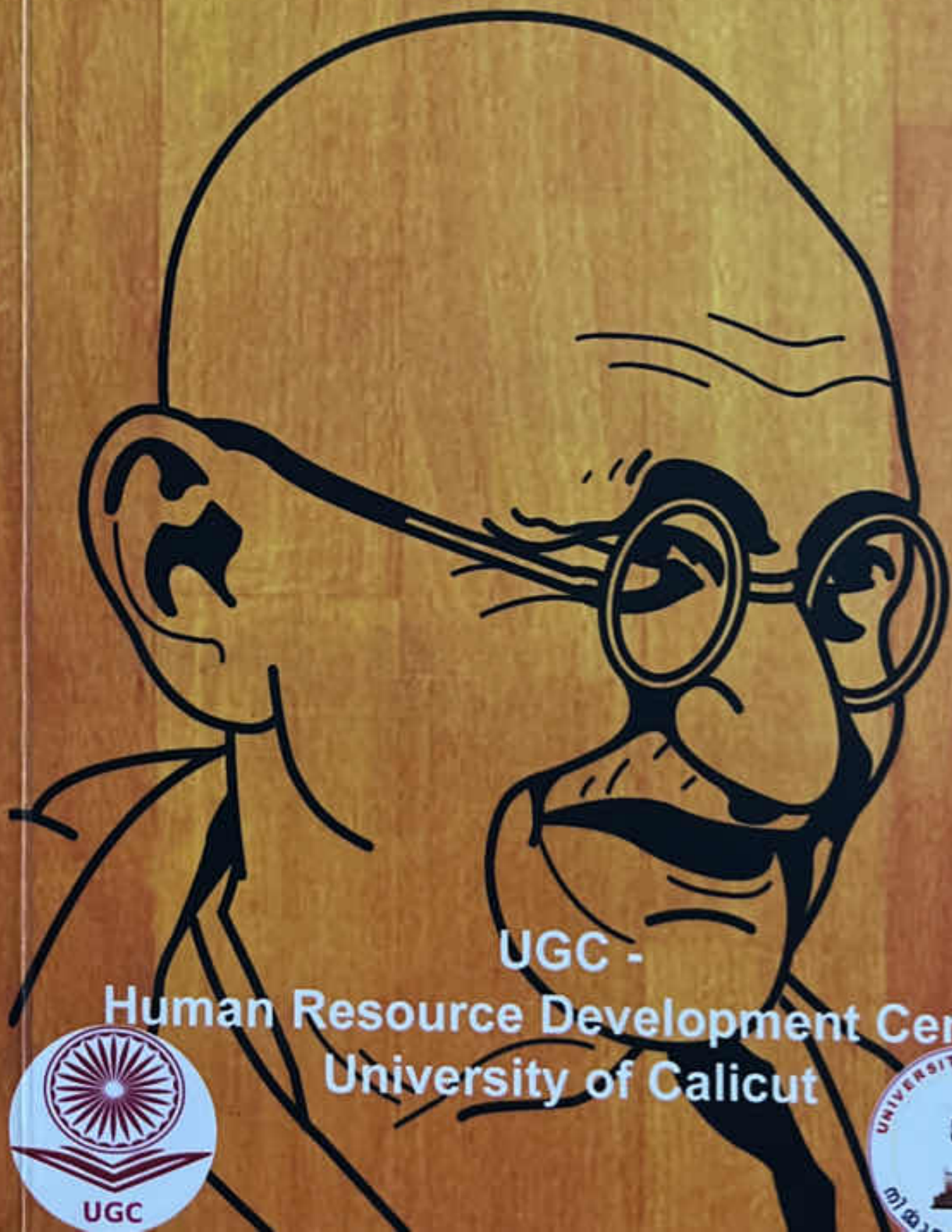


GANDHIAN THOUGHTS: Different Perspectives



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Relevance of M K Gandhi's Concepts on Work and Skill on the Training LRSETI

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Gandhi's concept on Work

All the work are divine according to Gandhi; his educational system will bridge the gap between the villages and the cities between those who do physical labour and those engaged in intellectual work and between those who are more educated and those who are not educated. Gandhi (1931) says "All useful work ranks the same. If I could bring people round to my view, the literate and the illiterate, the teacher and the scavenger, would be paid the same remuneration for their work".

Gandhi (1933), strongly advocated that work and skill were also powerful, and that work and skill were not subordinate to capital. "If capital is power, so is work. Either power can be used destructively or creatively. Immediately, the worker realizes his strength, he is in a position to become a co-sharer with the capitalist instead of becoming his slave. Influenced by Ruskin and Tolstoy, Gandhi developed his idea of Bread Labour. According to him each man must do physical labour to earn his bread. He called this as Bread Labour and said, "God has given everyone the capacity to work and earn more than his daily bread and whatsoever is ready to use that capacity is sure to find work". Where there is recognition to the theory of Bread Labour, there is no scope for unemployment. It guarantees sufficient food, clothing and shelter to everyone. Further, there would be no diseases in the society because the physical labour will keep men healthy. Gandhi had high respect for the dignity of labour and firmly believed that labouring with one's body i.e. with hands and bodies is the law of one's being and there was no

reason why one should hesitate and feel dissatisfied with one's labour. A nation may do without millionaires and without its capitalists, but it can never do without its labour.

Gandhi's concept on Skill

M K Gandhi taken the skill in any work is a must for the success in life. He referred to the role of skill in every activity, including even in the use of weapons, such as guns and gunpowder, in wars and how India had developed the alternative of non-violent struggle, or *satyagraha*, for the practice of which Gandhi had laid down detailed prescriptions and the skills that must be developed as a *satyagrahi*. According to Gandhi (1930), it is the skill that has been banished from the land or left undeveloped owing to the absence of the *swadeshi* spirit. A country remains poor in wealth, both material and intellectual, if it does not develop its handicrafts and its industries and lives a lazy parasitic life by importing all the manufactured articles from outside. He wanted to make realize the men and women in rural India the skill and art which are already exist in them. He emphasized on the need for rise in the skill of spinning the *Charkha* and efficiency in the production of 'Khadi' is the key in the self-reliance and economic benefit to *Swadeshi* movement. *Khadi* mentality means decentralization of production and distribution of the necessities of life. *Khadi* has to play an important role in the village economy of India. It can give the poor at least three things: cloth, work and self-confidence to articulate themselves.

In 1927 he said that 'learning the elements of anything is always difficult and irksome', be it music or mathematics. And the same 'is the case of this grand and noble science of the charkha.' Hence, 'we need as much skill to attain proficiency in it as in any other major craft.'

Further Gandhi provided importance to other village industries and encouraged the technological improvement by starting All India Village Industries Association (A.I.V.I.A.). He thought Village economy cannot be complete without the essential village industries such as hand-grinding, hand-pounding, soap-making, paper-making, match-making, tanning and oil-pressing (1941). He wanted the workers who knew some skilled work, such as tailoring, cabinet-making or wood-carving and engraving, to seek such work in order to survive and the villagers to 'develop such a high degree of skill that articles prepared by them will command a ready market (1918).

In the words of Anand (2013), Gandhi was a consistent seeker for better and higher skills in practically every facet of his life, in every activity that he was engaged with or came across. He used the term 'skill' in its widest sense. It included manual, mental and intellectual

skills. It included numerous associated qualities and aspects, such as industry and enterprise, perseverance, sincerity and patience, honesty, co-operation and endeavour, common sense, simplicity, efficiency and organizing ability, intent, will, devotion and imagination, knowledge, precision and earnestness and so on.

According to Dubey (2017), Gandhiji's concept of basic education that included manual work as a means to make education inclusive. He strongly believed in holistic curriculum, even in primary education that introduces children to work-experience through agriculture, weaving, carpentry and several other skills. This would help in balancing the danger of making education over-academic or bookish and influence mind-sets positively towards respect for work and dignity of skills and labour.

Anand (2013) asserts that Gandhi also showed wide interest and concern for adequate skills and competence in agriculture as well as in numerous professions and activities with which he became associated along with the all India level movements for skill development in production of *Khadi* and other village industries.

Rural Self Employment Training Institutes (RSETIs)

Rural Development and Self Employment Training Institute (RUDSETI), set up in Ujre, Dakshina Kannada district, Karnataka, was amongst the pioneering efforts in this direction. The institute was jointly set up by Sri. Dharmasasthala Manjunatheshwara Educational Trust, Syndicate Bank and Canara Bank in 1982. RUDSETI started mobilizing unemployed youth for starting micro/small enterprises or for taking up self-employment. It was successful not only in generating employment but also in overall rural development. Based on the success of RUDSETI model, on 7 January 2009, Ministry of Rural Development, Government of India launched an initiative to scale up the RUDSETI model to all parts of the country. The ministry issued guidelines to all the banks to set up a Rural Self Employment Training Institute (RSETI) in all districts; this institute will be owned and managed by the Lead Bank operating in the respective district. For entrepreneurship development, Lead Banks in Kerala have set up "Self Employment Training Institutes (RSETIs) in all districts, with the objective of training rural youth from economically backward families.

Self-employment training Programs have emerged as an important strategy for human resource development. With the active involvement of banks, the community development programs – education and healthcare, skill development and entrepreneurship for livelihood and environmental protection have made considerable progress.

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Table – 1 Position of RSETI

SL. No.	Name of District	Location of RSETI	Sponsoring Bank	Date of opening
1	TRIVANDRUM	TRIVANDRUM	I O B	26.08.2009
2	KOLLAM	KOLLAM	Syndicate Bank	27.01.2004
3	PATHANAMTHITTA	PATHANAMTHITTA	S B I	31.12.2009
4	ALAPPUZHA	ALAPPUZHA	S B I	21.03.2010
5	KOTTAYAM	KOTTAYAM	S B I	22.03.2010
6	IDUKKI	IDUKKI	U B I	10.10.2008
7	ERNAKULAM	ERNAKULAM	U B I	02.10.2004
8	THRISSUR	THRISSUR	Canara Bank	27.02.2009
9	PALAKKAD	PALAKKAD	Canara Bank	23.03.2010
10	MALAPPURAM	MALAPPURAM	Canara Bank	05.04.1991
11	KOZHIKODE	KOZHIKODE	Canara Bank	24.03.2010
12	WAYANAD	WAYANAD	S B I	05.04.2005
13	KANNUR	KANNUR	Canara Bank & Syndicate bank	07.12.1985
14	KASARGODE	KASARGODE	Andhra Bank	18.05.2003

Source: SLBC Kerala

Objectives of RSETIs are

1. Rural BPL youth will be identified and trained for self-employment.
2. The trainings offered will be demand driven.
3. Area in which training will be provided to the trainee will be decided after assessment the candidate's aptitude.
4. Hand holding support will be provided for assured credit linkage with banks.
5. Escort services will be provided for at least for two years soon to ensure sustainability of micro enterprise trainees.
6. The trainees will be provided intensive short-term residential self-employment training programmes with free food and accommodation.

programmes offered by RSETIs

Each RSETI offers about 30 to 40 Skill Development Programmes in a financial year in various avenues. All the programmes are of short duration ranging preferably from 1 to 6 weeks. A general classification of the types of programmes is as follows:

1. **Agricultural Programmes** - Agriculture and allied activities like Dairy, Poultry, Apiculture, Horticulture, Sericulture, Mushroom cultivation, floriculture, fisheries, etc.
2. **Product Programmes** - Dress designing for men and women, Rexine utility Articles, Agarbathi manufacturing, Football making, Bags, Bakery Products, Leaf Cup making, recycled paper manufacturing, etc.
3. **Process Programmes** - Two Wheeler repairs, Radio / TV repairs, Motor rewinding, electrical transformer repairs, irrigation pump-set repairs, tractor and power tiller repairs, cell phone repairs, Beautician Course, Photography & Videography, Screen Printing, Photo Lamination, Domestic Electrical appliances repair, Computer Hardware and DTP.
4. **General Programmes** - Skill development programmes for women etc.
5. **Other Programmes** - related to sectors like leather, construction, hospitality and any other sector depending on local requirements.

RSETIs offer skill training in more than thirty trades which have local demand including electrician and home appliance repair, motor rewinding, plumbing and sanitary works, refrigeration and air conditioner repairing, masonry, carpentry, dairy and vermi-composting, agriculture and allied activities, two wheeler servicing & repair, handicrafts manufacturing and dress designing and tailoring. Training in office skills such as office assistance, Tally accounting software, retail & sales management is offered to youth who have completed high school.

The skill development programmes includes Tailoring, Repair and maintenance of tailoring machine, Repair and maintenance of Mobile phone, Food processing and Bakery items, Umbrella making, Artificial jewellery making, Paper bag making, Apiculture, Computer basics, Beauty parlour management, Fabric painting, Rubber taping, Candle making, Plumbing/Wiring, Mushroom culture, Paper jewellery making and so on in Kerala.

Training programmes will be decided by the institute based on the local resource situation and potential demand for the products/ services. A uniform standardized curriculum would be developed and

circulated among the institutes. There shall be two sets of training curriculums in all the RSETIs includes Basic orientation programme courses for SGSY SHGs and Skill development programmes for micro enterprise and wage employment/placement. Soft skill training shall be an integral part in all the training programmes.

Training Methods

The methods of training included demonstration, lecturing, along with workshop. Experience sharing of successful beneficiaries used for motivating the trainees. Practical training gave more importance than theoretical knowledge. There are personality developments classes, seminars, industrial visit, management games and role plays are conducted during the course. The whole programme is designed to develop social and economic values among the trainees.

Recognition and support

The objective of this institute is to generate self-employment in rural areas through training for capacity building and by facilitating in settlement in vocations. Settlement is facilitated by enabling the trained candidates to launch profitable micro enterprises either with or without the credit linkage from financial institutions. Also they are facilitated to secure wage employment in their skill areas elsewhere. Certificates issued by an RSETI will be recognised by all banks for purposes of extending credit to the trainees. It means that RSETI trained rural youths will be free to access any scheduled bank for loan/credit. Credit needs of trainees will be appraised by RSETIs and the sense will be conveyed to the bank branches. The trainees could avail bank loans under SGSY or any other government sponsored programmes.

Beneficiaries

The participation of weaker sections in the society is being ensured by the Institutes among the ideal batch size of a 25-30 candidates. At least 70% of the trainees should be from the rural BPL category certified by the DRDA. Proper weightage, as per SGSY guidelines will be given to SC/STs, minorities, physically challenged and women.

Conclusion

In the era of Globalization, the skill development is very important because of the competition and demographic situation of India. The Gandhian concept of skill and work is still relevant in the development of rural population. Rural Self Employment Training Institutes are very helpful in the reduction of rural unemployment. The leading banks of the region have enough freedom to design the courses in accordance

with the demand of the area. The financial support also provided to them and thus it is helpful in self-employment or entrepreneurship.

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