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A Study on the Impact of Skill Development Training on Employment and Livelihood Status of Indigenous Youth

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Abstract:
A combination of a focus on programs operated by a private industrial training provider, this study attempts to assess the impact of skill development training on the employment and livelihood status of indigenous youth. Statistical approaches like the Kruskal-Wallis H-Test, and the spearman's rank correlation were used to analyze the data from a sample of 169 trainees chosen from a population of 300. A structured questionnaire was distributed to trainees in many different kinds of trades. The findings show that among indigenous participants, industry-specific, practical education combined with job placement assistance significantly enhances employability, financial security, and professional development. In addition to offering suggestions to improve training models for more extensive growth in society and economy among indigenous communities, the study attempts to evaluate the practical impacts of such training.

1. INTRODUCTION

In developing countries like India, skill development has become essential for long-term economic growth in the twenty-first century. India, one of the youngest countries, wants to empower its large youth population by providing training focused on finding work. Launched in 2015, the Skill India initiative aims to improve employability by offering easily accessible and industry-relevant vocational skills. These initiatives primarily target Indigenous youth, who are frequently marginalized and confront socioeconomic obstacles. The majority of India's 8.6% Scheduled Tribes live in rural, impoverished areas. Training in areas like CNC operation, welding, production techniques, and soft skills are among the targeted skill training programs that have been put in place to close the gap between education and employment. This training, which is provided by NGOs and ITIs, is useful, reasonably priced, and customized for tribal with extra assistance given through job connections and post-training placements. The impact of these programs on the employment and livelihood status of indigenous participants is assessed in this study.

2. OBJECTIVES

- To assess the impact of skill development training on employment opportunities and livelihood improvement among indigenous youth.
- To analyze the effectiveness of skill development programs in enhancing employability and career growth.

- To evaluate the socio-economic improvements in the lives of trained indigenous youth.
- To identify the barriers faced by indigenous youth in accessing and participating skill training.

3. SCOPE

This study analyzes the ways skill development training influences indigenous youth employment and living standards, with an emphasis on programs offered through government-affiliated programs, training partners, and corporate social responsibility initiatives. It looks at how employability, revenue generation, and general quality of life are affected by industry-led training for tribal members. Only individuals who have received such training are included in the study, and it concentrates on post-training livelihood changes, income growth, job satisfaction, and employment status. Further, it determines the sustainability of employment outcomes and workplace integration. The intention of the study is to provides the spotlight on how effectively these training programs empower indigenous youth.

4. REVIEW OF LITRRATURE

Das (2024), combining technical training with life skills greatly improves rural tribal youths' employability and self-confidence. Across sectors, the study discovered gains in job readiness, flexibility, and communication. It came to the conclusion that social mobility and sustainable livelihoods depend on comprehensive training methods.

Nanda and Kumar (2023) discovered that, particularly in urban Karnataka, Skill India initiatives greatly raised income levels and employability. Training tailored to the IT and healthcare sectors produced the best results. Regional differences were also identified by the study, though, with rural areas having less access to high-quality training.

Ghosh and Singh (2022) point out the state's high certification success rates and robust youth interest. Effectiveness is, however, hampered by issues like high dropout rates, insufficient funding, subpar infrastructure, and a shortage of qualified teachers. For long-term success, the study highlights the necessity of enhanced program monitoring and strategic investment.

Srivathsani and Vasantha (2021), creating a productive workforce requires combining formal education with skill development. Their study emphasized the need for improved stakeholder coordination and frequent curriculum updates, as well as the financial advantages of upskilling. They noted enduring issues such as inadequate infrastructure, out-of-date training, and a lackluster industry-academia partnership.

Dwivedi and Singh (2019), despite the potential of Skill India programs, their influence on rural youth entrepreneurship is still limited because of uneven implementation and a dearth of locally relevant training. Stronger post-training support, improved stakeholder coordination, and customized curricula were all emphasized in the study. It came to the conclusion that encouraging sustainable entrepreneurship requires strategic advancements in training delivery and infrastructure.

5.RESEARCH METHODOLOGY

This study employed a descriptive research design as its methodology. Purposive sampling was used to select 169 trainees from a population of 300 using the Morgan Table. A structured questionnaire with closed-ended questions (dichotomous, ranking scale, and multiple choice) was used to gather data. Since the data was not found to be normally distributed according to the Kolmogorov-Smirnov normality test, non-parametric tools like the Kruskal-Wallis H-Test and Spearman's Rank Correlation were used.

6.DATA ANALYSIS AND INTERPRETATION

6.1 PERCENTAGE ANALYSIS

Table 1: Demographic profile of respondents

Categories	Sub categories	No. of respondents	Percentage (%)
Age	18-25 years	94	55.6
	26-35 years	37	21.9
	36-45 years	33	19.5
	Above 45	5	3.0
Gender	Male	146	86.4
	Female	23	13.6
Qualification	Sslc	60	35.5
	Hsc	34	20.1
	Diploma	27	16.0
	ITI	23	13.6
	Bachlor's degree	25	14.8
Total	**All categories**	**169**	**100.00**

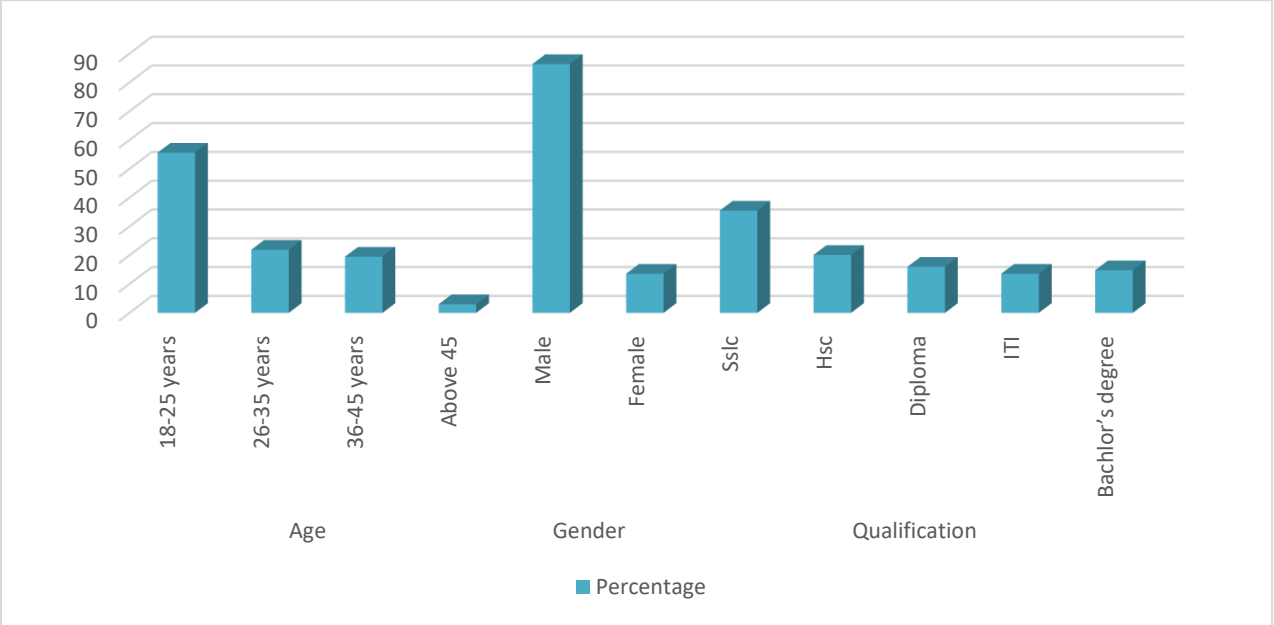
6.1.1 FINDINGS

The age distribution of the respondents shows that 55.6% are between the ages of 18 and 25, 21.9% are between the ages of 26 and 35, 19.5% are between the ages of 36 and 45, and 3.0% are over the age of 45. 86.4 % of respondents are male, and 13.6% are female. Regarding qualifications, 35.5% of respondents have completed the SSLC, 20.1% have completed the HSC, 16% have completed a diploma, 13.6% have completed ITI, and 14.8% have completed a bachelor's degree.

6.1.2 INFERENCE

1. The majority of responders (55.6%) are between the ages of 18 and 25.
2. Male respondents make up the majority (86.4%).
3. The vast majority of responders (35.5%) have finished the SSLC.

Figure 1: Demographic profile of respondents



6.2 SPEARMAN'S RANK CORRELATION

Null Hypothesis H0: The variables are not correlated with each other.

Alternative Hypothesis H1: The variables are correlated with each other.

Table 2: Showing spearman's rank correlation.

Correlations

			EFFECTIVENESS OF THE SKILL DEVELOPMENT PROGRAM	PREFERED LEARNING METHODS USED IN THE TRAINING
Spearman's rho	EFFECTIVENESS OF THE SKILL DEVELOPMENT PROGRAM	Correlation Coefficient	1.000	.337**
		Sig. (2-tailed)	.	.000
		N	169	169
	PREFERED LEARNING METHODS USED IN THE TRAINING	Correlation Coefficient	.337**	1.000
		Sig. (2-tailed)	.000	.
		N	169	169

**. Correlation is significant at the 0.01 level (2-tailed).

6.2.1 Interpretation

Based on the test results, the variables' significance value (p-value) is less than 0.05, or $P < 0.05$. Consequently, the null hypothesis is rejected. There is a correlation between the variables.

6.3 KRUSKAL-WALLI'S H-TEST:

Null Hypothesis H_0:

There is no significant difference between the mean rank of the Age with respect to the variables.

Alternative Hypothesis H_1:

There is significant difference between the mean rank of the Age with respect to the variables.

Table 3: Showing KRUSKAL-WALLI'S H-TEST.

Ranks

	AGE	N	Mean Rank
USEFULNESS OF DIFFERENT ASPECTS OF THE TRAINING PROGRAM	18-25 YEARS	94	82.20
	26-35 YEARS	37	82.07
	36-45 YEARS	33	96.24
	ABOVE 45	5	85.10
	Total	169	
BENEFITS GAINED FROM THE SKILLDEVELOPMENT TRAINING	18-25 YEARS	94	84.52
	26-35 YEARS	37	86.19
	36-45 YEARS	33	86.44
	ABOVE 45	5	75.70
	Total	169	
REASONS FOR PARTICIPATING IN THE TRAINING PROGRAM	18-25 YEARS	94	84.54
	26-35 YEARS	37	90.04
	36-45 YEARS	33	87.17
	ABOVE 45	5	42.00
	Total	169	

Test Statistics[a,b]

	USEFULNESS OF DIFFERENT ASPECTS OF THE TRAINING PROGRAM	BENEFITS GAINED FROM THE SKILL DEVELOPMENT TRAINING	REASONS FOR PARTICIPATING IN THE TRAINING PROGRAM
Chi-Square	2.262	.246	4.416
df	3	3	3
Asymp. Sig.	.520	.970	.220

a. Kruskal Wallis Test

b. Grouping Variable: AGE

6.3.1Interpretation

From the above table, Since P value is greater than 0.05 (i.e.,) P>0.05. There is no significant difference between the mean rank of the Age with respect to the variables. Hence, the Null hypothesis(H0) is accepted.

7. SUMMARY OF FINDINGS

- The majority of responders (55.6%) are between the ages of 26 and 35.
- Male respondents make up the majority (86.4%).
- The vast majority of those surveyed (35.5%) have finished SSLC.
- The variables are correlated with each other.
- There is no significant difference between the mean rank of the Age with respect to the variables.

8. SUGGESTIONS

- The study recommends providing family-focused programs to assist families in realizing the importance of skill development and the range of career options accessible to their kids. Better family support and increased involvement in upcoming programs could result from this.
- To improve accessibility and participation, particularly for those from low-income backgrounds, the study suggests offering financial incentives, scholarships, or allowances during training.
- Targeted awareness campaigns utilizing local media and community influencers could be put into place to promote skill development programs and address related misconceptions.

9. CONCLUSION

The study points out the way skill development training advantages indigenous youth's employment and their standard of living. It displays acquires in technical proficiency, monetary security, and general job satisfaction. But there are still issues with things like program awareness, social or family barriers, and assistance with job placement. Diversifying training options, improving community outreach, providing financial aid, and enlisting accomplished alumni as mentors are some of the recommendations. Continuous enhancements and all-encompassing assistance are essential for long-lasting and extensive effects.

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