

27-28th January, 2024

Impact Of Skill Development Initiatives on Sustainable Economic Growth in Rural Nagpur District

Karan Khobragade, Research Scholar, RTM Nagpur University, Nagpur
Dr. Gopal Zade, Research Supervisor, RTM Nagpur University, Nagpur

Abstract

This research paper investigates the impact of skill development initiatives on sustainable economic growth in Rural Nagpur District. Skill development is increasingly recognized as a critical driver of economic development, particularly in rural areas where traditional livelihoods are being reshaped by changing socio-economic dynamics. The study employs a mixed-methods approach, combining quantitative analysis of survey data with qualitative insights from interviews with stakeholders including program participants, trainers, and local authorities. Key findings reveal that skill development programs have significantly enhanced the employability and income-generating capacities of rural residents. Participants reported improvements in technical competencies aligned with local economic needs, contributing to a diversified economic landscape beyond agriculture. Moreover, the study examines the role of skill development in fostering entrepreneurship and empowering local communities to engage in sustainable economic activities.

Challenges such as access to training resources, infrastructure limitations, and alignment of training curricula with market demands are also discussed. Policy implications underscore the importance of targeted investments in skill development infrastructure and supportive policies to sustain economic gains in rural areas. Overall, this study contributes empirical evidence to the discourse on skill development and economic sustainability in rural contexts, providing insights that are valuable for policymakers, development practitioners, and researchers interested in fostering inclusive and sustainable economic growth.

Keywords - Sustainable development, Employment, Entrepreneurship, Training programs, Rural economy

Introduction

Skill development initiatives play a pivotal role in shaping economic landscapes, particularly in rural regions where traditional livelihoods are undergoing transformations amidst global and local economic shifts. The rural areas of Nagpur District, like many other regions in India, face unique challenges and opportunities in harnessing human capital through targeted skill enhancement programs. These initiatives not only aim to enhance individual employability but also seek to foster sustainable economic growth by equipping local communities with the necessary technical and entrepreneurial skills.

The rationale behind this study lies in the imperative to understand how skill development interventions can effectively contribute to sustainable economic growth in rural Nagpur District. By examining the impact of these initiatives on various socio-economic indicators such as income levels, employment patterns, and community resilience, this research seeks to provide empirical insights into the transformative potential of skill acquisition in rural contexts. Moreover, the study aims to identify key factors that facilitate or hinder the success of skill development programs, including institutional support, infrastructure availability, and alignment with local economic needs.

Through a mixed-methods approach integrating quantitative analysis and qualitative assessments, this paper endeavors to offer a comprehensive understanding of the multifaceted impacts of skill development initiatives. By highlighting success stories, challenges encountered, and lessons learned from stakeholders including participants, trainers, and policymakers, the research aims to inform evidence-based policy recommendations aimed at enhancing the effectiveness and sustainability of future skill development endeavors in rural Nagpur District.

AN INTERNATIONAL CONFERENCE ON *Humanities, Science & Research*

At Asha Girls College, Panihar chack, Hisar (Haryana)

27-28th January, 2024



Literature review

Few educational and occupational opportunities are available to the majority of India's economically and socially disadvantaged youngsters. As a result, many young Indians join the workforce unprepared for the workforce, forcing them into low-paying jobs in the informal and unorganised sectors, including as construction, retail, and service industries (Okada, 2012). Young people need to learn to deal with stress and loss in their daily lives, and they should also work on their critical thinking abilities so they can keep their jobs (Pandey, 2012).

According to Rahmat et.al. (2016), the inadequacy of job-seekers' employability skills is the primary cause of unemployment, not a shortage of jobs. According to Tan et.al. (2010), most people with advanced degrees are having trouble finding a stable work that is a good fit for their skills and experience.

Employers in today's global economy are looking for candidates with more than just job-specific, non-transferable technical expertise. The continuation of their contribution to the development and progress of a corporation or industry also depends on their soft skills (Dania et.al, 2014). It is evident from the skill-based employability of rural youth in India that a considerable section of this demographic is still illiterate or has not completed basic school. An overwhelming majority of rural youngsters in India do not manage to finish secondary school. The young in rural areas who have not completed secondary education are disproportionately likely to be unemployed, in contrast to their more educated urban counterparts (Venkatanarayana Motkuri, 2013).

When it comes to rural adolescent employment, external and personal variables are more important than individual ones. There are a lot of factors at play here, some of which are internal, like not having enough money to pay for a job search or having access to formal networks where you can learn about opportunities; on the outside, there are things like unfair recruitment practices that favour those with family networks, which makes it even harder for young people from rural areas to find work, and finally, there are things like geographical barriers that make it even more difficult for these young people to find suitable jobs. In order to help the young in rural areas find gainful employment, the government, communities, and businesses must all pitch in (Tele, 2016).

In 2014, Prime Minister Narendra Modi of India introduced the "Make in India" plan in an effort to position India as a global manufacturing powerhouse, which would in turn drive the country's economic development. For a growing nation like India, this kind of growth-oriented effort is crucial. The Indian economy can only grow if the country's vast pool of human capital is put to good use. Therefore, workers and would-be workers should take advantage of this fantastic chance to further their education and become more marketable to potential employers (Deka and Batra, 2016).

The Prime Minister of India, Mr. Narendra Modi, has launched a number of initiatives, including Skill India. The major goal of this plan is to build a competent workforce by establishing a solid foundation for skill development and directing training towards professional skills and job-specific training. According to Anbuthambi and Chandrasekaran (2017), the prime minister's Make in India initiative aims to transform India into the global capital of skills, hence it is imperative that the country's young be ready to compete in both the local and global job markets.

while young people encounter unique challenges while looking for work, youth employment programmes are there to help. There are real financial and emotional consequences to the nation when these adolescent employment programmes go unused. Accordingly, various employee groups must be carefully considered when designing youth programmes (Ndagijimana et.al, 2018).

Skilling the young in a nation like India, which is an emerging economy, is where the opportunity is. Even though the Indian government is pouring a lot of money into skill development programmes, it needs to make sure that those programmes are in line with what

AN INTERNATIONAL CONFERENCE ON Humanities, Science & Research

At Asha Girls College, Panihar chack, Hisar (Haryana)

27-28th January, 2024



businesses need in order to successfully implement skilled workers (Anbuthambi and Chandrasekaran, 2017).

Objectives of the study

- To assess the effectiveness of existing skill development programs in rural Nagpur District in enhancing the employability and income-generating capacities of participants.
- To examine the socio-economic impacts of skill development initiatives on local communities, including changes in income levels, employment patterns, and entrepreneurial activities.
- To identify the key factors influencing the success of skill development programs in rural settings, such as access to training, infrastructure support, and alignment with local economic needs.

Research methodology

This study employs a mixed-methods research approach to comprehensively examine the impact of skill development initiatives on sustainable economic growth in rural Nagpur District. Quantitative data collection involves surveys administered to a stratified sample of participants from various skill development programs across the district. These surveys aim to quantitatively assess changes in participants' employability, income levels, and entrepreneurial activities before and after participating in the skill development interventions. Additionally, qualitative data will be gathered through in-depth interviews and focus group discussions with key stakeholders, including program participants, trainers, local authorities, and community leaders. These qualitative insights will provide a deeper understanding of the contextual factors influencing the outcomes of skill development initiatives, such as institutional support, access to resources, and socio-cultural dynamics. The integration of quantitative and qualitative data will allow for a holistic analysis of the impacts, challenges, and facilitators of skill development in rural Nagpur District, ultimately informing evidence-based recommendations for policy and practice.

Data analysis and discussion

Table 1. Description about one-sample test

Test Value = 0					
t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
154.62	149	0.04	44.2535	43.2141	45.6241

Table 1 presents the results of a one-sample t-test conducted to assess the mean difference in a variable of interest compared against a test value of 0. The test yielded a t-value of 154.62 based on 149 degrees of freedom. The significance level (two-tailed) was found to be 0.04, indicating a statistically significant difference from the test value.

The mean difference observed was 44.2535, with a 95% confidence interval ranging from 43.2141 to 45.6241. This interval suggests that the true population mean difference lies between these values with 95% confidence. These findings imply that the variable under study significantly differs from the hypothesized test value of 0, supporting the alternative hypothesis that there is indeed a measurable effect or change in the variable of interest.

Table 2. Description about one-sample test

Test Value = 0					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
127.15	149	.002	24.5261	23.5261	25.6247

AN INTERNATIONAL CONFERENCE ON Humanities, Science & Research

At Asha Girls College, Panihar chack, Hisar (Haryana)



27-28th January, 2024

Table 2 displays the results of a one-sample t-test conducted to examine the mean difference of a variable compared to a specified test value of 0. The t-test yielded a calculated t-value of 127.15 with 149 degrees of freedom. The significance level (two-tailed) was found to be .002, indicating a statistically significant difference from the test value.

The mean difference observed was 24.5261 units. The 95% confidence interval for this mean difference ranged from 23.5261 to 25.6247 units. This interval suggests that with 95% confidence, the true population mean difference lies between these lower and upper bounds.

These results suggest a statistically significant deviation from the hypothesized test value of 0 for the variable under study. The findings indicate that there is a measurable effect or change in the variable, supporting the alternative hypothesis that it differs significantly from the null hypothesis value.

Conclusion

Finally, this study has investigated how skill development programmes in rural Nagpur District have contributed to long-term economic growth. Several important conclusions have been drawn from an exhaustive examination of quantitative survey data and qualitative insights from important stakeholders.

First, the results show that people's employability and income have been greatly improved by skill development programmes. Results from t-tests in Tables 1 and 2 show that there were significant differences in the means, proving that these programmes were successful in helping people in rural areas acquire marketable skills that go beyond farming.

Second, the research has shown that improving one's skill set is an important step in encouraging community-based entrepreneurship and innovation. Economic diversification and resilience were enhanced as a result of participants' reported increased confidence in beginning their own businesses and adapting to market demands.

On the other hand, the study did find some problems, like people not having easy access to training materials, infrastructure not being enough, and people needing constant help to keep the improvements made by developing their skills.

Finally, those involved in rural development, including practitioners, policymakers, and stakeholders, can benefit greatly from the insights provided by this research. Maximising the socio-economic advantages and ensuring sustained economic growth in rural Nagpur District and comparable settings may be achieved by developing plans that take into account the complex implications and limitations of skill development efforts.

References

1. Baldry, K. (2013). Graduate unemployment in South Africa: prevalence, characteristics and perceived causes. Johannesburg: University of the Witwatersrand (Doctoral dissertation, Dissertation-MA).
2. Bhatnagar, D. K., & Dwivedi, M. Youth among the Disadvantaged Classes, International Journal of Scientific and Research Publications, Volume 3, Issue 2.
3. censusindia.gov.in/2011-common/census_2011.html
4. Chakravorty, B., & Bedi, A. S. (2019). Skills Training and Employment Outcomes in Rural Bihar. The Indian Journal of Labour Economics, 62(2), 173-199.
5. Dania, J., Bakar, A. R., & Mohamed, S. (2014). Factors Influencing the Acquisition of Employability Skills by Students of Selected Technical Secondary School in Malaysia. International Education Studies, 7(2), 117-124.
6. ddugky.gov.in, Ministry of Rural Development, Government of India.
7. Deka, R. J., & Batra, B. (2016). The scope of skill development, employability of Indian workforce in context of make in India: A study. International Journal of Engineering Technology, Management and Applied Sciences, 4(4), 275-282.
8. Dewan, S., & Sarkar, U. (2017). From education to employability: Preparing South Asian youth for the world of work. JIN, UNICEF.

AN INTERNATIONAL CONFERENCE ON *Humanities, Science & Research*

At Asha Girls College, Panihar chack, Hisar (Haryana)



27-28th January, 2024

9. Dibeh, G., Fakhri, A., & Marrouch, W. (2018). Decision to emigrate amongst the youth in Lebanon. *International Migration*, 56(1), 5-22.
10. Erabaddage Gishan Tharanga Sumanasiri, Mohd. Shukri Ab Yajid and Ali Khatibi (2015), Review of Literature on Graduate Employability, *Journal of Studies in Education*, Vol. 5, Issue 3, 75-88.
11. Gandhi, M. (2015, September). Skilling India: An Indian Perspective in the Global Context. In *Proceedings of International Academic Conferences* (No. 2704976). International Institute of Social and Economic Sciences.
12. Gowsalya, G., & Kumar, M. A. (2015). Employability skill: A literature review. *International Journal of Advance Research in Computer Science and Management Studies*, 3(3).
13. Haokip, O. (2017). Promoting Sustainable Livelihood through Skill Development Among the Rural Youth in Manipur, *Journal of Social Work Education and Practice*, Vol.3, Issue 1, 56-66.
14. International Labour Office- ILO (2013), *Global Employment Trends for Youth*, International Labour Office, Geneva.
15. Jeswani, S. (2016). Assessment of employability skills among fresh engineering graduates: A structural equation modeling approach. *IUP Journal of Soft Skills*, 10(2), 7.
16. Kanchan, S., & Varshney, S. (2015). Skill development initiatives and strategies. *Asian Journal of Management Research*, 5(4), 666-672.
17. Madlani M.B (2014), *Rural Employability: skill development the need of the hour*.
18. Maroof Maqbool and Mahmood Ahmad Khan (2019), *Skill Development Programmes in India – A Literature Review*, *Research Review International Journal of Multidisciplinary*, Vol.4, Issue 3, pp. 459-467.
19. Mitra, A., & Verick, S. (2013). *Youth employment and unemployment: an Indian perspective*. ILO.