

## Impact of skill India training programme among the youth

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### Abstract

Youth is one of the most important players of the country who help in achieving economic prosperity. Therefore, our country recognise the importance of youth in the society so that various step taken to ensure that the workforce of tomorrow has future-ready skills. Skill India is one the important initiative of the Government of India. It is an aim to train over forty crore people in different skills by 2022 in India and it also able to create new opportunities, space and scope of the talents of Indian Youth for self-development. In the world, India has the one of the most youngest population profiles with over 65% of its population below the age of 35 years.

This paper reviews that the most Indian youth facing serious unemployment problem even that most of youth are being educated but there is found a lack of skills and technical knowledge in the current scenario. The India's skills development system facing challenges to train the youth due to the current state of education, skills development, and employment for Indian youth. Most of the youth are not aware to modern technology which helps in the development and growth of the country. Skill development programme is powerful weapon to develop a creative skills and technical training to young population of the country. And motivate the youth to develop the quality of self-development and self-entrepreneurships concept by providing training in several activities and it also provide a financial assistance through loans at a cheaper rate of interest. The main aim of the paper to know what is the hurdles faced by the youth to achieve skill India development programme at all fronts.

**Keywords:** skill India, self-employment, initiative, unemployment

### Introduction

India is famed for population size, complexity and diversity, it may be socioeconomic, geographical, political, cultural, or developmental, all of which effect on every face of life, including education, training, employment and workforce considerations. In the world, India is one of the youngest countries. After China's Workforce of India's is the second largest in the world. Population growth is not an obstacle to economic growth and development. India is still facing several problems like population growth, unplanned rural urban migration causing urban poverty, high school dropout rates illiteracy, unemployment, poverty, medical infrastructure etc.

National skill development programme is the delivery of skills, knowledge and vocational training to youth at the affordable costs to various sections of disadvantaged and low-income groups of society by opening a several training centres at several places. India has, for a long time, recognised the importance of youth in social and economic imperative has made an enormous contribution's in economic development by introducing innovative ways to empower the poor and employment. In the world, India has the one of the youngest population profiles with over 65% of its population below the age of 35 years. Our country recognise the importance of youth in the society so that various step taken to ensure that the workforce of tomorrow has future-ready skills. Therefore, the Hon'ble Prime Minister Narendra Modi of India in March 2015 introduced a skill India concept and it was launched by them on 15<sup>th</sup> July 2015 on the Occasion of World Youth Skills Day. Skill India is an initiative of the Government of India. Government of India has initiated various programmes over the years like National Skill Development Mission (NSDP),

Pradhan Mantra Kaushal Vikas Yojana (PMKVY), and Skill Loan Scheme etc. under skill India. The main objective of the national skills India development programme is to provide employment for the youth by enabling them to undertake viable economic activities. It considers the income generations activities as avenues for providing gainful employment to the youth. Most of the trainees were unemployed during the skill training programme. But, after taking skill training period, all of them got some employment or they able to generate an opportunities of self-employment.

Government of India taking some important decision to promote skill development programme by making some international collaboration with developed and industrialized countries like, Germany, U.K. and Australia etc. it helps to exchange the various ideas for delivering of skills training. U.K. collaborations are: For India, FICCI is a skill provider which consider as the first point contract for U.K. The UK skills forum (UKISF) India, an initiative by the UK India. Joint economic and trade committee (JETCO), The UK India business council acts as secretariat for the UKISF. National instructional media institute, Chennai, central staff training and research institute(CSTRAI), Foreman Training Institute (fit) are the develop institutes which already provide the technical and financial assistance by the Germany since 1958. Institute of technical education of Singapore's and the national capital territory of Delhi's department of training and technical education of the state government has been signed a memorandum of understandings (MOU) to established a world class skills centre in Delhi.

The main aim of skill India programme to provides a training, support and direction for all business line of work like

agriculture, construction, textile, horticulture, fishing, transportation, weaving etc. and along with several other areas it develop the language knowledge and communication skills, personality development skills including job and employability skills, soft skills, workforce skills, entrepreneurship and innovation. And after that it motivate the youth ability to learn and adapt, are among the critical social capabilities that determine the competitiveness, productivity growth and employment in the face of these challenges and opportunities. To analysis and measure the level of awareness of respondents on skill India programmes. To identify and analysis the level of awareness, 10 statements relating to source of information, training covered, training benefit, self-employment, encouragement of self-development, government schemes is considered.

### Review of literature

Aggarwal S. (2016) <sup>[6]</sup> has written paper which attempts to illustrate the importance on “Central Pillar of Employability: Skill Development”. This research paper is an effort to understand the present skill capacity and the challenges faced by skill development system in India along with their solutions. To assessed the level of skill capacity of the Indian workforce with the help of education and vocational training. The present study also found that both the government and its partner agencies have launched various measures/initiatives for the effective implementation of the skill development system in the economy. And still it faces a number of undetermined issues/challenges that need immediate attention of the policy makers. And it also find that these programme are unable to create avenues for casual workers and are not of the scale needed.

Okada A. (2012) <sup>[1]</sup> has provided on the topic “Skills Development for Youth in India: Challenges and Opportunities”. The paper has identified that recent initiative to facilitate young people’s transition to the world of work. India facing very complicated and tremendous challenges in bringing up the skills development for youths, for several reasons. This paper has explained an existing skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. It also suggested that India must raise its investment in education and training for youth, which help to promote industrial development and achieve sustainable growth.

Punjani researched on the topic “A study on the requirement of skills development for the success of make in India project”. The objective of the study was to analysis the requirement and existing level of skill development in India. The data is collected from secondary sources and used descriptive research design for this research. The study concluded that the existing skill development policy in India needs an urgent treatment. The main findings of the papers are that only 10% of the Indian workforce has formal training in the form of higher education, technical education or vocational training. India has 4.3 million an annual training capacity, which is less than 20% of the industry requirement of 22 million skilled workers a year.

Yadav. R. revealed on the topic “skill development initiatives in India : challenges and strategies with reference to vocational training initiatives in Maharashtra” that the various

issues like unplanned rural urban migration causing urban poverty, population growth, high school dropout rates, India is likely to witness a deficit of 5.25 million employable graduates and vocationally trained workforce in next few years. The main objective of the study to (Yadav) increase produce workforce in organised and unorganised sectors especially among youth, women, disables, disadvantage sections. In a few states, it has been observed that the economic progress of the state is directly related to the development of Technical and Vocational Education System.

### Objective

1. To analysis the socio economic profile of beneficiaries who take part in skill India training.
2. To study and identify the major problems/hurdles faced in self-employment after skill India training by beneficiaries.

### Hypothesis

1. **H<sub>0</sub>**: There is no significant association between age group with regards to problem of self- employment faced by youth.  
**H<sub>1</sub>**: There is a significant association between age group with regards to problem of self- employment faced by youth.
2. **H<sub>0</sub>**: There is no association between educational qualifications with regards to unemployment problem in national skill India development programme.  
**H<sub>1</sub>**: There is association between educational qualifications with regards to unemployment problem in national skill India development programme.

### Research Methodology

**Sample:** The study has been adopted the purposive sampling technique to selecting a samples for the study. The total sample sizes have been restricted to 60 respondents for the study. The sample size is determined at this level after taking into account a number of factors such as time, money efforts and volume of work.

The present study is descriptive and analytical in nature. The researcher has used both primary and secondary sources of data, but more emphasis is given primary data which are collected through field survey. The primary data has been collected by conducting a field survey of 60 sample respondents with the help of well-structured questionnaire in Sagar city. The secondary data has been collected from the various websites. Since the secondary data is sourced from authorised and reliable agencies, the researcher is confident it will be closest to being accurate. If any, inaccuracy will be too insignificant to impact the findings of the study.

### Interpretation of data

Data has been interpreted by using statistical tools like, percentage and chi-square test.

### Limitations of the study

1. The study is restricted to the selected sample of Sagar city. Therefore the results of the study cannot be generalised.
2. The statistical tools used to analyse the data have their own limitations.
3. All the limitations are applicable in primary data to this study.

Analysis and Interpretations

Table 1: Socio- Economic Profile of the Respondents

Profile	Variable	Total N.R.	Percentage	Grand total		Chi-square test		Total
				TNR	Percent-age	Chi-square value	Table value	
Age	Below 30	25	42	60	100	28.46	7.815	S
	31-40	22	37				df 3	
	41-50	9	15					
	51 and above	4	7					
	Total	60	100					
Gender	Female	25	42	60	100	1.66	3.841	NS
	Male	35	58				df 1	
	Total	60	100					
Education	Illiterate	6	10	60	100	65.2	11.071	S
	Primary	9	15				df 5	
	Secondary	21	35					
	Graduate	12	20					
	PG& above	7	12					
	Vocational/technical	5	8					
Total	60	100						
Marital	Married	39	65	60	100	5.4	3.841	S
	Unmarried	21	35				df 1	
	Total	60	100					

Relationship between the Demographic Profile of the Respondents and the Problem of Unemployment and Self-Employment Faced By Youth

The study revealed that the relationship between selected demographic variables of the respondents and the problem of unemployment faced by youth in the study area. Out of 60 respondents who were taken for the study: it has been identified that most 58 percent of the respondents are male and 42 percent are the female which depicts that the female are less interested in comparison of male respondents who are benefited from Skill India programme concept when compared to male respondents. As regards the age of the respondents 42 percent of the respondents are age below 30 years have availed more benefit from the Skill India programme, and after that it shows decreasing order the benefits availed to the people i.e. 37 percent are aged 31 to 40 years, 15 percent are aged 41 to 50 years, 7 percent are aged 51 and above. The analysis of an educational qualification described that out of the total respondents selected more than half (60%) of them are below the secondary level of education like 10 percent of the respondents are illiterate, 15 percent of the respondents completed primary level, 35 percent of the respondents completed secondary level, and after that it show that only 40% of the total respondents is educated above the secondary level likely 20 percent of the respondents have completed graduate, 12 percent of the respondents completed post graduate and above, and remaining 8 percent of the respondents completed vocational and technical education.

It is found that out of total respondents 65 percent are married and remaining 35 percent are unmarried.

It is found that chi-square value 28.46 is greater than table value 7.815 at 5% level of significance; therefore there is a significant association between age group and problem of self-employment faced by youth. Thus the null hypothesis is rejected. It is observed that majority (37%) of the respondents are in age groups of 31 to 40 years.

It is noted that the table value of  $\chi^2$  for 5 i.e.  $(n-1) = (6-1)$  degrees of freedom at 5% level of significance is 11.071.

Comparing chi-square value 65.2 is greater than table value 11.071 at 5% level of significance; therefore there is a significant association between educational qualifications with regards to unemployment problem in national skill India development programme. Thus the null hypothesis is rejected. It is observed that majority (37%) of the respondents are in age groups of 31 to 40 years.

It is clear that the chi-value (1.66) is less than the table value (3.841) at five-percent level, there does not exist any association between gender and the problem of unemployment and self-employment faced by youth. Thus null hypothesis is accepted. It is clear that the calculated chi-square value (5.4) is greater than the table value (3.841) at 5% level of significance and degree of freedom is 1, there is exists a significant association between marital status and the problem of unemployment and self-employment faced by youth. Thus hypothesis is rejected.

Table 2: Unemployment problem faced by youth

Unemployment problem	Number of respondents	Percentage
Yes	56	93
No	4	7
Total	60	100

From Table 2: reveals the almost i.e. 93% of the selected respondents for the survey have faced the problem of unemployment because they don't possess specific type of skills and degrees which is required to the industry for the appointment. Only 7% of the respondents have opinion they don't faced the problem of unemployment but they want to develop some quality of skills which help in future to start their business.

Table 3: Training under the skill India programme

Training	Number of respondents	Percentage
Yes	57	95
No	3	5
Total	60	100

**From Table 3:** it is found that Out of total 60 respondents 97% of the respondents have undergone training under the national skill India development programme and 5% of the

respondents have not interested to attend the training programme.

**Table 4:** Area of training covered

Area of training	Number of respondents	Percentage
Construction	7	12
Retail	12	20
Jewellery designing	4	7
Banking and financial services	9	15
Tourism	-	-
Transportation	7	12
Agriculture& food processing	11	18
Trading	-	-
Weaving	-	-
Handicrafts	2	3
Horticulture	3	5
Fishing	5	8
Total	60	100

**From Table 4:** it is observed that out of the 60 respondents 20% of the respondents who have undergone training, as many as are trained in retail area, 18% in agriculture area, 15% in

banking and financial services, 12% respondent is trained in construction and transportation.

**Table 5:** Training benefits

Benefits availed	Number of respondents	Ranking
Self confidence	44	1
Entrepreneurship and skill development	28	4
Technical skills	40	2
Knowledge of technological development	23	6
Mental development	23	3
All the above	31	5

**From Table 5:** indicating the rankings of the various respondents have utilized all the benefits out of the training catered to them. Among training benefits respondents have given first preference for Self Confidence followed by Skill Development, second priority is given Technical skills, third

rank is appoint to Mental Development, 4<sup>th</sup> preference is given Entrepreneurship and skill development, 5<sup>th</sup> rank is given all the above choices and Knowledge of Technological Development

**Table 6:** Helpfulness of training

Helpfulness	No. of respondents	Percentage
Setup small scale industry	18	30
Employment generation	14	23
Sharing knowledge to the weaker sections	2	3
Self- employment	26	44
Total	60	100

**From Table 6:** Out of the total respondents 44% of the respondent have opinion training is very helpful to setup self-employment after the training programme, 30% of the respondent feel that it help to set up small scale industry, 23%

of the respondents stated that it helpful in employment generation and 4% of the respondents feel that it help in sharing knowledge to the weaker sections of society.

**Table 7:** Perseverance of problem even after training

Problems	Number of respondents	Ranking
Lack of awareness	36	3
Subsidy for establishing the business	40	2
Raw material scarcity	25	5
Stiff competition	41	1
Lack of technology	33	4

**From Table 7:** reveals the Perseverance of problem even after the training. Researcher found some important problems

which faced by the respondents which it involves in the questionnaire and the respondents indicate the rankings of

various problems while after attending the training programme. The results reveal that the respondents faced a stiff competition in market in one’s own job as well as if training is needed regarding the same ranks 1. Second ranks given to Subsidy for starting a new business. The respondents feel that there is lack of awareness related to various issues and policy is running for their benefits which are ranking 3 in the study. 4<sup>th</sup> rank is given to lack of technological knowledge which is very important in modern era and raw material scarcity is ranked 5.

**Table 8:** Factors motivated through skill India programme

Factors	Number of respondents	Ranking
Desire to achieve something	51	1
Need for independence	47	3
To get social prestige	39	4
financial benefits	44	2
Desire for leadership	29	5

**From table 8:** As is clear majority of the respondents have opinion perceives the training programme to be interesting and motivational. The above figure shows that the national Skill

**Table 10:** Awareness about self-employment promotion schemes of government

Awareness	Number of respondents	Ranking
Knowledge of self- employment schemes of central government	46	1
Preliminary formalities to start an enterprises	27	3
loan procedures	33	2
Online information of government programmes	13	4

**From Table 10:** results indicates that as many as the respondents are aware of the self- employment promotion schemes which is run by the Indian government ranks 1. Along with these it followed by the awareness regarding loan procedures, preliminary formalities to start an enterprise and online information of government programmes are also started through government portals which is ranking 4 in this study.

**Findings from the above analysis**

1. Around 42% of the respondents are male which is lie below 30 years age group which is more benefited due to national skills India development programmes.
2. In the survey it depicts that the majority of selected respondents are educated up to secondary level. Due to this it faced the problem of unemployment among the youth. Government of India take necessary step to reduce the unemployment problem through running the skills development programme.
3. The popularity of the various schemes is shown on the basis of good response among the youth, as many as selected respondents have undergone the skill development programme under different area which helps them to develop the quality of skills and also motivate them in their overall development.
4. The survey indicates that the respondents had faced severe problem to setting up their own business even after the training which is require to be solved.
5. National skills India development programme have motivated and encouraged all the selected respondents for self-employment and generating the employment opportunities to the others.

India Campaign has motivated the selected respondents in many ways. Many respondents feel that the training is useful for the development of the performances of the people at the work places and it also help in skilling, up skilling and reskilling the various qualities which is hidden inside the human being. Among those desires to achieve something was given the first preference followed by financial benefit, Need for independence, Social Prestige in society, and Leadership quality.

**Table 9:** Encouraging others to take up self –development

Encouragement	Number of respondents	Percentage
Yes	57	95
No	3	5
Total	60	100

**From Table 9:** to the query on importance of training programmes as many as 95% of the respondents answered it helpful to encourage others to take up self –development and other 5% stated it to be insignificant are part of those ranking training programme is to encourage others to take up self – development to be unsatisfactory.

**Conclusion**

Our young population is faced the various problems like unemployment, poverty etc. due to this the government of India take several steps to reduce these problems by introducing a several steps a skill development and self-entrepreneurship schemes/ programme. A great step is taken by developing country as developed India by motivating the talent of youth to make the future is bright. These several schemes help the youth to develop the quality of skills, up skilling and reskilling in various areas through training programme which is automatically increase the personality development and overall development among the youth. It helps the youth to get the job in various sectors and it is possible only through employment generations and social security for the youth to accept responsibility. The biggest challenge which observed in two ways: of generating massive employment generation opportunities and increasing the employability and skills of the Indian youth. With this new target India continue move towards to achieve its target results which is setup by them.

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