

**A STUDY ON AWARENESS ABOUT SKILL INDIA AND ITS
IMPACT ON EMPLOYABILITY****DR.K.SAMUVEL (MBA,M.com,MSC,M.Phil.,Ph.D)**

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Abstract

Skill India is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets which make them more employable and more productive in their work environment. Our National Skill Mission is chaired by the Honorable Prime Minister, Shri Narendra Modi himself. India is a country today with 65% of its youth in the working age group. If ever there is a way to reap this demographic advantage, it has to be through skill development of the youth so that they add not only to their personal growth, but to the country's economic growth as well. The objective of the study is to analyze the awareness about skill India and its impact on employability. The sample

of the study is 150. Descriptive research design and random sampling method is used. Questionnaire is used as primary data. Percentage analysis, chi-square analysis, t-test and ANOVA statistical tools have been applied. It is found that the respondents said that they agree towards increased professional networks after the course. It suggests that the trainers and experts in the skill India must enhance the candidate's capability to show differentiation from other candidates. It concludes that skills are as essential as one's academic status. Education and skills should now go hand in hand. They are the roots behind the economic growth and community development of a country. In this context, the acquisition of education and skills can lead to industrial advancement, economic diversification, innovation, technological evolution and overall development of the country.

Keywords:

Skill India, Employability, Awareness

I.INTRODUCTION

1.1 Introduction

Skill India is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets which make them more employable and more productive in their work environment. Our National Skill Mission is chaired by the Honorable Prime Minister, Shri Narendra Modi himself. India is a country today with 65% of its youth in the working age group. If ever there is a way to reap this demographic advantage, it has to be through skill development of the youth so that they add not only to their personal growth, but to the country's economic growth as well.

Skill India offers courses across 40 sectors in the country which are aligned to the standards recognized by both, the industry and the government under the National Skill Qualification Framework. The courses help a person focus on practical delivery of work and help him enhance his technical expertise so that he is ready for day one of his job and company's don't have to invest into training him for his job profile. The Skill Mission launched by the Prime Minister on 15 July 2015, has gathered tremendous steam under the guidance of Dr. Mahendra Nath Pandey, Minister for Skill Development and Entrepreneurship and Shri Raj Kumar Singh, Minister of State for Skill Development and Entrepreneurship. More than one crore youth join the Skill India mission annually.

Skill India harbors responsibility for ensuring implementation of Common norms across all skill development programs in the country so that they are all standardized and aligned to one object. The IT ecosystem has also been brought under Skill India for garnering better results in vocational education and training.

Skill India is no more just limited to the domestic market but is actively engaging with

countries across the world to promote cross geographical exposure and opportunities in the international market. India is a young nation and a skilled workforce will be able to certainly cater to not only the market demand within the country but also the global market demands. The success of a nation always depends on the success of its youth and Skill India is certain to bring a lot of advantage and opportunities for these young Indians. The time is not far when India will evolve into a skilled society where there is prosperity and dignity for all.

1.2 Statement of the problem

Youth is one of the most important players of the country who help in achieving economic prosperity. Therefore, our country recognizes the importance of youth in the society so that various steps are taken to ensure that the workforce of tomorrow has future-ready skills. Skill India is one of the important initiatives of the Government of India. It is an aim to train over forty crore people in different skills by 2022 in India and it is also able to create new opportunities, space and scope for 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 though most of the youth are being educated but there is found a lack of skills and technical knowledge in the current scenario.

1.3 Objectives of the study

- To understand the awareness level about Skill India
- To study the perception about skills set of employees.
- To study the perception about the benefits of Skill India certification.

1.4 Research methodology

Research is the process of systematic and in-depth study or search for any particular topic, subject or area of investigation, backed by collection, compilation, presentation and interpretation of relevant details or data.

A. Research Design

Descriptive research study has been used, it involves survey and fact-finding enquiries of different kinds, the purpose of descriptive research is the descriptive of state of affairs, as it exists at present

B. Sample size

The sample would be obtained from employability work force. The researcher selected 150 respondents as the sample size.

C. Sampling method

The researcher has used simple random sampling method for this study. A simple random sample is taken from a group of people.

1.5 Method of data collection

Data collection is one of the most important aspects of research. The study used primary data and secondary data.

A. Primary data

The researcher used well-structured questionnaires, which contained open ended and closed ended questions. The researcher personally went to collect data from the respondents.

B. Secondary data

Secondary data means that are already available i.e., they refer to the data which has already been collected and analyzed by someone else. These secondary data for the study was collected from books, company websites, magazines and other sources.

1.6 Statistical tools used for analysis

- Percentage analysis
- Chi-square test
- One-way ANOVA

1.7 Scope of the study

- Enhanced Expenditure on Education and Training: In the long run, Skill India will also not be enough if government expenditures in education remain low and if, therefore, the ground isn't prepared for proper training. Government allocation for school education has declined from 2.81% of the budget in 2013-14 to 2.05% in 2018-19 which is further a alarming situation.
- Evaluation of Training Institutes: NSDC should also develop some techniques to evaluate the performance of training institutes and encourage them to perform better.
- Skill survey: Surveys can be conducted to find the exact skill requirements from the employers. Analysis of such surveys would help in designing course structures of the training programs and thus standardized course curriculum or training delivery systems can be

developed. India needs to learn from technical and vocational training/education models in China, Germany, Japan, Brazil, and Singapore, who had

similar challenges in the past, along with learning from its own experiences to adopt a comprehensive model that can bridge the skill gaps and ensure employability of youths.

1.8 Limitations of the study

- ❑ Insufficient training capacity: The training was not sufficient to ensure a job for those who got the training—and this is why the employability rate remains very low.
- ❑ Lack of entrepreneurship skills: While the government expected that some of the PMKVY-trainees would create their own enterprise, only 24% of the trainees started their business. And out of them, only 10,000 applied for MUDRA loans.
- ❑ Low industry interface: Most of the training institutes have low industry interface as a result of which the performance of the skill development sector is poor in terms of placement records and salaries offered.
- ❑ Low student mobilization: The enrolment in skill institutes like ITIs, and polytechnics, remains low as compared to their enrolment capacity. This is due to low awareness level among youths about the skill development programs.
- ❑ Employers' unwillingness: India's joblessness issue is not only a skills problem, it is representative of the lack of appetite of industrialists and SMEs for recruiting.

II. FINDINGS OF THE STUDY

2.1.1 Demographics profile of the respondent

- 68% of the respondents are male.
- 58.7% of the respondents are in the age group of 21 -25 years.
- 50.7% of the respondents are unmarried.
- 33.3% of the respondents have completed Graduate.
- 39.3% of the respondents are employed.
- 35.3% of the respondents have below Rs.2,50,001-5, 00,000 as their income level.

2.1.2 Objective1-TounderstandtheawarenesslevelaboutskillIndia

- 31.3%oftherespondentssaidthatstronglyawareastheirskillIndia comes underNSDC.
- 35.3%oftherespondentssaidthatstronglyawareastheirawarenessonNSDCcomesunderminist ryof skill development ofIndia.
- 34%oftherespondentssaidthatnotawareastheirawareoftrainingisavailableinvarioustrainingc enters near myhome.
- 60.7%oftherespondents saidthatneutralastheirskillIndiahasassociationprogramslikeNCC and NSS.
- 31.3% ofthe respondentssaidthatstronglynotaware astheir skillIndiahas41sectorsoftrainingprogram.
- 39.3%oftherespondentssaidthatstronglyawareastheirskillIndiaisamulti-skillprogram.
- 37.3%oftherespondentssaidthatawareastheirawareofthejobrolesavailableinasector.
- 36%oftherespondentssaidthatawareastheircreateopportunitiespaceandscopeforthedevelop mentof thetalent.
- 44.7%oftherespondentssaidthatstronglyawareastheirprovidingtrainingandskilldevelopmen ttto 500 millionyouth of the country.
- 38.7%oftherespondentssaidthatstronglyawareastheirawareofvariouscoursesofferedbyskill council ofIndia.

2.1.3 Objective2-Tostudytheperceptionaboutskillsetofemployees

- 52%oftherespondentssaidthatagree towardscertified employee.
- 36%oftherespondentssaidthatagree towardspossessinguniqueskills inthefield.
- 53.3%oftherespondentssaidthatstronglyagree towardsupgradingexistingskillsown.

- 32% of the respondents said that neither agree nor disagree towards like to join NSDC to upgrade the skills.
- 54% of the respondents said that neither agree nor disagree towards getting a decent salary for the job.
- 32.7% of the respondents said that agree towards attending training programs for skill upgradation.
- 33.3% of the respondents said that disagree towards problem solving and technical skill to perform the task.
- 33.3% of the respondents said that agree towards feeling valued for the contribution.
- 52% of the respondents said that strongly agree towards skill to get promotion in the organization.
- 48% of the respondents said that agree towards having upgraded professional skill.

2.1.4 Objective 3 Perception about benefits of skill India

- 44.7% of the respondents said that agree towards can develop the entrepreneurship skill.
- 45.3% of the respondents said that strongly disagree towards can make intelligent purchase decisions.
- 45.3% of the respondents said that agree towards can pursue skill development courses by loan.
- 38.7% of the respondents said that strongly agree towards can create better job opportunities.
- 52.7% of the respondents said that agree towards increased the professional networks after the course.
- 42% of the respondents said that agree towards improved the overall scope for the better carrier.

- 37.3% of the respondents said that disagree towards good salary package based on the skill.
- 53.3% of the respondents said that agree towards preference from the companies after the training.
- 30.7% of the respondents said that strongly disagree towards getting an independence in workplace.
- 51.3% of the respondents said that agree towards capability to do the job well.

2.2.1 OTHER ANALYSIS

2.2.1.1 CHISQUARE ANALYSIS

- There is no significant relationship between age and perception about skills set of employees
- As per the above, it is inferred that the p value is 0.31; Hence null hypothesis is accepted so there is no significant relationship between age and certified employee
- As per the above, it is inferred that the p value is 0.057. Hence null hypothesis is accepted so there is no significant relationship between age and unique skills in my field
- As per the above, it is inferred that the p value is .000 Hence null hypothesis is rejected so there is no significant relationship between age and upgrade my existing skills on my own
- As per the above, it is inferred that the p value is .004 Hence null hypothesis is rejected so there is no significant relationship between age and join NSDC to upgrade my skills
- As per the above, it is inferred that the p value is .003 Hence null hypothesis is rejected so there is no significant relationship between age and getting a decent salary for my job
- As per the above, it is inferred that the p value is .572 Hence null hypothesis is accepted so there is no significant relationship between age and training programs for my skill upgradation
- As per the above, it is inferred that the p value is .000 Hence null hypothesis is rejected so there is no significant relationship between age and problem solving and technical skill to perform the task
- As per the above, it is inferred that the p value is .365 Hence null hypothesis is accepted so there is no significant relationship between age and feel valued for my contribution
- As per the above, it is inferred that the p value is .105 Hence null hypothesis is accepted

so there is no significant relationship between age and skill to get promotion in the organization

- As per the above, it is inferred that the p-value is .610. Hence, null hypothesis is accepted so there is no significant relationship between age and upgraded my professional skill

2.2.1.2 INDEPENDENT SAMPLE T-TEST

There is no significant difference in the level of agreeableness about the salary of the respondent based on the age.

2.2.1.3 ANOVA

There is no significant difference in the level of perception about benefits of Skill India based on age of the respondents

III SUGGESTIONS

- The Skill India must create awareness among the public regarding its functions and training details through various media.
- It has to highlight that it comes under ministry of skill development of India.
- The organization must spread its various training centers and its venue to the public to utilize them.
- The organization should highlight that it has 41 sectors of training program and detail about these sectors to the candidates properly.
- The various opportunities to be availed through Skill India training must be educated to the candidates to enhance their awareness.
- Various courses offered by Skill Council of India must be conveyed to the candidates and its benefits must be explained by them.
- The organization must ensure their uniqueness in their skill and it must be create awareness that the skilled candidates and non-skilled candidates.

- Thetrainingcentresmustmotivatethecandidatestoupgradetheirexistingskillfurthertoenhancetheircareer inthe industry.
- Thetrainingcentresmust enusrethecandidates to getjobopportunities.
- Thetrainingcentresmustenusrethecandidates thattheyaregoingtohaveprofessionalnetworksafter thecourse.
- Thetrainingcentresmustimpartknowledgetotheemployeeesthattheirpackageafterthetraining.
- Thetrainingmust beprovideindependencefortheemployees intheworkplace.
- ThetrainersandexpertsintheskillIndiamustenhancethecandidatescapabilitytoshowdifferentiatefrom othercandidates.

IV CONCLUSION

IntheskillIndiacampaignideaistoraiseconfidence,improveproductivityandgivedirectionthrough proper skill development. Skill enlargement will enable the youths to get blue-collar jobs. Enlargement of skills, at young age, right at the school level, is very essential to channelize them for proper job opportunities. Education, skills development and lifelong learning are central pillars for the employment of workers. They also improve their employability conditions and their living standard, and contribute to sustainable business development. Skills development is a fundamental pillar of decent work, with a vision of lifelong learning consistent with public policies in the economical, fiscal, and social and labour market areas, all of which are essential for a sustainable economic growth, placement formation and social enlargement.

0 Skill development is a vital tool to empower people, to safeguard their future and for the overall development of an individual. It is an important aspect that enhances employability in today's globalisation. Skills are as essential as one's academic status. Education and skills should now go hand in hand. They are the roots behind the economic growth and community development of a country. In this context, the acquisition of education and skills can lead to industrial advancement, economic diversification, innovation, technological evolution and overall development of the country.