

# A Study On Attitude Of Youth Towards Skills Development Programs, Hyderabad.

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## **Abstract**

*India is in a demographic dividend phase, with half the total population being in the working-age group as of 2011 and will be in this zone for over two decades. This phase is expected to last till 2055. According to Economic Survey 2018-19, India's Demographic Dividend will peak around 2041, when the share of working-age, i.e. 20-59 years, population is expected to hit 59%. The continuing demographic dividend in India could add about two percentage points per annum to India's per capita GDP growth over the next two decades. India is in a demographic dividend phase, with half the total population being in the working-age group as of 2011, and will be in this zone for over two decades. This phase is expected to last till 2055. The continuing demographic dividend in India could add about two percentage points per annum to India's per capita GDP growth over the next two decades. While technical and soft skills are a prerequisite for any job seeker, what is more significant to get an edge is the right attitude. A candidate lacking certain skills can be trained to acquire those skills after recruitment as long as he has the right attitude.*

**Literature:** *The objective of the paper is to understand and analyze the challenges of skill development among the small tea growers. The test result of data on Chi Square for 60 respondents indicates that skill development is very crucial for the performance of the workers.*

**Methodology:** *60 simple random sampling method and size is used for the present study.*

**Results:** *The majority of the respondents were between 21 to 23 years of age, Unmarried, earning less than Rs.1,00,000/- and from joint family. Majority of the respondents who were married belonged to nuclear families, have medium level of decision making capacity. Chi-square test was used to test the significance in variables. There is no significance between Age and Learning abilities with chi-square value 0.024. There is no significance between Marital status and Decision making capabilities with chi-square value 0.046. There is significant association between Marital status and Employment with chi-square value 0.02.*

**Keywords:** Youth, Attitude towards Skill Development, Challenges of Skill Development.

## **Introduction**

India is exceptionally positioned in world due to demographic factor as compared to developed nations of the world, whose population is aging. Most of the developed countries of the world such as China, America, Western Europe, Japan etc are struggling with an aging population. In India, 65% of the population is below 35 years of age and 70% of the population will be of working age by 2025. According to one survey, about 600 million people, i.e. more than half of India's population, are under 25 years old. If this huge young population if trained, employed, and productive can easily make profit from the advantage of demographic factor and lead to sustainable development.

India is seen as one of the youngest countries in a relatively ageing world. It has an enviable demographic dividend. According to United Nations Population Fund (UNFPA), demographic dividend implies economic growth potential that can result when the working-age population is larger than the non-working-age population. Demographic dividend has historically contributed up to 15% to overall economic growth in advanced economies. According to estimates, India has 62.5% of its population in the working age bracket which augurs well for its economic outlook.

Skills development is a key to success which improves productivity, employability and earning opportunities. It is the bridge between job and workforce. Today, it is considered as an important and indispensable tool for human resource. The majority of educated youth face barriers to accessing skills and productive employment. A large effort is needed to create a skilled workforce for creating an economic prosperity. The aim of skill development is not just simply preparing them for jobs; but also to boost their performance by improving the quality of work in which they are involved. Looking at the importance of the role youth play in the development of a nation, one can sense that there is a long way to go in that direction. Skills and knowledge are the motivating factors of the economic growth and community development of any country. They have become even more important in this increasing pace of globalization.

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Vocational education is education that prepares people to work as a technician or in various jobs such as a trade or a craft. Vocational education is sometimes referred to as career and technical education. A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational Training programme is introduced to enhance livelihood opportunities of women who are at a disadvantageous position and have a scant exposure to technical skills and knowledge. The vocational training program for youth aims to develop entrepreneurial skills among youth. In particular, youth from low income level and basic education and those who run a family on their own, need to organize themselves in order to increase their productivity and income. These programs generally focus on providing students with hands- on instruction, and can lead to certification, a diploma or certificate.

### **Need for skill development program**

Technological advancements, automation and digitization continue to significantly disrupt the labor market, changing the very nature of jobs and the skill requirements. The 21st century job market has been described as volatile, uncertain, complex and ambiguous (VUCA) 4 with fast and ever-changing demands. The Covid-19 pandemic has further altered the landscape by bringing digital-driven work culture and internet-enabled technologies to the front, pushing the workforce to adapt to the new normal. As per a Forbes Article 5, while automation and digitization may displace around 85 million jobs by 2025, around 97 million new roles may emerge that are better adapted to the new division of labor between humans, machines, and algorithms. Of the top 15 most important skills towards 2025, only two were directly related to technology and the rest were strongly linked to critical and analytical thinking, creativity, resilience, and emotional intelligence. Over 90% of business leaders saw critical thinking, problem-solving, and self-management as increasingly or equally important skills leading up to 2025. With this backdrop, it's quite clear that job-specific skills alone will not capacitate the employees to keep up with the fast-evolving demands of the market. India Skills Report 2017 clearly states that employers desire 71% life skills (21st century Skills) and only 29% technical skills from their new recruits. A 2020 global survey of business leaders on reskilling and skills gaps by McKinsey highlighted the need to upskill the workforce with 4 kinds of skills: digital, higher cognitive, social and emotional skills, as well as adaptability and resilience.

On the other hand, young people, across diversities, are not just seeking a livelihood but looking to live meaningful productive lives, of which a fulfilling career is a key aspect. For youth, meaningful employment is one which is aligned to their aspirations, offers them agency, purpose, respect, dignity and empowerment. During transition to work, youth need easy and better access to career counseling, mentorship, internship opportunities. They also need the right set of future skills to get employed, effectively navigate the post recruitment challenges and make their employment purposeful, sustainable and rewarding.

### **Youth opinion on skill development**

It is quite clear that one of the crucial elements in addressing the employee-employer expectations mismatch would be to nurture a youth workforce fully equipped with skills of the future. But how do we ensure that we don't get fixated on the economics and dividends alone, while completely overseeing the young person- who's at the heart of the matter?

While the demographic dividend perspective sees youth as assets to be invested in for the country's economic prosperity, it however, focuses only on a part of their identity-which is that of a job seeker or a job creator and fails to see them as individuals. TVET programs designed using this approach often use job placement as their measure of success. Youth who go through these training do get successfully hired or start their own businesses, but have a hard time sustaining their vocation owing to the post recruitment challenges and shifts in the job market overall. While it is certainly important to train youth and help them get meaningfully employed, the process would become even more impactful and value creating for youth if it's Youth-Centric. NEP 2020, 6 states "The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills".

A youth centric approach to 21st century skills education would entail developing training programs and content by keeping young people's aspirations and psychosocial needs at the center. Engaging with the youth as individuals with unique identities and a desire to learn, explore and understand their own potential and the way they relate to the larger world. This would entail going deeper than a young person's behavior and working on their attitudes and values, providing them a safe space to learn from their own experiences, give full play to their abilities and grow holistically. When approached from this perspective, the education programs will lead to a deeper and more lasting impact among youth making them not only job ready but rather life-ready. Such 21st century skills education will equip the youth to:

- Get employed and fulfill their economic aspirations. Grow limitlessly in alignment with their aspirations, leverage their unique strengths and bring their individuality to shine.
- Become organizational assets by effectively navigating the challenging situations at work and contributing to a healthy and thriving work space.
- Make effective and informed decisions in their careers, workplaces and society. Always staying on top of changing market trends and leading them.
- Become more self-aware and understand the way they relate to the larger world and further, develop their leadership potential.

- Become socially conscious and empathetic leaders, working not only for the development of their workplace but also for their communities.

### **Attitude of youth towards skill development programs**

According to a report by UNICEF, more than 50% young people in India will not have the requisite skills for employment by 2030. It pointed out that skills among Indian youths were found to be below the global average. Reports however, alarmingly suggest that formally trained youth remain jobless because they lack the skills that employers are looking for.

Even before the pandemic, the job market was a rough terrain for the young Indian job seeker. The pandemic further exacerbated the employability scenario. In May 2020, the International Labour Organization (ILO) warned that the economic fallout due to COVID-19 could leave many young people lagging behind in the labour market. The World Bank pointed out that India's shrinking job market forebodes that future employment scenario will be increasingly tough for the 1.3 million Indians joining the workforce each month. The youth's predicament highlights one of India's biggest problems: young people who are formally educated are finding it increasingly hard to get the right jobs.

Imbalance in labour supply and demand created by the pandemic along is expected to further worsen the already bleak employment prospects. In the absence of concomitant job opportunities, young people will have no choice but to accept low-paying jobs. A report by Ernst and Young India outlined several challenges in readying Indian youth with employable skills. Near absence of market-oriented curricula in educational institutes, lack of quality vocational training and inadequate infrastructure make it difficult to equip students with relevant skills demanded by the market. Lack of awareness among youth about various government-sponsored skill development programs is also a major challenge. What is even more worrisome is the fact that Indian youth who have grown up on a rote learning pedagogy in schools are often inept at self-assessment. They lack the necessary drive and ability to develop awareness of their own strengths and weaknesses. In fact, Indian youth often lack the right attitude and not just the right skills. Though a lot has been written about skill gaps in Indian youth, not much thought has really gone into attitude gaps.

It has been often said that companies "hire for attitudes" and "train for skills". Attitude has a direct bearing on how people work and perform. According to Mark Murphy, thought leader and author of *Hiring for Attitude*, around 46% of new hires fail in their jobs within the first two years. Of these, 89% was due to reasons associated with their attitudes.

A report published in *Forbes* highlighted that employers are not just looking for skills, as is normally presumed. They are often looking for stable headed, goal-oriented individuals who "understand their own path" and "know what they want in their career". According to a report published by *The Guardian*, UK's leading newspaper, employers look for passionate, motivated, innovative and flexible individuals. Recruitment specialist Michael Page observes that hiring managers love to see "results and achievements". According to Society for Human Resource Management (SHRM), employers value integrity, reliability, respect and teamwork.

A BBC report on the world of work and what employers are looking for highlights commitment, flexibility, reliability, trustworthiness and honesty. Deloitte, along with the World Economic Forum, investigated the attributes that will be needed in the Fourth Industrial Revolution in its *Future of Jobs Report*. Communication, collaboration and being sociable were the most sought after attributes. Most importantly, employers look for conscientious employees. A large number of survey reports and expert opinions agree on 'conscientiousness' as the most important factor determining hiring choice as well as for retaining employment. Conscientious individuals tend to demonstrate a strong work ethic, are reliable, dependable and show commitment. Being dependable is inarguably more important than being competent.

It is crucial for India to ensure that its young age population is adequately equipped to seize emerging job opportunities. Millennials as well as Gen Z who are slated to be the future of India must develop self-awareness about their attitudes. In this all-pervasive technology ecosystem, openness to change and adopting the 'new' will be an important attitudinal construct. To become a global leader, it is crucial for India to recraft its talent landscape.

### **LITERATURE REVIEW**

**Sucha Singh & Kulwinder Kaur (2018)**, conducted a study entitled "A Study on Skill Development of Paint and Coating Industry". They have studied 130 painters working in Kurukshetra district and focused mainly on training and skill development. They concluded that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skills in paint industry.

**Shrivastav and Jatav (2017)**, conducted a study entitled "An Analysis of Benefits and Challenges of Skilling India" The main aim of this paper was to study the prospects and challenges for skilling in India. Their study focused on the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development.

Rupam Jyoti Deka And Bhavika Batra (2016), in their research title, “The Scope of Skill Development, employability of Indian workforce in context of make in India: a study”, discussed about make in India and its impact.

Anita Singh and Rinku Sanjeev (2016) “Need for Re-Skill training towards Make in India Initiative” carried out exploratory factor analysis to identify the factors affecting employee’s attitude towards re-skilling training programmes in IT sector. Factors identified are need orientation, appropriate re-skill training, soft skill training, value addition, updated knowledge, and advance growth on which factor matrix was created and tested by KMO and Bartlett’s test which depicts 0.585 KMO measures of sampling adequacy and 892.952 of chi-values. The findings suggested attitude of employees is influenced by the factors tested.

**Sanjeeb Hazarika (2016)** “Skill Development for Rural Entrepreneurship: A study on State Institute of Rural Development (SIRD), Assam” the paper attempt to find out the different skill development facilities provided by State Institute of Rural Development for rural entrepreneurship and to examine the motivational role of training provided by the institute in assam. Paper discussed about various, infrastructural facilities like resource centre, Development and Management of Growth centre and common facility centre, resource centre in IT motivational infrastructure, SATCOM and training programmes conducted by the state institute rural development. Study found out that due to lack of awareness growth of enterprise in Assam is comparatively low.

**Rupam Jyoti Deka and Bhavika Batra (2016)** “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study” through secondary data the paper attempt to find out the effect of Make in India on employability and scope of skill development. The paper has discussed about generating employment through Make in India, relevance of skilled labour in manufacturing sector, various initiatives by Government on skill development, national skill development policy, and challenges in skill development initiative. It concluded that to male Make in India mission successful youth need to be skilled through formal education, vocational and technical training.

**Seema Pandey (2016)** “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India” the objective of the paper is to study policies framed for skill development and identifying the gap between the government and private programmes. The paper discuss on the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship. It discuss about the role of bringing the higher education system under the umbrella of NSDC, UGC and Make in India. Paper recommends the shift in the skill development sector, in favour of innovations, improvements and high quality training.

**Neelofar Raina** “Skilling Initiative for Undergraduate students at the Entry Level: A Case study” A primary study was conducted through feedback analysis to study about skilling attempts in a undergraduate college to bridge skill gaps. The six parameters soft skills, wellness, dance, general awareness, orientation day 1 and orientation day 2 was analysed on relevance, enjoyment and information. The study concluded that efforts need to be made on transforming the system from present model of education to developmental education integrating it with the market need and opportunities.

**Sushendra Kumar Misra (2015)** “Skill Development: A Way to Leverage the Demographic Dividend in India” the objective of the study was to understand the present skill development policy and through skill development schemes finding out the way to produce world class skilled manpower. Paper discussed about the policies of National skill development council, National Skill Development Co-ordination Board, and National Skill Development Agency and concluded that existing skill development policy should be modified in accordance with the need of the industry and global market and should promote the private partnership to accomplish the skill targets.

**Karanveer and Amandeep (2015)** “Skill Development in Higher Education: Trends and Issue” studied the present scenario of India on skill and education, examine opportunities available to learners, and suggested the future prospects of skill development. Comparing the percentage of employers experiencing in filling job vacancies world-wide India rank on 7<sup>th</sup> position facing major difficulty in the field of Accounting & Finance Staff ,IT Personnel, Secretaries, PAs, Receptionists, Admin Asst. & Office Support Staff , Teachers, Engineers, Marketing / Public Relations / Communications Staff Sales Managers, Management / Executive (Management / Corporate),Legal Staff, Researchers (R&D). Although there was increase in the number of universities but with the widened gap lead to introduction ofskill development programme. Target are divided among various sectors with private partnership skill programmes are introduced with emphasis on quality & affordability of education

**Manoj Kumar (2015)** “Skilling India: An Indian Perspective in The Global Context” paper deals with the efforts made, recent trends in, and critical issues and challenges pertaining to Skill Development in India. According to global statistics India has 2% skilled workforce of total working population. it discuss various issues like, employability, graduateness, economic growth and social development through skill development initiative, creating effective learners, desired practical benefit of higher education and technical education, etc. It also suggests various modes, modalities, methods of the Industry and Academia Interaction, for better results in the endeavour of skills development initiatives for

sustainable and inclusive growth and development of India's economy.

**Mahipatsinh D. Chavda and Bharat S. Trivedi (2015)** "Impact of Age on Skills Development in Different Groups of Students" paper attempts to study the development of different skills to different age groups of students. A survey was conducted and three age groups group A(11-13 years), B(14-17 years) and C (18-20 years) was identified. Study concluded that group B is more active towards the skill development due to age and maturity.

**Vandana Saini (2015)** "Skill Development in India: need, challenges and ways forward" the objective of paper is to study the current scenario and challenges faced by skill development system and to provide some suggestion. Author discussed about the demand and supply mismatch, geographical problems, low education realization, need for vocational training importance of private public partnership, placement linked problems, informal – formal skill gap, infrastructural issues, availability of trained trainers, etc and suggested the measure like partnering agencies, improve in quality of education etc.

**Sanjay Sinha (2015)** "Role of skill development in Tea Industry: A study of selected tea growers of Assam" the objective of paper is to understand and analyse the challenges of skill development among the small tea growers. Test result of data on Chi Square for 83 respondents indicates that skill development is very crucial for the performance of the workers.

**Sanjay S. Kaptan (2014)** "Skill Development and Capacity Building-Role of education Institution" the study discussed about the importance, role, and need of skill development and capacity building programme as the principal purpose of education. Paper discussed about the suitability of education to meet the requirement of industry and labour market, improving the quality and competency of labour through skill development programme as conventional education system lack synergy between industries and institutions. Paper finally concluded that there is a strong need of capacity building & skill development programmes and there should be strong active participation of educational institution to accomplish the mission.

**Aya Okada (2012)** "Skills Development for Youth in India: Challenges and Opportunities" the paper discussed about the education and employment of Indian youth. It also discussed about challenges in skill development. It describes about the ample of educational opportunities but the problem of drop out leads to unskilled youth. Paper concluded that to avail the benefit of demographic dividend government of India should ensure that skill development mission should be success.

## **RESEARCH METHODOLOGY**

### **Statement of the Problem**

The youth are unable to complete their studies due to different influencing factors in their family and community. These youth from slums are exploited by the employers due to lack of skills and they are far away getting proper employment. Trainings can help the youth to self-sustainability, earn their bread, start their business, can make and sell things from home, etc. Instead of acquiring skills through training centres they are following old traditions of getting trained in small establishments under experts guidance. Researcher wants to do this study and understand the attitudes of the youth towards the skill training programs.

### **Objectives of the Study**

1. To study the socio-economic conditions of youth after training programs.
2. To assess the decision making capacity among youth after training programs.
3. To identify the learning attitudes of youth towards free training programs.
4. To understand the availability of job opportunities after training programs.

### **Hypothesis**

1. Lower the age, higher will be the interest towards training programs.
2. Lower the economic conditions, lower the decision making capacity
3. Higher the learning attitude higher the job opportunities

### **Area of Study**

Area selected by researcher to conduct the survey in slum areas of Hyderabad. Limitation of the study is youth aged between 18yrs to 24 yrs.

### **Sampling method**

The sampling method used by the researcher is the **Simple Random Sampling**.

### **Sampling Size**

The size or the population of the study is 60.

### **Tools of Data Collection**

Researcher used semi structured Interview schedules to carry out the survey. It is the set of designed questions to be asked exactly to the respondent's and the respondent's own words are recorded. It is useful to obtain the detailed information about personal feelings, perceptions and opinions.

### Data Analysis

#### Socio –Demographic Profile

| Socio –Demographic Profile |                   | Frequency | Percentage |
|----------------------------|-------------------|-----------|------------|
| Age                        | Below 28 yrs      | 16        | 26.7       |
|                            | 28 yrs. to 30 yrs | 30        | 50         |
|                            | More than 30 yrs  | 14        | 23.3       |
| Education Status           | Upto SSC          | 6         | 10         |
|                            | Intermediate      | 44        | 73.3       |
|                            | Upto Graduation   | 10        | 16.7       |
| Marital Status             | Unmarried         | 38        | 63.3       |
|                            | Married           | 22        | 36.7       |
| Family Income              | 11 Lakhs          | 42        | 70         |
|                            | 12 Lakhs          | 18        | 30         |
| Type of Family             | Joint Family      | 8         | 13.3       |
|                            | Nuclear Family    | 48        | 80         |
|                            | Extended Family   | 4         | 6.7        |

Respondent's age 16(26.7%) of the respondents belongs to young age. 30(50%) belongs to middle age and 14(23%) belongs to old age. Majority of the 50% respondents belongs to middle age (28 – 30Yrs). Educational status of the respondents is listed in the above table. From the table, researcher can conclude that the out of 60 respondents, 6(10%) respondents studied upto 10<sup>th</sup> standard, 44(73%) respondents studied upto Intermediate, and 10 (17%) respondents studied upto degree. Majority of the 73% respondents studied upto Intermediate. Marital status of the respondents can conclude that the Marital status of 38 (64%) respondents are un married and 22 (37%) respondents are married. Majority of the 64% respondents are unmarried. Annual family income of 42(70%) respondents is 1lakh per annum and of 18(30%) respondents are 2lakh per annum. Majority of the 70% respondent's annual income is 11 lakhs. Type of family of the respondents 8 (13.3%) belongs to joint families, 48(80%) respondents belong to Nuclear Families and 4 (7%) respondents belong to Extended family. Majority of the 80% respondents are from Nuclear Family.

#### Attitude towards Skill Development

| Attitude towards Skill Development |        | Frequency | Percentage |
|------------------------------------|--------|-----------|------------|
| Decision Making                    | Low    | 18        | 30         |
|                                    | Medium | 29        | 48.3       |
|                                    | High   | 13        | 21.7       |
| Self Esteem                        | Low    | 18        | 30         |
|                                    | Medium | 35        | 58.3       |
|                                    | High   | 7         | 11.7       |
| Learning Attitude                  | Low    | 23        | 38.3       |
|                                    | Medium | 27        | 45         |
|                                    | High   | 10        | 16.7       |
| Employment                         | Low    | 15        | 25         |
|                                    | Medium | 35        | 58.3       |
|                                    | High   | 10        | 16.7       |

The above table represents frequency distributions of the decision making scales of the respondents. Researcher divided the decision making capacities into 3 categories, i.e., low, medium and high. From the table it is clear that, 18(30%) belongs to low, 29(48.3%) respondents belongs to medium and 13(21.7%) belongs to high category. Majority of the 48% respondents have medium level of decision making. The self-esteem scale of the respondents, Self-esteem levels of the respondents are dividing into 3 categories, namely, low, medium and high. 18(30%) belongs to low level, 35(58.3%) belongs to medium and 7(11.7%) belongs to high categories. Majority of the 58% respondents have medium level of Self-esteem. Learning attitudes of the respondents. From the table, researcher can conclude that 23(38.3%), 27(45%) and 10(16.7%) respondents belongs to low, medium and high categories respectively. Majority of the 45% respondents have medium level of learning attitude. The employment opportunities of the respondents. 15(25%), 35(58.3%) and 10(16.7%) are into low, medium and high categories respectively. Majority of the 58% respondents have medium level of attitude towards employment.

#### Educational Status \* Decision Making

| Educational Status | Decision Making |        |        | Self Esteem    |        |        |
|--------------------|-----------------|--------|--------|----------------|--------|--------|
|                    | Low             | Medium | High   | Low            | Medium | High   |
| Upto Ssc           | 1               | 3      | 2      | 1              | 4      | 1      |
|                    | 5.60%           | 10.30% | 15.40% | 5.60%          | 11.40% | 14.30% |
| Intermediate       | 16              | 19     | 9      | 13             | 5      | 5      |
|                    | 88.90%          | 65.50% | 69.20% | 72.20%         | 74.30% | 71.40% |
| Upto Graduation    | 1               | 7      | 2      | 4              | 26     | 1      |
|                    | 5.60%           | 24.10% | 15.40% | 22.20%         | 14.30% | 14.30% |
| Pearson Chi-Square | $\Sigma=0.417$  | Df     | 4      | $\Sigma=0.039$ | Df     | 2      |

The above table explains about significance between two variables Educational status and Decision Making. There is no significance between Educational status and Decision Making as chi-square value is 0.417. Whereas, the value should be less than or =0.05 to show significance. There is significance between Educational status and Self-esteem as chi-square value is 0.039. As, the value should be less than or =0.05 to show significance.

**Educational Status \* Learning Attitude\*Employment**

| Educational Status | Learning Attitude |        |        | Employment     |        |        |
|--------------------|-------------------|--------|--------|----------------|--------|--------|
|                    | Low               | Medium | High   | Low            | Medium | High   |
| Upto Ssc           | 1                 | 4      | 1      | 2              | 3      | 1      |
|                    | 4.30%             | 14.80% | 10.00% | 13.30%         | 8.60%  | 10.00% |
| Intermediate       | 18                | 18     | 8      | 12             | 26     | 6      |
|                    | 78.30%            | 66.70% | 80.00% | 80.00%         | 74.30% | 60.00% |
| Upto Graduation    | 4                 | 5      | 1      | 1              | 6      | 3      |
|                    | 17.40%            | 18.50% | 10.00% | 6.70%          | 17.10% | 30.00% |
| Pearson Chi-Square | $\Sigma=0.737$    | Df=4   |        | $\Sigma=0.636$ | Df=4   |        |

The above table explains about significance between two variables Educational status and Learning Attitude. There is no significance between Educational status and Learning Attitude as chi-square value is 0.737. Whereas, the value should be less than or =0.05 to show significance. There is no significance between Educational status and Employment as chi-square value is 0.636. Whereas, the value should be less than or =0.05 to show significance.

**Marital Status \* Decision Making\* Self-esteem**

| Marital status     | Decision making |        |        | Self-Esteem    |        |        |
|--------------------|-----------------|--------|--------|----------------|--------|--------|
|                    | Low             | Medium | High   | Low            | Medium | High   |
| Married            | 10              | 18     | 10     | 10             | 23     | 5      |
|                    | 55.60%          | 62.10% | 76.90% | 55.60%         | 65.70% | 71.40% |
| Unmarried          | 8               | 11     | 3      | 8              | 12     | 2      |
|                    | 44.40%          | 37.90% | 23.10% | 44.40%         | 34.30% | 28.60% |
| Pearson Chi-Square | $\Sigma=0.467$  | Df=2   |        | $\Sigma=0.687$ | Df=2   |        |

The above table explains about significance between two variables Marital Status and Decision Making. There is no significance between Marital Status and Decision Making as chi-square value is 0.467. Whereas, the value should be less than or =0.05 to show significance. There is no significance between marital status and Self-esteem as chi-square value is 0.687.

### Marital Status \* Employment

| Marital Status | Employment |         |         |
|----------------|------------|---------|---------|
|                | Low        | Medium  | High    |
| Married        | 10         | 20      | 8       |
|                | 66.70%     | 57.10%  | 80.00%  |
| Unmarried      | 5          | 15      | 2       |
|                | 33.30%     | 42.90%  | 20.00%  |
| Total          | 15         | 35      | 10      |
|                | 100.00%    | 100.00% | 100.00% |

The above table explains about significance between two variables Marital Status and Employment. There is significance between Educational status and Employment as chi-square value is 0.037. As, the value should be less than or =0.05 to show significance.

### Chi-Square Tests

|                              | Value              | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square           | 1.846 <sup>a</sup> | 2  | 0.037                 |
| Likelihood Ratio             | 1.952              | 2  | 0.377                 |
| Linear-by-Linear Association | 0.234              | 1  | 0.628                 |
| N of Valid Cases             | 60                 |    |                       |

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.67.

### Age \* Learning Attitude

| Marital status     | Learning attitude |        |        | Employment     |        |        |
|--------------------|-------------------|--------|--------|----------------|--------|--------|
|                    | Low               | Medium | High   | Low            | Medium | High   |
| Below 28 yrs       | 7                 | 6      | 3      | 3              | 11     | 2      |
|                    | 30.40%            | 22.20% | 30.00% | 20.00%         | 31.40% | 20.00% |
| 28 yrs. to 30 yrs  | 12                | 14     | 4      | 8              | 17     | 5      |
|                    | 52.20%            | 51.90% | 40.00% | 53.30%         | 48.60% | 50.00% |
| More than 30 yrs   | 4                 | 7      | 3      | 4              | 7      | 3      |
|                    | 17.40%            | 25.90% | 30.00% | 26.70%         | 20.00% | 30.00% |
| Pearson Chi-Square | $\Sigma=0.24$     | Df=2   |        | $\Sigma=0.040$ | Df=2   |        |

The above table explains about significance between two variables Age and Learning Attitude. There is no significance between Educational status and Employment as chi-square value is 0.24. Whereas, the value should be less than or =0.05 to show significance. There is significance between Age and Employment as chi-square value is 0.40. As, the value should be less than or =0.05 to show significance.

### Results

The result of the study are explained in in this section. 50% respondents are in age group of 21 to 23yrs, 63% of the respondents were unmarried which denotes there are lack of skills. Distribution of the Family members of the respondents is listed by researcher can conclude that out of 60 respondents, Majority of the 80% respondents are from joint family member. 70% of the respondents are having low income i.e. less than Rs.1,00,000/-. The Debts of the respondents of the 60% respondents do not have debts. Majority of the 60% respondents do not have debts. Reasons for borrowing amount was 27% respondents borrowed money for education. Researcher collected information from respondents' efforts in repaying debts by family members. Majority of the 20% respondents repay debts by doing domestic work. Majority of the 72% respondents not started workshop on their own. Chi-square test was applied to test significance in different variables - no significance between age and learning abilities with chi-square value is 0.024. There is no significance between marital status and decision making capabilities with chi-square value is 0.046. There is significant association between Marital status and Employment with chi-square vale 0.02.

### Conclusion

India is one of the mostly populated countries in the world. Even though we have high population, majority of the population is below 40yrs. Above 18yrs is the legal age for employment, it was ascertained that there is lack of skill labour in market and to address this issues CSR playing vital role in providing training. Researcher made an attempt to research the attitude of youth towards skill training in some perspectives. The results show that there is lot of scope in improving attitude towards skill training.

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