Problems and Challenges Faced by Beneficiaries of the Skill India Scheme in the Ayodhya District of Uttar Pradesh

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Abstract

The Skill India Scheme, launched by the Government of India, aims to improve employability by providing skill training to millions of youth. However, the implementation of this scheme in Ayodhya District, Uttar Pradesh, faces significant challenges. This study explores the problems encountered by beneficiaries in this region, focusing on accessibility, quality of training, and post-training employment opportunities. One primary issue is the limited reach of the training centers, which are often located far from rural areas, making it difficult for many potential beneficiaries to attend. Additionally, the quality of training varies significantly, with some centers lacking adequate infrastructure, skilled trainers, and updated curricula. This results in substandard skill acquisition, making trainees less competitive in the job market. Furthermore, the alignment of training programs with local industry needs is often inadequate, leading to a mismatch between the skills taught and the skills demanded by employers. This misalignment results in lower employment rates among trainees, undermining the scheme's ultimate goal of enhancing employability. Another significant challenge is the lack of awareness and information dissemination about the scheme, preventing many eligible individuals from participating. Moreover, socio-economic factors, including financial constraints and societal norms, particularly affect women, preventing them from enrolling in these programs. These challenges highlight the need for a more strategic approach, focusing on improving infrastructure, ensuring quality and relevance of training, enhancing outreach, and addressing socio-economic barriers to make the Skill India Scheme more effective and inclusive in Ayodhya District. Addressing these issues is crucial for realizing the full potential of the Skill India initiative in transforming the local workforce.

Keywords: Skill India Scheme, Problems & challenges, beneficiaries, Social development

Introduction

Skill development is crucial for India at this time, given its substantial unemployed population and the fact that many Indian students are deemed unemployable by numerous companies, particularly multinational corporations. India stands out as one of the youngest nations globally, with over (54%) of its population under the age of 25. It boasts the second-largest workforce in the world, following China. However, while China's demographic dividend is anticipated to decline in the coming years, India is expected to benefit from it until 2040. As India's demographic becomes increasingly youthful, the challenge of sustainable employment becomes more pronounced. This issue is further exacerbated by the country's current volatile economic growth, posing significant challenges for the industry. The primary goal is to create opportunities, space, and scope for developing the talents of Indian youth. This involves advancing sectors that have been the focus of skill development for many years and identifying new sectors for future skill development. Additionally, many individuals are migrating abroad in search of better opportunities. If their potential remains untapped, they may become susceptible to drug addiction and other anti-social activities, which the nation cannot afford. Following 'Digital India' and 'Make in India', the NaMo Government has introduced a new initiative called 'Skill India'. This initiative is designed to be a multi-skill program. Like its predecessors, 'Skill India' is a flagship project of the NaMo Government, and efforts to launch this program have already begun. The Skill India campaign was inaugurated on July 15, 2015, by Prime Minister Narendra Modi. Its main goal is to provide training to 40 crore individuals in various skills across India by 2022, aiming to enhance their employment prospects. The focus is on equipping the youth with skills that enable them to secure employment and enhance their entrepreneurial abilities. Offers training, support, and guidance for all traditional occupations such as carpenters, cobblers, welders, tailors, blacksmiths, masons, nurses, weavers, and similar trades. Another notable feature of the 'Skill India' program is the creation of a hallmark called 'Rural India Skill,' which aims to standardize and certify the training process.

Review of Literature

1. **Narayan and Shrivastava (2022)** evaluate the obstacles encountered by the Skill India Initiative and offers policy suggestions to enhance its efficacy. It scrutinizes issues like limited industry involvement, insufficient awareness among intended beneficiaries, and the necessity for improved alignment with market requirements.

2. **Jha and Kumar (2021)** critically analyze the policy implementation strategies of the Skill India Mission. Their study reveals discrepancies between policy formulation and execution, including funding delays, stakeholder coordination challenges, and inconsistencies in program delivery. They advocate for a cohesive approach to policy implementation, emphasizing the need for ongoing monitoring and evaluation to bolster the program's effectiveness.

3. **Rathore and Jain (2020)** reported the hurdles encountered within the Skill India Mission and suggests remedies to tackle them. It explores concerns such as insufficient funding, absence of uniformity in training programs, and the necessity for improved collaboration among stakeholders.

4. **Sharma and Kapoor (2019)** studied the influence of Skill India Scheme on rural youth, underlining its capacity to narrow the urban-rural gap in skill acquisition. They delve into logistical hurdles, such as the placement of training facilities and the effectiveness of awareness campaigns, which impact the level of participation. The research advocates for enhancements in both outreach strategies and infrastructure to enhance rural accessibility to the program.

5. **Singh and Srivastava (2018)** examine both the opportunities and challenges linked with the Skill India Mission. It delves into implementation hurdles, encompassing insufficient infrastructure, limited involvement from industries, and discrepancies between the skills imparted and the demands of the job market.

Objectives

1. To investigate problems and challenges related to awareness and service quality
2. To explore financial problems and challenges
3. To examine psychological problems and challenges

Methodology

A list of Skill India centers was obtained from the administration office in Ayodhya, revealing approximately nine centers operating in the Ayodhya district. Random sampling was used to select skill centers from different tehsils, resulting in a total of five centers chosen for the study. To examine the attitude of youth towards the Skill India scheme in Ayodhya district, a random sample of 60 respondents was selected from various trades across five tehsils, amounting to a total of 300 respondents who comprised the main sample of the study. After data collection, correlation and ANOVA analyses were conducted to determine the study's outcomes.

Result and Discussion

To find out major problems and challenges this section is divided into three subsections: Awareness and service quality related problems and challenges, Finance related problems and challenges, Psychological problems and challenges.

Table1: Distribution of respondents according to Awareness and service quality related problems & challenges

SI No.	Variables	Categories	Frequency	Percentage	Mean	Standard Deviation	Standard Error
	Awareness and service quality related problems & challenges						
1.	**Institutions are unable to make people aware**	Strongly Disagree	89	29.67	1.91	0.70	0.04
		Disagree	149	49.67			
		Undecided	62	20.67			
		Agree	00	0.00			
		Strongly Agree	00	0.00			
2.	**There is very less awareness for the courses**	Strongly Disagree	105	35.00	1.89	0.78	0.04
		Disagree	124	41.33			
		Undecided	70	23.33			
		Agree	0	0.00			
		Strongly	01	0.33			

		Agree					
3.	Govt is unable to make people aware	Strongly Disagree	112	37.33	1.78	0.69	0.04
		Disagree	144	48.00			
		Undecided	43	14.33			
		Agree	01	0.33			
		Strongly Agree	00	0.00			
4.	Placement cell and other related facilities	Strongly Disagree	00	0.00	3.93	0.80	0.05
		Disagree	12	4.00			
		Undecided	70	23.33			
		Agree	145	48.33			
		Strongly Agree	73	24.33			
5.	Facilities for conducting workshops	Strongly Disagree	04	1.33	3.83	0.96	0.06
		Disagree	25	8.33			
		Undecided	69	23.00			
		Agree	122	40.67			
		Strongly Agree	80	26.67			
6.	Class rooms	Strongly Disagree	07	2.33	3.74	1.04	0.06
		Disagree	30	10.00			
		Undecided	77	25.67			
		Agree	105	35.00			
		Strongly Agree	81	27.00			
7.	Infrastructure of the institute	Strongly Disagree	30	10.00	3.01	1.20	0.07
		Disagree	78	26.00			
		Undecided	94	31.33			
		Agree	54	18.00			
		Strongly Agree	44	14.67			
8.	Equipment required for practical training	Strongly Disagree	02	0.66	3.85	0.94	0.05
		Disagree	26	8.67			
		Undecided	67	22.33			
		Agree	124	41.33			

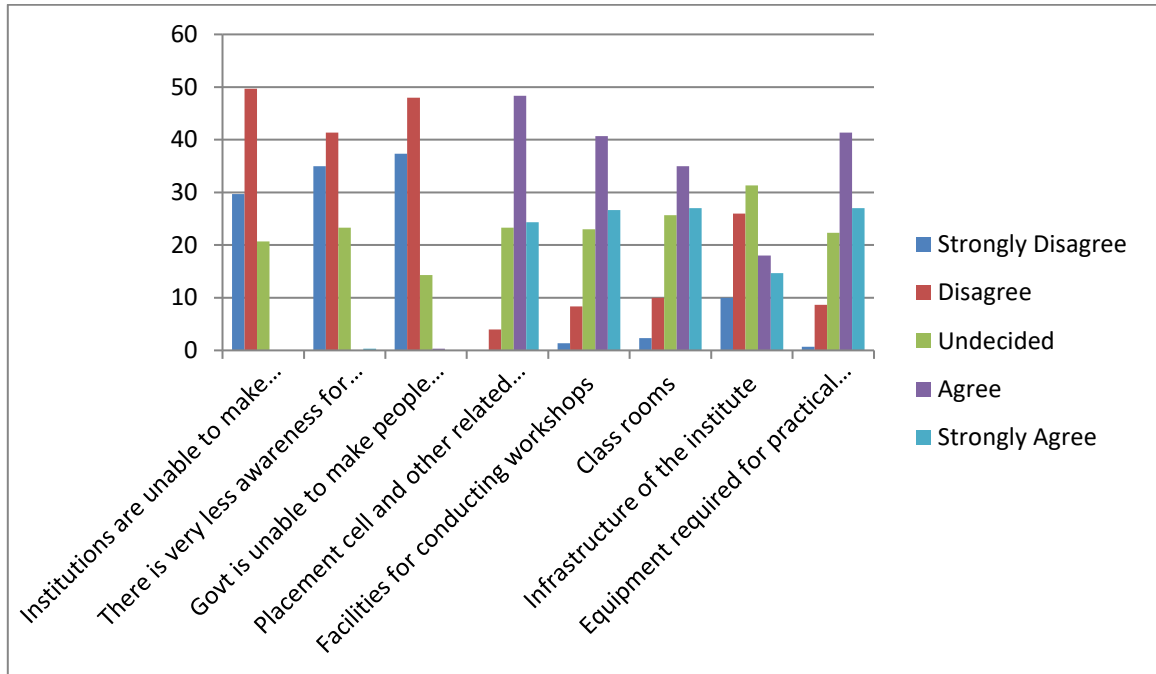|		Strongly Agree	81	27.00			

Fig.1: Distribution of respondents according to awareness related problems and challenges

Table2: Distribution of respondents according to Finance related problems & challenges

Sl No.	Variables	Categories	Frequency	Percentage	Mean	Standard Deviation	Standard Error
	Finance related problems and challenges						
9.	**Rising business costs**	Strongly Disagree	12	4.00	3.65	1.07	0.06
		Disagree	32	10.67			
		Undecided	75	25.00			
		Agree	112	37.33			
		Strongly Agree	69	23.00			
10.	**Lack of funds for starting one's own business**	Strongly Disagree	24	8.00	3.43	1.16	0.07
		Disagree	44	14.67			
		Undecided	62	20.67			
		Agree	120	40.00			
		Strongly Agree	50	16.67			
11.	**Lack of bank**	Strongly	30	10.00	3.12	1.23	0.07

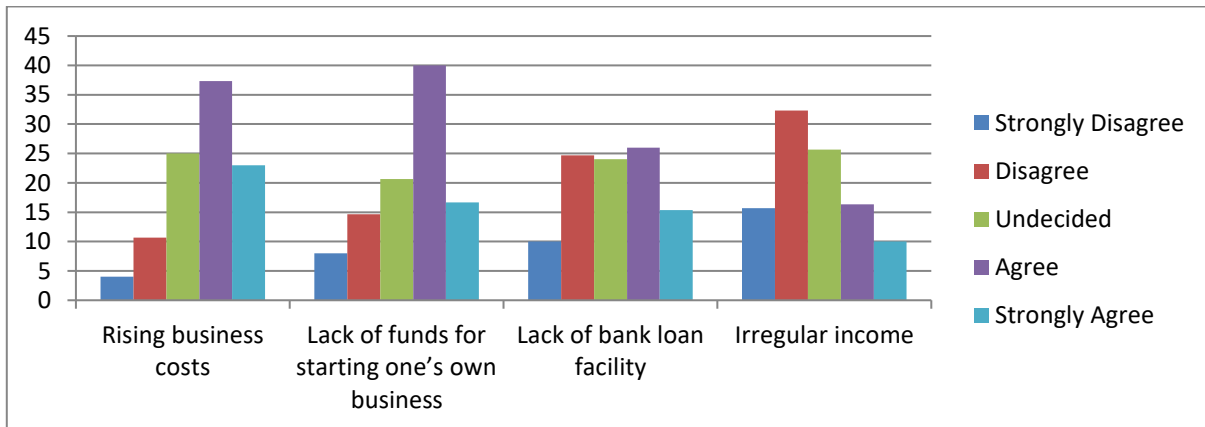|					Mean	Standard Deviation	Standard Error
	loan facility	Disagree					
		Disagree	74	24.67			
		Undecided	72	24.00			
		Agree	78	26.00			
		Strongly Agree	46	15.33			
12.	**Irregular income**	Strongly Disagree	47	15.67	2.73	1.20	0.07
		Disagree	97	32.33			
		Undecided	77	25.67			
		Agree	49	16.33			
		Strongly Agree	30	10.00			

Fig.2: Distribution of respondents according to finance related problem and challenges

Table3: Distribution of respondents according to psychological problem and challenges

SI No.	Variables	Categories	Frequency	Percentage	Mean	Standard Deviation	Standard Error
	Psychological problem and challenges						
13.	**Lack of confidence**	Strongly Disagree	75	25.00	2.16	0.89	0.05
		Disagree	121	40.33			
		Undecided	87	29.00			
		Agree	14	4.67			
		Strongly Agree	03	1.00			
14.	**Lack of ambition**	Strongly Disagree	81	27.00	2.05	0.78	0.05
		Disagree	125	41.67			

		Undecided	91	30.33			
		Agree	03	1.00			
		Strongly Agree	00	0.00			
15.	Fear of failure	Strongly Disagree	76	25.33	2.05	0.79	0.05
		Disagree	144				
		Undecided	69	23.00			
		Agree	11	3.67			
		Strongly Agree	00	0.00			
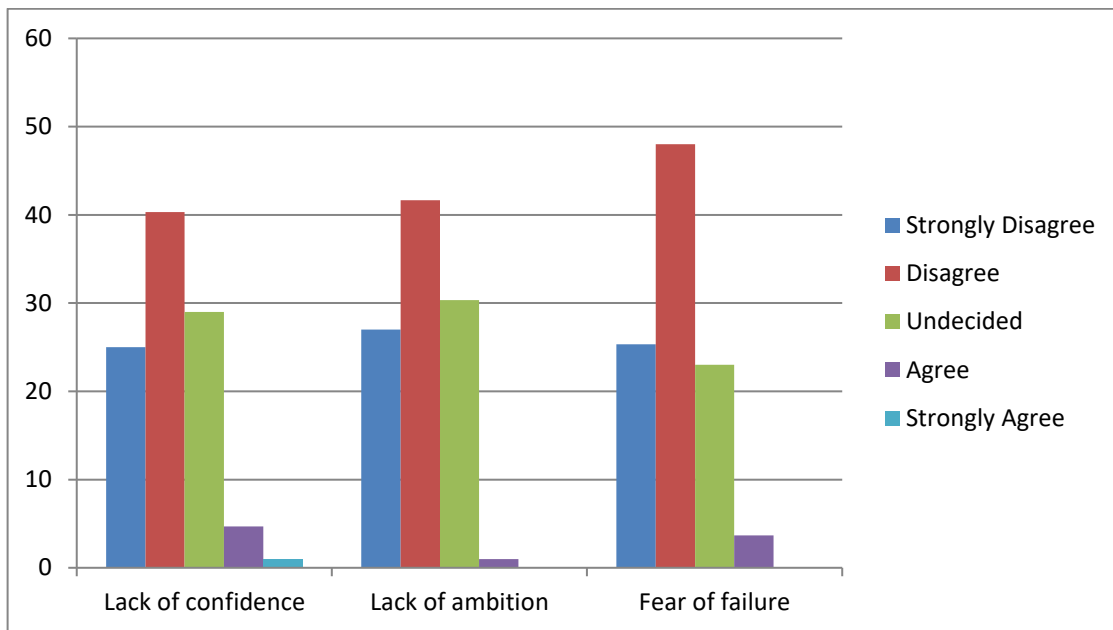
Fig.3: Distribution of respondents according to psychological problems and challenges

Correlation Analysis

Between Awareness, Service quality & Finance related problem and challenges

Awareness	Finance	Correlation Value
Lack of funds for starting one's own business	Rising business costs	0.050
Lack of bank loan facility	Rising business costs	0.112
Lack of bank loan facility	Lack of funds for starting one's own business	0.063

Table4: Correlation table between awareness, service quality and finance related problem and challenges

- The correlation between lack of funds for starting one's own business and rising business costs is statistically significant (r = 0.050), suggesting a positive association. This shows that if there will lack of funds for starting one's own business then there will raise in business cost also.
- The correlation between lack of bank loan facility and rising business costs is statistically significant (r = 0.112), suggesting a good positive association. This shows that as when lack of bank loan facilities increases then business cost will also increases.
- The correlation between lack of bank loan facility and lack of funds for starting one's own business is statistically significant (r = 0.063), suggesting a positive association. This shows that as when lacks of bank loan facilities increases then lack of funds for starting one's own business will also increases.

Between Awareness, Service quality & Psychological related problem and challenges

Psychological	Awareness, Service quality	Correlation Value
Placement cell and other related facilities	Lack of confidence	0.066
Class Rooms	Infrastructure of Institution	0.091
Equipment required for practical training	Facilities for conducting workshops	0.113

Table5: Correlation table between awareness, service quality and Psychological related problem and challenges

- The correlation between placement cell and other related facilities and lack of confidence is statistically significant (r = 0.066), suggesting a good positive association. This shows that if the respondents face placement related problem then there will be lack in confidence in them also.
- The correlation between class rooms and infrastructure of institution is statistically significant (r = 0.091), suggesting a positive association. This shows that if there are no class rooms in good condition then infrastructure of institution will also not good.
- The correlation between equipment required for practical training and facilities for conducting workshops is statistically significant (r = 0.113), suggesting a good positive association. This shows that if the equipments are not in sufficient amount required for practical training then respondents will face problem in conducting workshops.

ANOVA Analysis

Between Awareness, Service quality, Finance and Psychological related problem and challenges

Groups	Count	Sum	Average	Variance
less awareness	300	568	1.893333333	0.603968785
Government is unable to make people aware	300	533	1.776666667	0.481727982
Institutions are unable to make people aware	300	573	1.91	0.496889632
Infrastructure of the institute	300	904	3.013333333	1.431259755
Class rooms	300	1123	3.743333333	1.074370123

Facilities for conducting workshops	300	1149	3.83	0.924180602
Equipment required for practical training	300	1156	3.853333333	0.881426979
Placement cell and other related facilities	300	1179	3.93	0.633879599
Lack of funds	300	1028	3.426666667	1.35580825
Lack of Bank fund	300	936	3.12	1.510635452
Irregular income	300	818	2.726666667	1.443433668
Rising business costs	300	1094	3.646666667	1.145641026
Fear of failure	300	615	2.05	0.629598662
Lack of confidence	300	649	2.163333333	0.792630992
Lack of ambition	300	616	2.053333333	0.612530658

Table6: Summary table of ANOVA Analysis

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2910.183111	14	207.8702222	222.4323941	0	1.693975206
Within Groups	4191.376667	4485	0.934532144			
Total	7101.559778	4499				

Table7: ANOVAAnalysis

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 (0) < 0.05, and we have F static value 222.43 and F crit value 1.69, 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 Skill India Scheme aims to enhance employability by providing vocational training to youth. However, beneficiaries in Ayodhya district, Uttar Pradesh, encounter significant challenges. Despite the scheme's potential, issues such as inadequate training infrastructure, lack of qualified trainers, and limited awareness about the program hinder its effectiveness. Additionally, there is a disconnect between the skills taught and the demands of the local job market, leading to unemployment among participants. Socio-economic barriers, including poverty, further restrict access to training opportunities. Moreover, the absence of robust post-training support and placement services reduces the chances of beneficiaries securing stable employment. To truly empower the youth of Ayodhya, there needs to be a concerted effort to address these challenges through improved infrastructure, better alignment of training programs with market needs, increased awareness campaigns, and stronger post-training support systems.

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