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Attitude of youth towards the skill India scheme in Ayodhya district of Uttar Pradesh

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Abstract
This study examines the attitudes of youth in Ayodhya, a district in Uttar Pradesh, towards the Skill India scheme. The focus is on understanding the level of awareness, overall interest, the decision-making process regarding enrolment in a course under the scheme, their confidence levels, satisfaction with the scheme, the experiences of youth after enrolling in their respective courses under the scheme, and accessing and utilizing the offerings of the scheme. Data was collected through random sampling using a self-designed questionnaire that included 11 different statements. The study involved 300 respondents aged 18 to 31 years. The results indicate a predominantly favorable attitude toward the Skill India scheme among the youth of Ayodhya. Around (62%) of the respondents were familiar with the scheme, with a higher level of awareness observed among males in comparison to females. The majority of the youth perceived the scheme as a significant step towards enhancing employability and reducing unemployment. The skills training provided was seen as relevant to current market demands, particularly in sectors like mechanical, beautician, information and communications technology (ICT), and employed tailor. From the questionnaire data collected from respondents, a correlation analysis was conducted among various attitude variables. Most variables showed moderate-to-good correlation values. Additionally, ANOVA testing was performed to determine significance, revealing a P value much smaller than 0.05 and indicating that the ANOVA results are highly significant. In the following examination, it was noted that after enrolling in the Skill India scheme in Ayodhya, most respondents reported increased confidence and perceived an expansion of their career opportunities through the program. Additionally, an important insight emerged regarding the influence of socio-economic factors on the uptake of the Skill India scheme. Individuals from disadvantaged socio-economic backgrounds face challenges including financial constraints, restricted access to information, and societal pressures, all of which impede their involvement in the Skill India initiative. The study contributes valuable insights into the development of youth in their careers.

Keywords: Skill India scheme, youth, skill, attitude, skill development

Introduction

"If we have to promote the development of our country then our mission has to be skill development and skilled India"

… Shri Narendra Modi

Skill is typically defined as the ability, competence, proficiency, and talent to successfully complete a given job or task. It can be either innate or developed gradually over time. It may be soft skills that reflect an individual's personal traits and attributes, like people skills, communication skills, leadership skills, etc., or hard skills that are honed with education, training, and experience. An employer seeks both hard skills and soft skills in their workforce to ensure that the necessary work is completed effectively and efficiently within the organization. (Behera and Gaur, 2022) [1]. India is one of the youngest nations in the world, with more than (54%) of the total population below the age of 25. India's workforce is the second-largest in the world after China's. While China's demographic dividend is expected to start tapering off in the coming years, India will continue to enjoy it till 2040. As India's demographic grows younger, the issue of sustainable employment raises its ugly head. (Mehta, 2016) [2]. After 'Digital India' and 'Make in India', the NaMo Government has launched a new scheme called Skill India. This new scheme, 'Skill India', is supposed to be a multi-skill

scheme. Like all other schemes, 'Skill India' is also a dream project of Prime Minister Mr. Narendra Modi. Skill India is a Government of India initiative. It was launched by Prime Minister Narendra Modi on July 16, 2015, with the aim of training over 40 crore people in India in different skills by 2022 (Gaur, 2017) [3]. The primary objective is to create opportunities, space, and scope for developing the talents of Indian youth. This includes further advancing sectors already focused on skill development over the past years and identifying new sectors for skill development. The goal is to train 500 million youth across every village in our country by 2020. The training programs will meet international standards, enabling our youth to satisfy both domestic and global demands, including those from countries like the US, Japan, China, Germany, Russia, and those in West Asia (Premlata and Singh, 2019) [4]. Another notable feature of the Skill India program is the creation of a hallmark called "Rural India Skill" to standardize and certify the training process. Tailor-made, need-based programs will be developed for specific age groups, covering areas such as language and communication skills, life and positive thinking skills, personality development, management, and behavioral skills, including job and employability skills. Skill India aims to provide blue-collar jobs to the youth. Developing skills from a young age, starting at the school level, is crucial for guiding them towards appropriate job opportunities. All jobs will be given equal importance to ensure balanced growth across all sectors. Additionally, every job aspirant will receive training in soft skills to lead a proper and decent life (Ahmad, 2021) [5]. The Ministry for Skill Development and Entrepreneurship was established in November 2014 to advance the Skill India agenda and equip the growing workforce with the necessary employment skills for the coming decades. The 2015 National Skill Development and Entrepreneurship Policy, which replaced the 2009 policy, addresses the changing skill requirements by providing essential training focused on speed, standard, and sustainability. Skill development is a shared responsibility, involving not only the government but also employers, individual workers, NGOs, community-based organizations, private training institutions, and other stakeholders. These entities play a crucial role in enhancing the employability and productivity of individuals, contributing to inclusive growth in the country (Shah, 2015) [6]. The government of India has established the National Skill Development Coordination (NSDC) Board under the chairmanship of the Deputy Chairman of the Planning Commission, operating in a public-private partnership (PPP) mode. The board's role is to devise strategies for implementing the decisions of the Prime Minister's Council on National Skill Development. Its objectives include monitoring and evaluating the council's schemes and programs. The NSDC Board is committed to setting up 1,500 new ITIs and 5,000 skill development centers nationwide. Additionally, it aims to develop a National Vocational Education Qualifications Framework (NVQF) to oversee affiliations and accreditation within the vocational, educational, and training systems (Kaur, 2016) [7]. In alignment with the Skilling India initiative, the current government has undertaken various measures, including the National Skill Development Mission, the National Policy for Skill Development and Entrepreneurship 2015, the Pradhan Mantri Kaushal Yojana (PMKVY), and the Skill Loan Scheme (Shrivastav and Jatav, 2017) [8]. In this framework, our study provides valuable insights into the development of youth, aiming to enhance their career prospects and employability.

Materials and Methods
This section outlines the methodology employed to conduct the investigation. The current research aimed to investigate the attitude of youth towards the skill India scheme in Ayodhya District of Uttar Pradesh. A list of Skill India centers was obtained from the administration office in Ayodhya, where there were about nine centers running in the Ayodhya district. Random sampling was followed to select the skill center from the different tehsils. Thus, a total of five centers were selected from different tehsils for the present study. To study the attitude of youth towards the skill India scheme of Ayodhya district, a random sample of 60 respondents were selected from different trades (courses) and across five tehsils, so a total of 300 respondents were selected who were represented as the main sample of the study. After the data was collected, correlation and anova analysis were performed to determine the outcome of the study.

Results and Discussions
To study the attitude for the scheme it is divided into eleven different Statements.

Table 1: Distribution of respondents according to their attitude towards the skill India scheme

SI. No.	Variables	Categories	Frequency	Percentage	Mean	Standard Deviation	Standard Error
	Attitude						
1.	Satisfied with Scheme	Strongly Disagree	0	0.00	4.29	0.45	0.03
		Disagree	0	0.00			
		Undecided	0	0.00			
		Agree	213	71.00			
		Strongly Agree	87	29.00			
2.	Would recommend other	Strongly Disagree	0	0.00	4.23	0.55	0.03
		Disagree	0	0.00			
		Undecided	18	6.00			
		Agree	195	65.00			
		Strongly Agree	87	29.00			
3.	Fortunate to develop required skills	Strongly Disagree	0	0.00	4.18	0.65	0.04
		Disagree	0	0.00			
		Undecided	41	13.67			
		Agree	164	54.67			
		Strongly Agree	95	31.67			
4.	Devoted time and energy to pursue the course	Strongly Disagree	0	0.00	4.11	0.67	0.04
		Disagree	0	0.00			

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		Undecided	52	17.33			
		Agree	163	54.33			
		Strongly Agree	85	28.33			
5.	Skill India Scheme broadened the career	Strongly Disagree	0	0.00	4.03	0.68	0.04
		Disagree	0	0.00			
		Undecided	66	22.00			
		Agree	160	53.33			
		Strongly Agree	74	24.67			
6.	decision to join course under Scheme was the best decision	Strongly Disagree	0	0.00	4.00	0.64	0.04
		Disagree	0	0.00			
		Undecided	60	20.00			
		Agree	179	59.67			
		Strongly Agree	61	20.33			
7.	Become more confident	Strongly Disagree	0	0.00	3.95	0.71	0.04
		Disagree	0	0.00			
		Undecided	84	28.00			
		Agree	147	49.00			
		Strongly Agree	69	23.00			
8.	General Intersect	Strongly Disagree	01	0.33	3.77	0.92	0.05
		Disagree	31	10.33			
		Undecided	70	23.33			
		Agree	132	44.00			
		Strongly Agree	66	22.00			
9.	Effort and Abilities	Strongly Disagree	0	0.00	3.73	0.80	0.05
		Disagree	20	6.67			
		Undecided	87	29.00			
		Agree	148	49.33			
		Strongly Agree	45	15.00			
10.	Awareness before joining the centre	Strongly Disagree	0	0.00	3.67	0.92	0.05
		Disagree	40	13.33			
		Undecided	72	24.00			
		Agree	135	45.00			
		Strongly Agree	53	17.67			
11.	Want to further learn new skill	Strongly Disagree	26	8.67	2.48	0.83	0.05
		Disagree	139	46.33			
		Undecided	105	35.00			
		Agree	25	8.33			
		Strongly Agree	05	1.67			
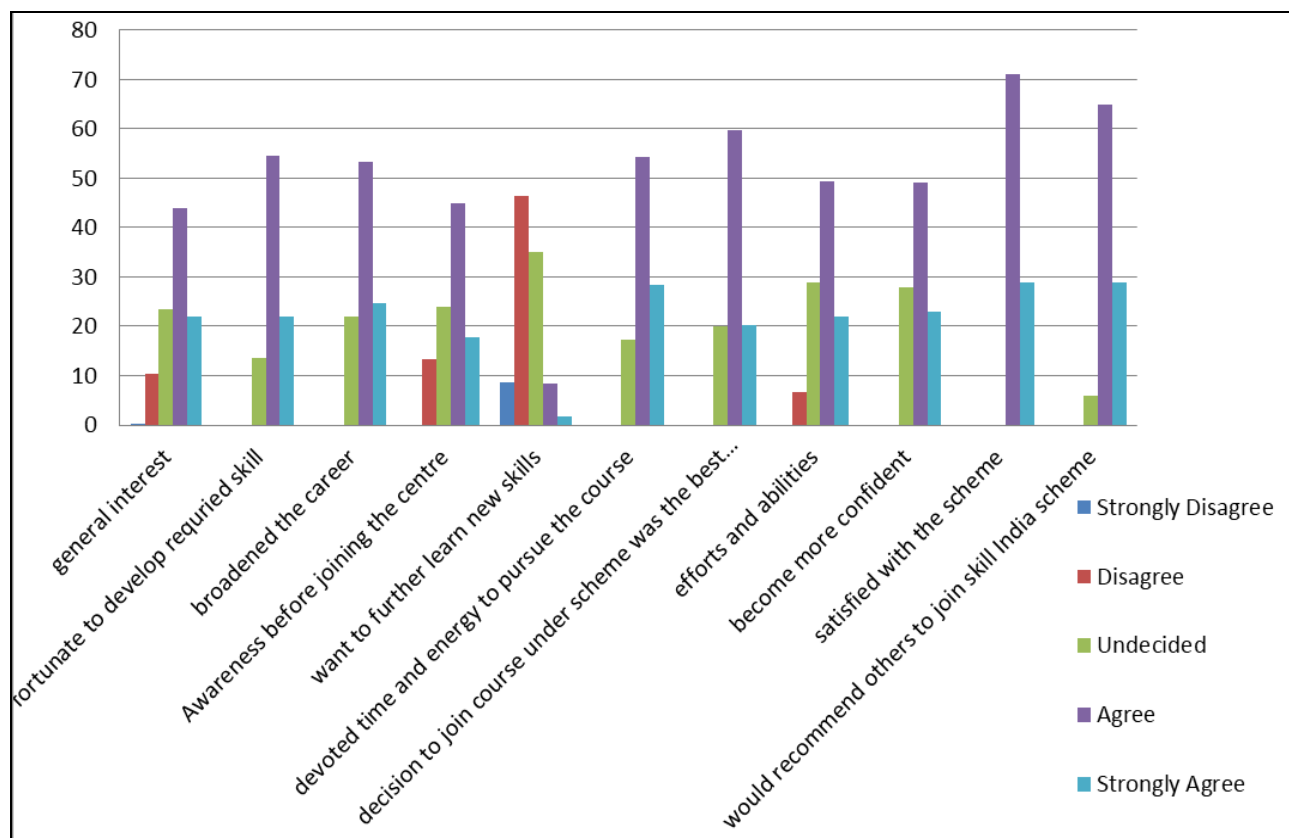
Fig 1: Distribution of respondents according to their attitude towards the scheme

Correlation Analysis
Between different attitudes of the respondents towards scheme

Table 2: Correlation analysis table between different attitudes

Statements of Attitude		Correlation Values
General Interest	Fortunate to develop skill	0.068
Fortunate to develop skill	Broadened the career	0.094
Broadened the career	Devoted time & energy	0.096
Devoted time & energy	Effort & Abilities	0.094
Become more confident	Satisfied with scheme	0.024
Satisfied with scheme	Would recommend others	0.282

Correlation analysis was conducted to examine the relationships between statements. The correlations matrix indicates the strength and direction of relationships between pairs of statements.

- The correlation between General interest and Fortunate to develop required skills is statistically significant (r = 0.068), suggesting a moderately positive association. This implies that as general interest levels increase, Fortunate to develop required skills levels tend to increase as well.
- The correlation between Fortunate to develop skill and Broadened the career is statistically significant (r = 0.094), suggesting a good positive association. This implies that as fortunate to develop required skills levels increase, it broadened the career of the respondent also.
- The correlation between broadened the career and devoted time & energy is statistically significant (r = 0.096), suggesting a good positive association. This implies that as the maximum time and energy devoted by the respondent, it maximum broadened their career.
- The correlation between devoted time and energy and effort & abilities is statistically significant (r = 0.094), suggesting a good positive association. This implies that as devoted time and energy levels increase, effort and abilities levels tend to increase as well.
- The correlation between become more confident and satisfied with scheme is statistically significant (r = 0.024), suggesting a moderately positive association. This implies that as respondent get satisfied with the scheme, its confidence also get increases.
- The correlation between satisfied with scheme and would recommend others is statistically significant (r = 0.282), suggesting a positive association. This implies that as the respondent gets satisfied with the scheme then he would also recommend other to join.

Anova (Analysis of Variance) Analysis

Table 3: Summary table anova analysis for variables

Groups	Count	Sum	Average	Variance
General Interest	300	1131	3.77	0.85
Fortunate to develop skill	300	1253	4.18	0.42
Broadened the career	300	1208	4.03	0.47
Aware about the course	300	1101	3.67	0.84
Further learn new skills	300	744	2.48	0.69
Devoted time & energy	300	1233	4.11	0.45
Decision to join course	300	1201	4.00	0.40
Effort & Abilities	300	1118	3.73	0.63
Become more confident	300	1185	3.95	0.51
Satisfied with scheme	300	1287	4.29	0.21
Would recommend others	300	1269	4.23	0.30

The above table is a summary table of anova analysis for different variables which include count, sum, average, and variance data for different variables. As we can see in the above table the average of variables lies from (2.48 to 4.29) and variances lies from (0.21 to 0.85).

It is very much clear from the table that further learn new skills has the lowest average with average value 2.48, and satisfied with scheme has the highest average value which is 4.29, satisfied with scheme has the lowest variance value 0.21, and general Interest has the highest variance value which is 0.85.

Table 4: Anova table for variables

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	752.19	10	75.22	143.43	8.5948E-250	1.83
Within Groups	1724.87	3289	0.52			
Total	2477.06	3299				

Further in anova table for variables which includes sum of square, degree of freedom, mean square, F static, P value and F crit value.

As we can see in the table that the P value (8.5948E-250) < 0.05, and we have F static value 143.43 and F crit value 1.83, since the value of F static is much higher than the F crit, then it can be conclude that anova analysis is highly significant.

The model is a good fit for the data, as indicated by the high F-statistic and the very low p-value. This means that the model is likely to provide meaningful insights and predictions for the variable.

Conclusion
The future trajectory and impact of 'Skill India' remain uncertain, but it undoubtedly appears to be a positive initiative aimed at equipping people with essential skills. This is particularly important for India, which is among the few countries globally with a significantly high working-age population. It is crucial to implement measures to enhance the physical and mental development of the youth, ensuring that none remain unemployed, thereby addressing the country's unemployment issue. It is imperative to create opportunities that encourage the youth to embrace responsibility and avoid idleness, as an idle youth represents a burden to the economy. After doing the present study, it can be concluded that there is a positive result in attitude among the youth towards the skill India scheme at Ayodhya. Through this scheme, youth can become skilled and can also enhance their productivity.

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