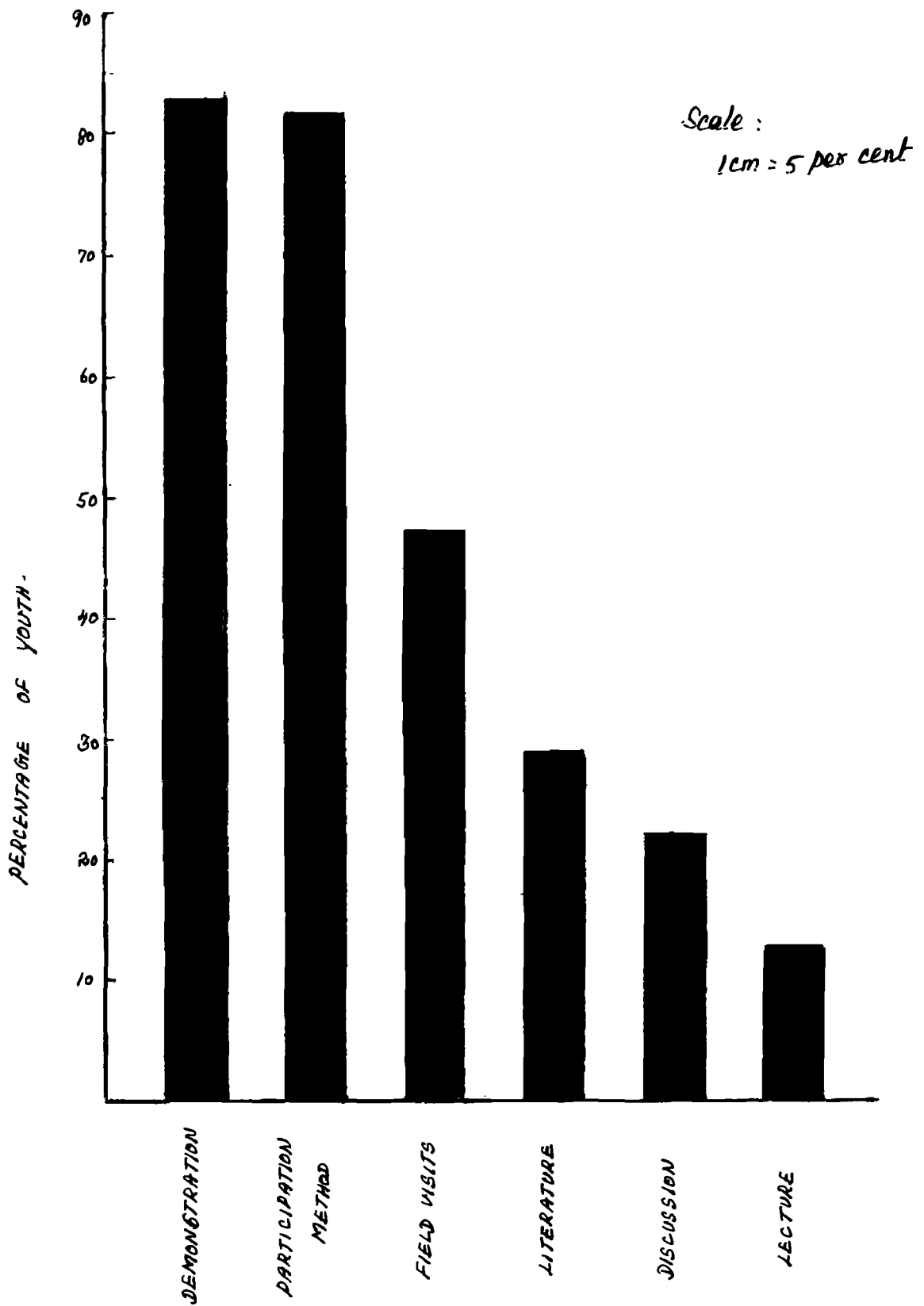


FIGURE-4
METHODS OF TRAINING.

the opinion of the trained youth about the training they have received.

The investigator selected 20 trained youth (18 girls and 2 boys) from the selected seven villages. The tool used for the collection of the data was interview schedule (Appendix - II) which consisted of details about sex, age, education, training subjects, period of training, place of training, methods of training, their opinion about training and the present position of the trained youth.

The findings of the study are discussed under the following headings:

1. Details about the rural youth who received training
2. Details of the training
3. Employment position of the trained youth

1. Details about the rural youth who received training includes:

- a. Sex wise distribution of trained youth
- and b. Age and educational level of trained youth

a. Sex wise distribution of trained youth

Among the selected 20 trained youth 18 were girls and only 2 were boys.

b. Age and Educational level of trained youth

Table XXXIX shows the age and educational level of trained youth.

TABLE XXXIX

AGE AND EDUCATIONAL LEVEL OF TRAINED YOUTH			
Age distribution		Education distribution	
Age group in years	Number of trainees	Educational groups	Number of trainees
15-20	10(50)*	Elementary School	5 (25)*
21-25	7(35)	High School	14 (70)
26-30	3(15)	College	1 (5)

* denotes percentage distribution.

Table indicates that 50 per cent of the rural youth who received training were aged upto 20 years. Majority of the trainees (70 per cent) had education upto High School level.

2. Details of the training

This includes the following:

- a. Training subjects
 - b. Period of training
 - c. Place of training
 - d. Methods of training
- and
- e. opinion about training.

a. Training subjects

Table XXXX below shows the different areas of training and number of youth underwent training in each subjects.

TABLE XXXI

DISTRIBUTION OF TRAINED YOUTH ON THE BASIS OF TRAINING SUBJECTS

S.No	Training subjects	Number of Boys	Number of Girls
1	Agriculture	2	-
2	Nutrition education	-	10
3	Tailoring	-	5*
4	Wire chair making	-	3*
5	Balvadi Teacher training	-	2

* Three of them get trained both in tailoring and wire chair making.

The above table shows that 2 youth boys were trained in agriculture—the use of fertilizers, high yielding variety cropping. Ten youth girls were trained in nutrition education, 5 were trained in tailoring and 3 of them trained in wire chair making.

b. Period of training

Table XXXII shows the per centage distribution of trained youth on the basis of period of training.

TABLE XXXXI

PERIOD OF TRAINING			
S.No	Period of training	Number of youth	Percentage of youth
1	Below 1 week	4	20
2	1 to 2 weeks	11	55
3	2 to 3 weeks	1	5
4	3 to 4 weeks	2	10
5	3 months	1	5
6	6 months	1	5

The above table indicates that majority (55 per cent) of the youth underwent training for a period of 1 to 2 weeks.

e. Place of training

The places where the trainees were trained are given below.

TABLE XXXXII

PLACE OF TRAINING		
Places of training	Number of youth	Percentage of youth
Respective villages	10	50
Vivekanandapuram	6	30
Home Science College	3	15
Kumaran Technical Training centre (Coomoor)	1	5

From the above table we come to know that 80 percent of the youth received training in their respective villages and 30 per cent of the youth received training in Vivekanandapuram, where K.V.K. is functioning.

d. Method of Training

In all places the training was imparted through demonstration, field visits and practical experience in the concerned subjects.

e. Opinion about the training

Of the 20 trainees only 7 trainees (2 of them trained in Balwadi teacher training, 2 of them trained in tailoring,

← One trained in nutrition education and one trained in agriculture) were satisfied with the training they received and the remaining 13 were not satisfied with the training because they did not get job opportunity and they were unemployed during the time of inquiry (9 trained in nutrition education, 3 trained in wire chair making, and 1 in tailoring)

3. Employment position of trained youth

Table XXXIII shows the employment position of trained youth.

TABLE XXXXIII

EMPLOYMENT POSITION OF TRAINED YOUTH

S.No	Present occupation	Number of youth	Percentage of youth
1	Self-employment related to training	2	10
2	Job-related to training	2	10
3	Job not related to training	2	10
4	Farming	1	5
5	Unemployed	13	65
Total		20	100

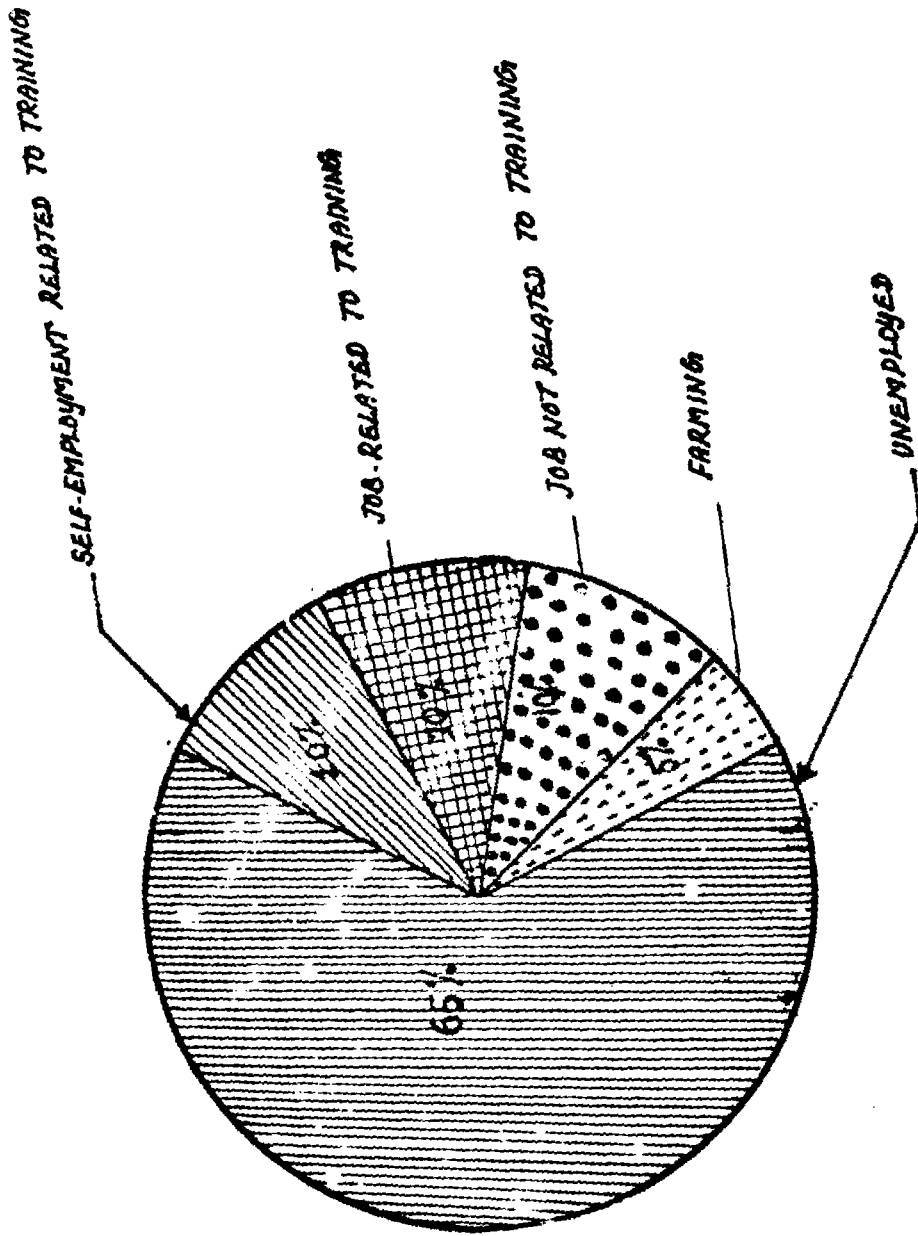


FIGURE-5
EMPLOYMENT POSITION OF TRAINED YOUTH

The above table shows that 2 trained youth were engaged in activities related to training (those two trained in tailoring), 2 of the trained youth were seeking employment related to their training (those two trained in Balwadi teacher training) 2 trained youth were seeking jobs unrelated to training (One trained in agriculture was working as a Radio mechanic and one trained in tailoring was conducting adult education class) and 13 trained youth were unemployed, (9 trained in nutrition education, 3 trained in wire chair making and one trained in tailoring).

SUMMARY AND CONCLUSION

The topic selected for the study was "Assessment of Training Needs of Rural Youth". Seven villages in Karamadai Panchayat Union, Coimbatore District were selected for the study. The investigator randomly selected 200 untrained youth and 29 trained youth. The tool used for the investigation was interview schedule.

1. The findings of the study were: Agriculture and coolie were the main parental occupations of the selected youth families (47 per cent and 27 per cent respectively) and 88 per cent of the families were getting a monthly income of Rs.500 and below.

2. The age range of the selected youth were 15-30 years. Ministry of Education and social service defined youth as any body between the age group of 15-30 years. Fourteen per cent of the selected youth were found to be illiterate and 63 per cent out of 86 per cent of the literate youth had been educated upto high school level.

It was found out that there was no significant association between the size of the family and educational level of youth and there was significant relation between the income of the family and educational level of the youth.

Among the literate youth only 15 per cent were satisfied with their educational level and 55 per cent discontinued their studies due to scarcity of financial resources which generally prevail in the villages make the children and youth to take the role of bread winners early in their life.

The other reasons for leaving the school include parents dislike, failure in the exam, ignorance, participation in family occupation, loss of parents, marriage and lack of transport facility.

3. From the study it was found out that 80 per cent of the youth were employed youth and their main occupations were coolie, agriculture, weaving, tailoring and business. Among the employed youth 62 per cent were not satisfied with their present occupation because of the low income and 38 per cent were satisfied with their present occupation.

Seventy six per cent of the youth were getting a monthly income of Rs. 300 and below 77 per cent of the youth were working for about 5-10 hours a day. The leisure time available for the youth depended upon the working hours of the youth.

4. Regarding interest in learning new skills 74 per cent of the rural youth were interested in learning new skills and only 26 per cent were not interested in learning new skills because they were going for daily wages if they come for training they will loose their daily wage.

5. Among the selected seven villages the Thekkampatti village was having mahalir manram and youth club, Vijaynagarum was having only youth club and Blichigoundanur village was having mahalir manram. The rural youth did not know the presence or absence of youth organisation in their villages. This shows their awareness about youth organisations and it was found out that 28 per cent of the interviewed youth were not aware of the Youth Club and Mahalir Manram. The Mahalir Manram functioning in 3 villages were carrying out many activities such as wire bag making, tailoring, embroidery door pet and wire chair making and it was found out that the main activity learnt by 85 per cent of the members was wire bag making.

6. Training needs of rural youth in the following areas were found out,
- a) Agriculture
 - b) Subsidiary occupation
 - c) Agricultural Engineering
 - and d) General knowledge.

In agriculture the most preferred subject of training of majority of youth (17 per cent) was usage of agriculture implements followed by high yielding variety cropping. Singh (1976) found out from his study that short duration training programme for high yielding variety cropping at village level was likely to be popular among paddy growing farmers.

In subsidiary occupations, the training in poultry keeping was preferred by most of the youth followed by training in candle making, wire chair making, Tailoring, embroidery and wire bag making.

In agricultural-engineering the training in repairing motors and repairing electrical equipments were mostly preferred by the youth (26 per cent and 21 per cent respectively).

Regarding the interest of the youth in getting education the youth girls were more interested in this than youth boys.

Preparation of nutritious foods and food preservation were mostly preferred by 55 per cent and 48 per cent of the youth girls, respectively.

As found out by Shete (1978) and Vashista et al (1975) the majority of the youth (62 per cent) preferred to have training in their own villages.

The time preferred by 53 per cent of the youth for organizing training programme was 2 to 3 hours a day.

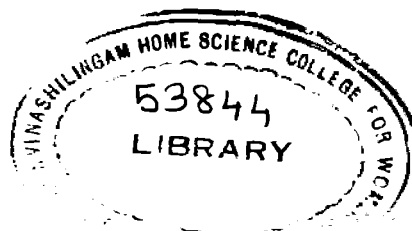
Out of the six methods of training mentioned by the youth demonstration emerged as most preferred training method of 83 per cent of youth.

Opinion of the trained youth about the training they received

With the aim to find out the opinion of trained youth about the training they received the investigator selected 20 trained youth (18 trained girls and 2 trained boys). The tool used for the collection of data was interview schedule.

The findings of the study were

1. The age range of 50 per cent of the trained youth were 15-20 years. Majority of trained youth had a education upto high school level.
2. Regarding the subjects of training 3 youth boys received training in agriculture, 5 girls were trained to tailoring, 3 girls were trained in wire chair making, 2 were trained in Balwadi teaching 10 youth girls were given Nutrition education.
3. Majority (55 per cent) of the youth underwent training for a period of 1-2 weeks. Fifty per cent received training in their native villages and 30 per cent received training through Krishi Vigyan Kendra in Vivekanandapuram.
4. In all places the training was imparted through demonstration, field visits and practical experience in the concerned subjects.



5. Of the 20 trained youth only 7 were satisfied with the training they received and 13 were not satisfied with the training, because they did not get job opportunity till the time of inquiry.

6. Regarding the employment position of trained youth 2 were seeking self-employment related to training, another 2 were going for jobs related to training, another 2 were going for jobs not related to training and one was engaged in agricultural activities. Sixty five ^{percent} of them were found to be un employed.

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சந்திப்பாயல் - 1

1. சிபராஜ மகாலக்ஷ்மி பதிவிடு தேவாலயம் கடிய உதவுதல் விளாசுதல்

தேவி:

காசி பெயர்.

I பெயர் விபரங்கள்:

பதிவெடுப்பாளர் பெயர் (மகாலக்ஷ்மி) :
 குருசிபதி தலைவரின் பெயர் :
 ஓசலர் :

II. குருசிபதி விபரங்கள்:

காசி	குருசிபதி தலைவரின் பெயர்	பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்
			பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்	பதிவெடுப்பாளர் பெயர்

III. බහුලාචාරී පරීක්ෂණ කාර්යයන්;
.....

1. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

අර්ථය [.....]

විස්තරය [.....]

2. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

3. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

4. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

5. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

6. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

7. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

අර්ථය [.....]

විස්තරය [.....]

8. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

අර්ථය [.....]

විස්තරය [.....]

9. **ඉතිහාසික සංස්කෘතිය පිළිබඳව පරීක්ෂණයන්;**

1.

2.

3.

10. **ഇടിയം വേഗത്തിൽ ചലിക്കുന്ന വസ്തുക്കൾ**

- 1.
- 2.
- 3.

11. **ചലിക്കുന്ന വസ്തുക്കളിൽ ചലിക്കുന്ന രേഖാചിത്രം വേഗം അളക്കുന്നതിൽ**

- 1.
- 2.
- 3.

12. **ചലിക്കുന്ന വസ്തുക്കളുടെ വേഗം അളക്കുന്നതിൽ**

- കുറിപ്പ് [.....]
- മുഖ്യം [.....]

13. **ഇടിയം വേഗം, അല്ലെങ്കിൽ വേഗം കുറയുന്ന വസ്തുക്കളിൽ**

- അളക്കുന്നതിൽ 1.
- 2.
- 3.

14. **ചലിക്കുന്ന വസ്തുക്കളുടെ വേഗം അളക്കുന്നതിൽ**

- കുറിപ്പ് [.....]
- മുഖ്യം [.....]

IV. മെമ്പർ മർദ്ദം/മരണ മർദ്ദം പരിധി അന്തർക്ക്:
.....

15. ഹിന്ദി ഭാഷയിൽ മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു?

ഉണ്ട് [.....]

മില്ല [.....]

16. ഹിന്ദി ഭാഷയിൽ, മറ്റേതെങ്കിലും ഭാഷയിൽ മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു?

17. മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു എന്ന് ഉറപ്പാക്കിയിട്ടുണ്ടോ?

ഉണ്ട് [.....]

മില്ല [.....]

18. ഹിന്ദി ഭാഷയിൽ, മറ്റേതെങ്കിലും ഭാഷയിൽ മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു?

19. മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു എന്ന് ഉറപ്പാക്കിയിട്ടുണ്ടോ?

20. മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു എന്ന് ഉറപ്പാക്കിയിട്ടുണ്ടോ?

ഉണ്ട് [.....]

മില്ല [.....]

21. ഹിന്ദി ഭാഷയിൽ, മറ്റേതെങ്കിലും ഭാഷയിൽ മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു?

1.

2.

3.

22. മെമ്പർ മർദ്ദം/മരണ മർദ്ദം ഉൾപ്പെടുന്നു എന്ന് ഉറപ്പാക്കിയിട്ടുണ്ടോ?

ഉണ്ട് [.....]

മില്ല [.....]

23. **ஒளி வகைநாள், வகைநாள் உடிகல் பெரியது என்ன?**

24. **அழிந்த வகைநாள் வகைநாள் பெயரென்ன தெரிவிக்கப்படுகிறது?**

V. **பயிற்சி பாடல்கள்;**

அறிவிக்கப்படுகின்றன வகைநாள் பெயர் உடிகல் தெரிவிப்பின் உடிகல்?

அ. **அறிவிக்கப்படுகின்றன;**

1. **அறிவிக்கப்படுகின்றன தெரிவிப்பின் உடிகல் தெரிவிப்பின்**
2. **நாள் உடிகல் உடிகல் தெரிவிப்பின்**
3. **புதிதில் தெரிவிக்கப்படுகின்ற தெரிவிப்பின்**
4. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**
5. **அறிவிக்கப்படுகின்ற**
6. **அறிவிக்கப்படுகின்ற**

ஆ. **உடிகல் தெரிவிப்பின்;**

7. **தெரிவிக்கப்படுகின்ற**
8. **புதிதில் தெரிவிக்கப்படுகின்ற**
9. **அறிவிக்கப்படுகின்ற**
10. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**
11. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**
12. **அறிவிக்கப்படுகின்ற**
13. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**
14. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**
15. **அறிவிக்கப்படுகின்ற தெரிவிப்பின்**

16. சோமிய செப்தம்
17. செஞ்செறித்த செப்தம்
18. அழகாதி தயாநீதம்
19. காதி பொதிக்கை செப்தம்
20. கைவி நெய்க்கை விழி படக்கை
21. கைவி துணிதம்
22. கைவி கைவிதம்
23. தயா செரி பித்தம்
24. நெய்க்கை பதவிதம்
25. கைவி செப்தம்
26. கைவிதம் குறை கைவிதம்
27. தயா கை பித்தம்
28. தயாவிதம் செப்தம்
29. கைவி
30. கைவிதம்.

31. கைவிதம் பொதிதம்

31. கைவிதம் கைவிதம் பதவி பதவிதம் பதவி கைவிதம்
32. கைவிதம் பதவி பதவிதம்
33. கைவிதம் கைவிதம் பதவி பதவிதம்
34. கைவிதம் கைவிதம் பதவி பதவிதம்

APPENDIX III

1. Educational level Vs satisfaction about educational level

OBSERVED FREQUENCY

Satisfaction	Illiterate	Elementary School	High School	College	Total
	B1	B2	B3	B4	(N)
Yes A1	0	6	20	4	30
No A2	27	31	106	6	170
Total	27	37	126	10	200

Expected frequency corresponding to cell

$$A_1 B_1 = \frac{30 \times 27}{200} = 4$$

$$A_1 B_2 = \frac{30 \times 31}{200} = 5.55$$

$$A_1 B_3 = \frac{30 \times 126}{200} = 19$$

$$A_1 B_4 = \frac{30 \times 10}{200} = 2$$

$$A_2 B_1 = \frac{170 \times 27}{200} = 23$$

$$A_2 B_2 = \frac{170 \times 37}{200} = 31.45$$

$$A_2 B_3 = \frac{170 \times 126}{200} = 107$$

$$A_2 B_4 = \frac{170 \times 10}{200} = 8$$

EXPECTED FREQUENCY

Satisfaction	Illiterate	Elementary School	High School	College	Total
Yes	4	5	19	2	30
No	23	32	107	8	170
Total	27	37	126	10	200

	O	E	$(O - E)^2/E$
A1 B1	0	4	4.000
A1 B2	6	5	0.200
A1 B3	20	19	0.052
A1 B4	4	2	2.000
A2 B2	27	23	0.696
A2 B3	31	32	0.031
A2 B4	106	107	0.006
A3 B4	6	8	0.500

$$\chi^2 = \sum \frac{(O - E)^2}{E} = 7.488$$

$$\text{Degrees of freedom} = (c-1)(r-1)$$

$$= 1 \times 3 = 3$$

$$\chi^2_{.05} = 7.815$$

$$1\% = 11.341$$

3. Educational level Vs interest in continuing education

OBSERVED FREQUENCY

Interest in continuing education	Illiterate B1	Elementary B2	High School B3	College B4	Total
Yes A1	4	10	56	5	75
No A2	23	37	70	5	125
Total	27	37	126	10	300

EXPECTED FREQUENCY

Interest in Continuing Education	Illiterate	Elementary	High School	College	Total
Yes	10	14	47	4	75
No	17	23	79	6	125
Total	27	37	126	10	300

$$\chi^2 = 10.718$$

Table value at 5% level = 7.815

at 1% level = 11.341

Income of the family Vs Educational level of youth

OBSERVED FREQUENCY

Income level	Illiterate	Elementary School	High School	College	Total
Up to 250	12	15	62	0	89
250-500	15	19	41	7	82
500-750	0	1	15	0	16
751-1000	0	1	4	1	6
Above 1000	0	1	4	2	7
Total	27	37	126	10	200

EXPECTED FREQUENCY

Income level	Illiterate	Elementary School	High School	College	Total
Up to 250	12	17	56	4	89
250-500	11	15	52	4	82
500-750	2	3	10	1	16
750-1000	1	1	4	0	6
Above 1000	1	1	4	1	7
Total	27	37	126	10	200

 $\chi^2 = 21.055$

Table value at 5% level = 21.026

at 1% level = 28.217

4. Assess the opinion of Youth on learning new skills

OBSERVED FREQUENCY							
Learning new skills	Upto 100	100-200	200-300	300-400	400-500	Above 500	Total
Yes	36	19	9	8	3	1	73
No	23	7	1	2	9	2	44
Total	59	26	10	7	12	3	117

EXPECTED FREQUENCY							
Learning New	Upto 100	100-200	200-300	300-400	400-500	Above 500	Total
Yes	37	16	6	4	6	2	73
No	22	10	4	3	4	1	44
Total	59	26	10	7	12	3	117

$$\chi^2 = 16.742$$

Table value at 5% level = 11.070

at 1% level = 15.086

5. Income of the youth Vs educational level of the youth

OBSERVED FREQUENCY							
Educational level	Upto 100	100- 200	200- 300	300- 400	400- 500	Above 500	Total
Illiterate	15	5	0	0	0	0	20
Elementary School	19	5	2	2	0	0	28
High School	25	20	11	4	1	2	63
College	0	1	2	1	1	1	6
Total	59	31	15	7	2	3	117

EXPECTED FREQUENCY							
Educational level	Upto 100	100- 200	200- 300	300- 400	400- 500	Above 500	Total
Illiterate	10	5	2	1	0	1	20
Elementary School	14	7	4	2	1	0	28
High School	32	17	7	4	1	2	63
College	3	2	1	0	0	0	6
Total	59	31	15	7	2	3	117

$$\chi^2 = 23.201$$

Table value at 5% level = 24.996

at 1% level = 30.578

d. Educational level vs getting new training

OBSERVED FREQUENCY					
Getting new training	Illiterate	Elementary School	High School	College	Total
Yes A1	16	23	104	3	146
No A2	11	14	22	7	54
Total	27	37	126	10	200

EXPECTED FREQUENCY					
Getting new training	Illiterate	Elementary School	High School	College	Total
Yes	20	27	93	7	146
No	7	10	34	3	54
Total	27	37	126	10	200

$$\chi^2 = 18.695$$

Table value at 5% level = 7.818

at 1% level = 11.342

7. Opinion About Learning New Skills In 330 Level of the Youth

OBSERVED FREQUENCY				
Learning new skills	15-20	21-25	26-30	Total
Like	68	62	22	147
Dislike	28	21	9	53
Total	96	83	31	200

EXPECTED FREQUENCY				
Learning new skills	15-20	21-25	26-30	Total
Like	63	61	23	147
Dislike	28	22	8	53
Total	96	83	31	200

$$\chi^2 = 0.239$$

Table value at 5% level = 7.615

at 1% level = 11.341

8. Size of the family Vs Educational level of a youth

OBSERVED FREQUENCY					
Size of the family	Illiterate	Elementary School	High School	College	Total
Upto 3	8	6	30	1	45
4	7	7	29	4	47
5	9	8	35	1	53
Above 5	3	16	32	4	55
Total	27	37	126	10	200

EXPECTED FREQUENCY					
Size of the family	Illiterate	Elementary School	High School	College	Total
Upto 3	7	8	28	2	45
4	6	9	30	2	47
5	7	10	33	3	53
Above 5	7	10	35	3	55
Total	27	37	126	10	200

$$\chi^2 = 12.927$$

Table value at 5% level = 16.919

at 1% level = 21.066