



Sustainable development through skill India: An exploratory study

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Abstract

Skill based education and training are the driving forces of economic growth and sustainable development for any country. India has largest technical manpower in the world. In India, the emphasis has been given more on professional and career based education. India is expected to be home to a skilled workforce of 500 million by 2022 as estimated. The statistical survey reveals that about 12 million individuals are expected to join the workforce every year. This talent pool needs to be properly harnessed to become highly skilled and more productive. The system is also failed to fulfil market and industry expectations, resulting in a curriculum designed by the educational institutions that are highly mis-matching to industry requirements. Steps are being initiated by standalone institutions and HEI's towards meeting the above objectives. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should focus on advancement of skill based education and trainings, relevant to the emerging economic environment and sustainable development.

The concept of skill India has introduced by Hon'ble Prime Minister of India Narendra Modi on March 2015 to accelerate the employment opportunities for talented Indian Youths. The main aim of this programme is to initiate training and skill based education to all youths in the country.

Keywords: skill India, sustainable development, self-confidence, employment

Introduction

A skilled workforce is a fundamental element of a Sustainable economic development strategy. India has witnessed several capacity building/skill building initiatives in the past, especially in the agriculture domain. With a perceived increase in the need for skill development to harness the benefits of technological and institutional innovations, and with the constant upgrade of tools, a new category of institutions in the private space and civil society has emerged with focus on developing specific skills of various stakeholders in the sector.

India is a country with high working age population and witnessed major unemployment problem. Skill India is an initiative to improve the physical and mental development of Indian youths so that the unemployment problem in the country can be gradually reduced. The purpose of skill India is to give more thrust on skill based education among the youths who are jobless, school dropouts. It emphasis more on job creation and social security by which the youth undertake responsibility and no youth remain jobless and unproductive in the economy. Skill development idea is best solutions to helps youths to raise their confidence and improve their productivity.

The main objective of the Skill India concept is to provide training and counselling to unemployed youths and school dropouts in the country. The training and counselling will be provided in the areas like Banking and Insurance, Travel and Tourism, Agriculture, Transportation, Garments and Textile, Construction, Entrepreneurship, Weaving, Handicraft, Horticulture, Fishing, Fashion design and Jewellery making.

Sustainable development

The concept of sustainable development can be defined as maintenance and sustainable utilisation of the functions provided by natural ecosystems and biospheric processes. Conversely, in a situation of unsustainability, where the limits of the biosphere's carrying capacity are exceeded, not all of the environmental functions can be fully fulfilled anymore.

Today the whole world, particularly developing countries like India and many others are facing a near – crisis situation, both economic and environmental. Policy-makers find it difficult to formulate programmes that would work under the present situation of escalating population on the one hand and diminishing resources on the other. The environmental decadence inevitably weakens economy of the country, which, in turn leads to social disintegration. Human history is replete with such instances and the remains of past civilizations in the archaeological sites of the world bear testimony to this.

Objectives of the study

1. To outline the awareness among youths about skill India concepts
2. To study the effectiveness of training programme provided in different areas.
3. To examine the initiatives of National Skill Development policy towards sustainable development

Hypotheses

H₀ There is no significant relationship between the opinions expressed by the respondents regarding the reliability of information source

Methodology

The study is based on both primary and secondary data. Primary data have been collected with the help of structured questionnaire. In this research the different individuals were randomly selected from the Mysuru district. Samples of 150 respondents were selected. The skill development, skill training and sustainable development related information have been collected from different national and state level published reports, as secondary sources and also some data have been downloaded from different websites. In order to attain fruitful results, simple statistical tools like percentage, cross tabulation and chi-square tests have been used in this study.

Initiatives under the National Skill Development Policy to achieve sustainable growth

The Initiatives of the National Skill Development Policy is as follows:

1. Institution based skill development programme conducted by ITIs/ITCs/vocational schools/technical schools/polytechnics/ professional colleges, etc.
2. Learning initiatives of sectoral skill development organised by different ministries/departments.
3. Formal and informal apprenticeships and other types of training by enterprises
4. Training for self-employment/entrepreneurial development
5. Adult learning, retraining of retired or retiring employees and lifelong learning
6. Non-formal training including training by civil society organisations
7. E-learning, web-based learning and distance learning.

The strong impact of advances in information technology on the people to equalize access, the bottom line of the government's policy is to provide opportunities for technical, professional and non-technical education to all those who aspire to it. To serve this commitment, facilities have been massively expanded. Fees have been kept low. Several universities offer fee waivers to incapable students.

Table 1: Profile of the respondents and Skill India campaign awareness

Variables	Sub-variables	Skill India Campaign		Total	Test Statistics
		Yes	No		
Total sample		150		150	
Gender	Male	F	60	30	X ² = 1.1905. p= .275234 p<.05.
		%	66.67	33.33	
	Female	F	45	15	
		%	75.00	25.00	
Age groups	25 - 30	F	10	12	χ ² = 14.092, df = 4, χ ² /df = 3.52, P(χ ² > 14.092) = 0.0070
		%	45.45	55.55	
	31- 35	F	14	10	
		%	58.33	41.67	
	36-40	F	22	08	
		%	73.33	26.67	
	41-45	F	26	07	
		%	78.79	21.21	
	46 and above	F	35	06	
		%	85.36	14.64	
Marital Status	Single	F	22	18	χ ² = 4.236, df = 1, χ ² /df = 4.24, P(χ ² > 4.236) = 0.0396
		%	55.00	45.00	
	Married	F	80	30	
		%	72.72	27.28	
Educational Qualification	SSLC	F	06	07	χ ² = 12.403, df = 3, χ ² /df = 4.13, P(χ ² > 12.403) = 0.0061
		%	46.15	53.84	
	PUC	F	08	12	
		%	40.00	60.00	
	Graduate	F	42	25	
		%	73.68	42.27	
	Post Graduate	F	40	10	
		%	80.00	20.00	

Source: Primary data

Table 1 shows the details pertaining to the profile of the sample respondents regarding the awareness of Skill India Campaign. With regard to the gender, out of 90 male respondents, 66.67% are aware about the skill India campaign and 33.33% are unaware about the campaign. There are 60 female sample respondents, 08 of which 75% are aware about the skill India campaign and 25% are unaware about the campaign. The Chi square test regarding

the demographic profile distribution on gender shows the p value is 0.05 which indicates a significant difference in the pattern of distribution of male and female respondents .i.e. from the sample selected for the study, there are 90male respondents and 60 female respondents.

Regarding the age group of the sample respondents, 22 of them belong to the age group of 25-30, out of which 45.45% are aware

about Skill India campaign and 54.55% are unaware about the campaign. There are 24 respondents in the age group of 31-35, out of which 58.33% are aware about the skill India campaign and 41.67% are unaware about the campaign. 30 respondents are of the age group of 36-40, out of which, 73.33% are aware about the campaign and 26.67% are unaware of the skill India campaign. 33 respondents are of the age group of 41-45, out of which 78.78% agree on the awareness of the campaign and 21.2% are not aware of the campaign. 41 respondents are of the age group of 46 and above, out of which 85.36% are aware of the campaign and 14.64 are unaware of the campaign. The Chi-square test reveals the p value =0.0070 which shows that there is a significant difference in the pattern of distribution of the sample respondents based on the age criteria. Majority of the respondents are of the age group of 46 and above.

There are 40 respondents whose marital status is single, out of which 55% are aware of the skill India campaign and 45 % are unaware of the campaign. There are 110 married respondents, out of which 72.73% are aware about the skill India campaigns

whereas 27.27% are unaware about the campaign. The chi-square test shows that the p value is 0.039 which indicates a significant difference in the pattern of distribution of the sample respondents based on the marital status. A majority of the sample respondents i.e., 110 are married. When we consider the qualification of the sample respondents, there are 13 respondents who have completed their SSLC, out of which 46.16% are aware of the skill India campaign and 53.84 % are unaware of the campaign. There are 20 respondents who have completed their PUC, out of which 40% are aware and 60 % are unaware of the skill India campaign. There are 67 sample respondents who are graduates, out of which 62.68% are aware and 37.32% are unaware of the campaign. There are 50 respondents who have completed their post-graduation, out of which 80% are aware of the campaign pertaining to skill India and 20% are unaware of the campaign. When we consider the chi-square test the p value is 0.006 which indicates a significant difference in the pattern of distribution of the sample respondents. There are 67 graduates and 50 post graduates who constitutes the majority of the sample.

Table 2: Information source and reliability

Source	Reliability					Total	Test Statistics
	Strongly dis-agree	Dis-agree	Somewhat Agree	Agree	Strongly Agree		
Daily Newspapers	02 (5.00%)	06 (15.00%)	04 (10.00%)	08 (20.00%)	20 (50.00%)	40	Chi-Square Values = 13.3234. p-value = .648983 p>.05
Internet	03 (15.00%)	04 (20.00%)	02 (10.00%)	03 (15.00%)	08 (40.00%)	20	
TV	05 (8.30%)	07 (11.67%)	03 (5.00%)	05 (8.30%)	40 (66.66%)	60	
Radio	00	02 (20.00%)	00	02 (20.00%)	06 (60.00%)	10	
Training Campaigns	03 (15.00%)	04 (20.00%)	00	03 (15.00%)	10 (50.00%)	20	

Source: Primary data

The result is not significant at $p > .05$

Table 2 gives insights about the perception of the respondents regarding the reliability of the information source. It is evident that from the study that 40 respondents who read daily newspaper, 50% have strongly agreed on newspaper as a reliable source of information, from 20 respondents who prefer internet as a source of information, 40% strongly agree on internet as a reliable source of information. Out of 60 sample respondents who consider TV as a source of information, 67% strongly agree on tv as a reliable source of information. Out of 10 sample respondents who consider radio as a source of information, 60% strongly agree on radio as a source of information. Out of 20 who rely on training campaigns as a source of information, 50% have strongly agreed on training campaigns as a reliable source of information. As per chi square test, the p value is 0.648 which signifies that there is a non-significant relationship in the opinion expressed by the sample respondents regarding the reliability of the information source and hence the null hypotheses can be accepted. Hence we can justify that one source of information is more reliable compared to the other sources.

The table 3 showing details regarding the area wise effectiveness of training programme indicates that the training programme is more effective in the areas of entrepreneurship which ranks 1, training regarding skill development is more effective in the areas

of garments and textile, agriculture, handicraft, transportation which have been ranked second, third, fourth and fifth respectively. However, there is lack of effective training in the areas of Banking and Insurance, Tourism, fashion designing and Jewellery making which is a major hindrance in attaining sustainable development through skill India

Table 3: Area-wise effectiveness of training programme

Area of training programme	Effectiveness frequency	Ranking
Banking & Insurance	10 (6.66%)	8
Travel & Tourism	08 (5.33%)	9
Agriculture	18 (12.00%)	3
Transportation	13 (8.66%)	5
Garments & Textile	19 (12.66%)	2
Construction	10 (6.66%)	8
Entrepreneurship	23 (15.33%)	1
Weaving	12 (8.00%)	6
Handicraft	17 (11.33%)	4
Horticulture	11 (7.33%)	7
Fishing	00	00
Fashion design	07 (4.66%)	10
Jewellery making	02 (1.33%)	11
Total	150	

Source: Primary data

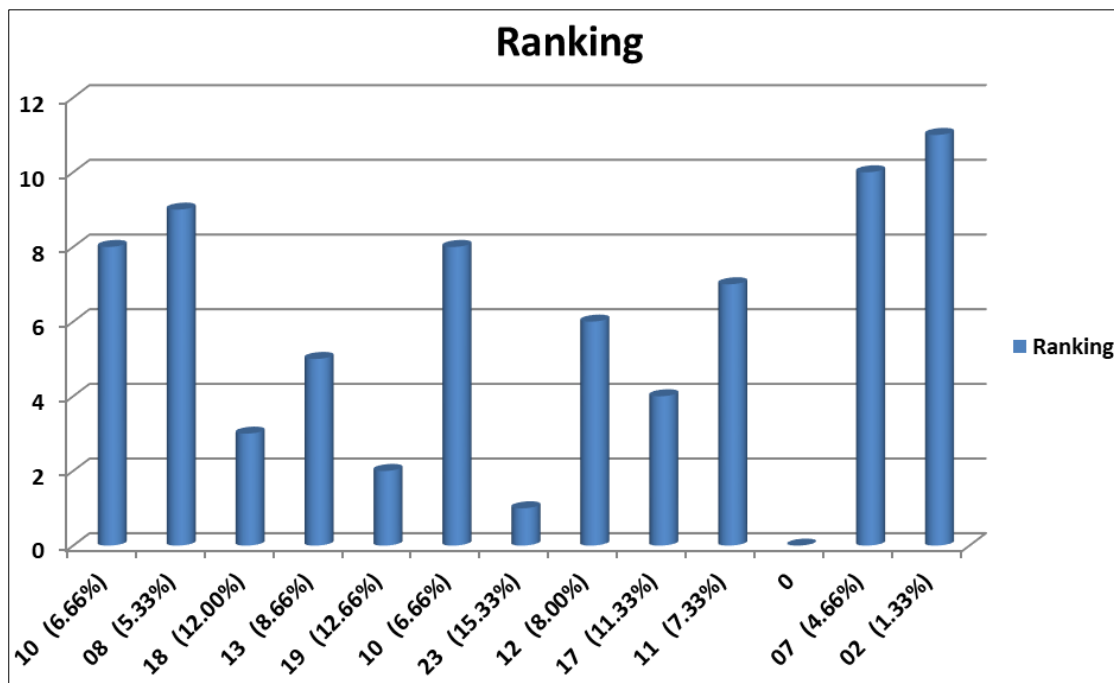


Fig 1: Area-wise effectiveness of training programme

Table 4 shows the details pertaining to the gender wise distribution of the prospects of the training programme. When the survey was conducted to analyse the prospect of the training programme conducted regarding Skill India, the response based on gender classification indicates that 72.22% of the male respondents and 68.33% of female respondents opine that training programme has helped in generating self-employment.

Table 4: Gender wise prospects of training programmes

Prospects	Gender			
	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Self-employment	65	72.22%	41	68.33%
Employment generation	42	46.66%	24	40.00%
Self – confidence	40	44.44%	48	80.00%
Entrepreneurship and Skill Development	54	60.00%	36	60.00%
Set up a small enterprises	27	30.00%	29	48.33%
Disseminating knowledge to the weaker sections	20	22.22%	12	20.00%

Source: Primary data

Note: Multiple responses allowed

46.66% of male respondents and 40% of female respondents have opined that training programme opine that training programme has helped in generating employment. 80% of the female respondents and 40% of the male respondents have opined that the training programme has helped to instil confidence among the trainees. 60% of the male respondents and 60% of the female respondents have opined that the training programme has helped in development of entrepreneurship and skill development activities.

48.33% of female respondents and 30% of male respondents are of the opinion that the training programme has helped to set up a

small enterprise and 22.22% of the male respondents and 20% of the female respondents are of the opinion that the skill India training programme has helped in disseminating knowledge to the weaker section of the people.

Table 5: Persistence of problems even after training programme

Problems	Frequency	Percentage
Lack of Motivation	30	20.00%
Rigid Rules and Regulations	29	19.33%
Lack of awareness about Government Schemes	36	24.00%
Low Subsidy	34	22.66%
Scarcity of raw material	22	14.66%
Advancement of technology	29	19.33%
Stiff competition	42	28.00%

Source: Primary data

Note: Multiple responses allowed

Table 5 shows the persistence of problems due to various reasons even after providing training programme due to certain identified reasons. It is evident from the study that 28% of problem even after training programme exists due to stiff competition, 24% of the problem is due to lack of awareness regarding Government schemes, 22.67% problem persists due to low subsidy and 20% problems is on account of lack of motivation and 19.33% of problems is due to rigid rules and advancement of technology.

Table 6: Factors motivated through Skill India campaign

Factors	Frequency	Percentage
Establish own Venture	30	20.00%
Innovation	29	19.33%
Recognition	36	24.00%
Leadership quality	34	22.66%
Independence	21	14.00%

Source: Primary data

Table 6 shows the factors motivated through the skill India Campaign. It is evident from the research that 24% of the recognition is motivated through the campaign and 22.6% leadership quality is enhanced, 20% motivation is towards the establishment of own venture, 19.33% motivation regarding the concept of innovation and 14% motivation towards independence in functioning is achieved through the skill India campaign.

Conclusion

The main aim of this research was to place the importance of skill based education in the context of sustainable development of India. The role of skill in sustainable development is explained through how it impacts the labour market, especially unemployed youths. Placing the demand-supply mechanism, the problems involved in imparting skill in education on an Indian perspective will complete the whole gamut of research set out in this paper. Thus, there lie vast unexplored horizons yet under the main theme of this research work. What the research has achieved here is just the speck of reality.

Further, persistence of problems even after training programme and factors motivated through Skill India campaign are emerged as other important themes of this research work. Stating the present condition of higher education system in the country, it is observed that the I earned youths are finding it difficult to get placed- the demand side is not reacting to the supply because they lack practical skills and “hands-on” experience. Companies are refraining from training of employees to maintain their bottom lines. So the responsibility to make the working-age population an asset for the economy ultimately rests on the education sector. This calls for greater public attention in terms of spending (investment) on education as a part of societal development. This major task highly involves the close supervision of student’s perception of the education system, the view of stakeholder including academicians, public and private models of education system, the role of private funding, and other issues.

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