



Impact of skill India training program among the Rural youth of Bilaspur District of Chhattisgarh.

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ABSTRACT : Youth is one of the country's most significant players in achieving economic growth. As a result, our government recognises the significance of youth in society and has taken different steps to guarantee that the workforce of the future is equipped with future-ready skills. One of India's major initiatives is Skill India. It is assumed that by 2022, India would have trained over forty crore people in various skills, as well as providing new chances and scope for Indian youth. With approximately 65 % of its total population belonging under the age of 35, world's youngest demographic profiles concern with India. Even if the whole majority of Indian youth are educated, there is a deficiency of job oriented skills and technical knowledge in the recent era of science. Due to the present situation of education, skill development, and employment for Indian youth, India's skill development system is having difficulties training to the rural youth. The majority of young people are unaware of contemporary technologies and their role in development and progress of country. The skill development programme is an excellent instrument for fostering creative abilities and technical training among the rural youth. and it encourages young people to improve their self-development and self-entrepreneurship skills by giving training in a variety of activities as well as financial aid in the form of low-interest loans. The major goal of the article is to determine what obstacles the young encounter in achieving the skill India development agenda on all fronts.

Keywords: skill India, self-employment, youth unemployment.

1. INTRODUCTION

India is known for its large population, complexity, and variety which might be economical, geographical, political, cultural, or developmental in nature. All of which have an impact on every aspect of life, including education, training, employment, and workforce issues. India is one of the world's youngest countries. India's workforce is the world's second largest after China. India continues to face issues such as population increase, unplanned rural-to-urban migration, resulting in urban poverty, high school dropout rates, illiteracy, unemployment, poverty, and a lack of medical facilities, to name a few. The goal of the national skill development programme is to provide youngsters with skills, contemporary knowledge, and vocational training in various sectors of the disadvantaged and low-income groups of society by building a number of training centres around the country. For a long time, India has recognised the importance of youth in social and economic imperatives, and it has made significant contributions to economic growth by providing creative ways to empower the underprivileged and by creating jobs. With approximately 65 % of its people under the age of 35, India has one of the world's youngest demographic profiles. Our government recognises the significance of youth in society, and has taken steps to guarantee that the workforce of the future is equipped with future-ready skills. As a result, India's Hon'ble Prime Minister Narendra Modi announced the skill India concept in March 2015, and it was officially launched on July 15, 2015, on World Youth Skills Day. Over the years, the Indian government has launched a number of initiatives, including the National Skill Development Mission.

The fundamental goal of the national skills India development programme is to offer jobs for young people by enabling them to engage in economically productive activities. It views income-generating activities as potential sources of gainful employment for youth. During the skill training programme, the majority of the participants were jobless. However, following a period of skill training, they all found work or were able to establish self-employment prospects.

The main goal of the skill India programme is to provide training, support, and direction for all business lines of work such as agriculture, construction, textile, horticulture, fishing, transportation, weaving, and so on. It also develops language knowledge and communication skills, personality development skills such as job and employability skills, soft skills, workforce skills,

entrepreneurship, and innovation among other things. The capacity to learn and adapt, which are among the important social qualities that determine competitiveness, productivity development, and employment in the face of these difficulties and opportunities, is therefore encouraged. Hence analysis and measurement of respondents' knowledge about skill India programmes is an essential factor.

This paper reviews the source of information, training covered, benefit of training, self-employment, promotion of self-development, and government programmes in order to define and analyse the awareness level. Due to factors such as unplanned rural-to-urban migration, which contributes to urban poverty, population growth, and high school dropout rates, India is expected to face a shortage of 5.25 million employable graduates and vocationally qualified workers in the coming years. 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.

The goal of this study:

1. To analyse socioeconomic characteristics of those who have participated in skill India training.
2. To research and identify the primary issues/barriers that recipients encounter after completing skill India training.

Hypothesis

1. H0: There is no any relationship between the age group and the main problems of young self-employment.
H1: Age group and the problem of young self-employment have a significant link.
2. H0: In skill India development programme, there is no link between educational credentials and unemployment problems.
H1: In skill India development programme, there is a link between educational credentials and unemployment problems.

2. REVIEW OF LITERATURE

Okada A. (2012) has provided on the topic "Skills Development for Youth in India: Challenges and Opportunities". The report identifies a recent programme aimed at easing the transfer of young people into the workforce. For a variety of factors, India is confronting extremely difficult and daunting problems in developing skills for its youth. This study explains the skills gap that exists in India between what employers want as a result of the country's recent fast economic expansion and the capabilities that young people learn via vocational training. It also proposed that India increase its investment in young education and training, which aids in industrial development and long-term growth.

Punjani conducted research on the topic "A study on the need for skill development in Make in India project's success." The purpose of the study was to establish the present level of skill development in India. Data was acquired from secondary sources for this study, and a descriptive research technique was used. According to the study, India's present skill development policies require quick adjustment. According to the principal conclusions of the articles, just 10% of the Indian workforce gets formal training in the form of university education, technical education, or vocational training. India's annual training capacity is 4.3 million, less than 20% of the industry's annual demand for 22 million qualified workers.

S. Agarwal (2016) has prepared a paper that tries to demonstrate the significance of the "Central Pillar of Employability: Skill Development." This research project attempts to understand present skill capacity as well as difficulties that the Indian skill development system confronts, as well as potential solutions. Measure the degree of skill capacity of the Indian workforce using education and vocational training. The present study also revealed that the government and its partner agencies have taken a variety of steps to guarantee that the talent development system is successfully implemented in the economy. Even yet, it continues to confront a number of unresolved issues/challenges that demand prompt action from policymakers. Furthermore, it is discovered that these programmes are unable to provide opportunities for temporary employees and are not of the scale required.

Yadav. R. revealed on the topic of "skill development initiatives in India: challenges and strategies with reference to vocational training initiatives in Maharashtra," Yadav. R. stated that India is likely to face a shortage of 5.25 million employable graduates and vocationally trained workers in the coming years due to issues such as unplanned rural-to-urban migration, which causes urban poverty, population growth, and high school dropout rates. The main purpose of the research is to increase the number of people working in the organised and unorganised sectors, notably among youth, women, handicapped persons, and other marginalised groups. In a few states, the expansion of the Technical and Vocational Education System has been found to be closely linked to the state's economic prosperity.

3. RESEARCH METHODOLOGY

Sample: Collection of samples for objective of the study, the researchers used the purposive sampling approach. The study's overall size of sample has been limited to 60 participants. At this stage, the sample size is established by taking into account a variety of elements such as time, money, and job volume.

The current research is both descriptive and analytical. The researcher has employed both primary and secondary data sources; however primary data acquired through a field survey has received greater attention. The core data was gathered in Bilaspur district of Chhattisgarh state by performing a field survey of 60 sample respondents using a well-structured questionnaire. Secondary data was gathered from a source of websites. Because the secondary data was obtained from reputable and authorised sources, the

researcher is convinced that it will be as accurate as possible. If there is any mistake, it will be minor enough to have no effect on the study's conclusions.

Interpretation of data

Statistical methods such as the percentage and chi-square test were used to analyse the data.

Limitations of the study

1. The study is restricted to the selected sample of Bilaspur District of Chhattisgarh, 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.

Table 3.1: Socio- Economic Profile of the Respondents

statement	Variable profile	Total	Percentage	Grand total		Chi-square test		Total
				T N R	Percentage	Chi-square value	Table value	
Age	Below 30	25	42	60	100	28.46	7.815	S
	31-40	22	37					
	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					
	Total	60	100					
Education	Illiterate	6	10	60	100	65.2	11.071	S
	Primary	9	15					
	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					
	Total	60	100					

Analysis and Interpretations

The Relationship between the Respondent's Demographic Profile and the Youth Unemployment and Self-Employment Problem:

The study found a link between certain features of the demographic of the respondents and the problem of young unemployment in the study region. Out of 60 people surveyed, it was discovered that 58 percent are men and 42 percent are women, implying that women are less interested in the Skill India programme compare to men.

In favour of the respondents' age, 42 percent of respondents are under the age of 30 years have reaped the most advantages from the Skill India programme, followed by 37 percentage of respondents was 31 to 40 years, 15 percent of respondents aged between 41 to 50 years, and 7% of respondents aged 51 and more.

According to the analysis of educational qualification, more than half (i.e 60%) of the total respondents are below the secondary level of education, such as 10% of the respondents are illiterate, 15% of the respondents finished elementary level, and so on. Only 35% of the total respondents have completed secondary school, indicating that only 20% of the respondents have already completed their graduation, 12% of the respondents have done post graduation and above, and the remaining 8% of the respondents have completed vocational and technical education.

It was found that 65 percent of the total respondents are married, while the remaining 35 percent are single.

At 5% level of significance, the chi-square value 28.46 is more than the table value 7.815, indicating that there is a substantial relationship between age group and the difficulty of self-employment experienced by adolescents. As a result, the null hypothesis is ruled out. The bulk of the responders (37%) are in the age bracket of 31 to 40 years old.

Value of this table χ^2 for 5 degrees of freedom, i.e. $(n-1) = (6-1)$ degrees of freedom, at a 5% level of significance is 11.071. At a significance level of 5% level, the value of chi-square 65.2 is more than the table value of 11.071, indicating that there is a substantial relationship between educational credentials and unemployment in the national skill India development programme. As a result, Hypothesis- the null hypothesis is ruled out.

At the 5% level, it is obvious that the value of chi-value (1.66) is smaller than the table value (3.841), indicating that there is no link between gender and the problem of teenage unemployment and self-employment. As a result, the null hypothesis is accepted.

At a 5% level of significance and with a degree of freedom of 1, it is obvious that the calculated chi-square value(5.4) is more than the table value(3.841), indicating that there is a substantial relationship between marital status and the problem of teenage unemployment and self-employment. As a result, the hypothesis is rejected.

Table 3.2: Problem of Unemployment faced by youth

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

Table 3.2 shows that about 93 % respondents of the survey had experienced unemployment due to deficiency of specialised skills and degrees required by the sector for the position. Only 7% of respondents believe they have not been affected by unemployment, but they do wish to improve their abilities in frequency to establish their own business in the future.

Table 3.3: Training under the skill India program

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

Table 3.3 shows that 95 % of the 60 respondents had received training under the national skill India development program, whereas 5% of the all respondents have shown no interest in participating in the training.

Table 3.4: Area of training covered

Training Area	Respondents Number	Percentage
Construction	8	13.3
Retail	12	20
Banking and financial services	9	15
Tourism	-	-
Transportation	8	13.3
Agriculture & food processing	12	20
Trading	-	-
Weaving	-	-

Handicrafts	3	5
Horticulture	3	5
Fishing	5	8.3
Total	60	100

Table 3.5: Training benefits

Area of benefits	Respondents	Ranking
Self confidence level	44	1
skill development and Entrepreneurship	28	4
Technical skills	40	2
Knowledge of technological development	23	6
Development of Mental area	23	3
All the above	31	5

Table 3.6: Helpfulness of training

Helpfulness	Respondents	Percentage
Setup of small scale industry	18	30
Generation of Employment	14	23
Sharing knowledge to the weaker sections	2	3
Self-employment	26	44
Total	60	100

Findings from the above analysis

1. Around 42% of the responders are males and under the age of 30, indicating that the national skills India development program is benefiting them more.
2. According to the poll, the majority of respondents had only received a secondary education. As a result, it had to deal with the issue of young unemployment. The Indian government is taking the required steps to address the problem of unemployment by implementing a skills development program.
3. The popularity of the various schemes is demonstrated by the large number of youth who have participated in skill development programmes in many areas, which allows them to improve the quality of their abilities and motivates them in their overall development.
4. According to the survey, even after receiving training, respondents had significant difficulty starting their own business, which must be addressed.
5. National skill India development program have motivated and encouraged all the selected respondents for self-employment and generating the employment opportunities to the others.

4. CONCLUSION

Our rural youth population faces many issues such as unemployment, poverty social insecurity etc. As a result, the Government of India and state government have taken significant initiatives to address these issues by implementing a number of skill development and self-entrepreneurship schemes/programs. India has taken a significant stride forward in inspiring rural youth talent to ensure a bright future. These numerous programs assist rural youth in improving the quality of their abilities, up skilling, and reskilling in many areas through training program hence increasing the youth's personality development and overall

growth. It helps the youth to get a job in various sectors and it is possible only through employment generations and skill development. The biggest challenge which observed was of massive employment generation and increasing the employability and skills of the Indian youth. With this new objective India continue to move forwards to achieve its results through Skill India Mission.

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