



THE IMPACT OF SKILL-BASED LEARNING ON EMPLOYMENT IN SEHORE DISTRICT, MADHYA PRADESH

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ABSTRACT:

This paper investigates the role of skill-based learning in influencing employment outcomes within the context of Sehore District, Madhya Pradesh, India. With the district's unique economic environment and local industries, understanding the relationship between skill development and employment becomes imperative. This study aims to explore the effectiveness of skill-based learning in enhancing employability, fostering career advancement, and addressing the specific needs of Sehore's job market. Through a combination of literature review, and empirical analysis, this paper seeks to provide insights into the potential of skill-based learning to drive positive changes in the local employment scenario.

Keywords: Skill-based Training, Sehore, Employment Outcome.

INTRODUCTION

Background and Local Context of Sehore District

Sehore District, situated in the heart of Madhya Pradesh, India, encapsulates a unique blend of cultural heritage, economic diversity, and regional dynamics. Bounded by verdant landscapes and dotted with historical landmarks, Sehore District boasts a rich history that intertwines with its modern-day socioeconomic challenges and opportunities.

The district, with its administrative center in the town of Sehore, plays a pivotal role in the state's agricultural and industrial growth. Known for its agrarian base, Sehore's economy is heavily reliant on agriculture, with crops like wheat, soybean, and pulses being major contributors. The presence of agro-processing industries, small-scale manufacturing units, and emerging service sectors further contributes to the district's economic tapestry.



However, Sehore District grapples with multifaceted challenges in its journey towards sustainable development. As a predominantly rural area, issues of unemployment, underemployment, and skill mismatch persist. The gap between traditional education offerings and the evolving demands of industries raises questions about the employability of the district's workforce. Additionally, the region's economic diversification calls for a workforce that is not only resilient but also adaptable to changing industry trends.

Skill-based learning, within this local context, holds significant promise. By equipping individuals with targeted competencies aligned with the needs of local industries, skill-based education has the potential to create a more relevant and responsive workforce. This approach could address the district's pressing need for enhanced employability and career growth, thereby contributing to both individual prosperity and the overall socioeconomic development of Sehore. The cultural nuances and regional dynamics of Sehore District shape the way skill-based learning programs are perceived and implemented. Understanding these contextual factors is essential for tailoring skill development initiatives that resonate with the aspirations and realities of the local population. By delving into the background and local context of Sehore, this research endeavors to provide a comprehensive understanding of the district's challenges, opportunities, and the role that skill-based learning can play in shaping its employment landscape.

OBJECTIVES:

The primary objectives of this research are as follows:

1. To Evaluate the Effectiveness of Skill-Based Learning in Enhancing Employability:
2. To Examine the Role of Skill-Based Learning in Local Industry Relevance.
3. To Identify Challenges and Opportunities in Implementing Skill-Based Learning:
4. To Propose Recommendations for Enhancing Skill-Based Learning and Employment Linkages

LITERATURE REVIEW

Skill-Based Learning Models and Approaches

Skill-based learning encompasses a range of models and approaches that prioritize the acquisition of practical competencies over rote memorization. Competency-based education, experiential learning, project-based learning, and apprenticeships are some of the prominent models. These approaches emphasize hands-on experience, problem-solving, and real-world



application, enabling learners to develop skills that are directly transferable to employment contexts.

Skill-Based Learning Initiatives in India

India's skill development landscape has witnessed significant growth with the establishment of institutions such as the National Skill Development Corporation (NSDC) and the Skill India initiative. These initiatives aim to equip individuals with industry-relevant skills through partnerships with private sector entities, vocational training centers, and community-driven programs. Skill India's focus on scalability and industry collaboration has led to the proliferation of skill development programs across the nation.

Skill Development and Employment in Rural Areas

Rural areas in India often grapple with underemployment and limited access to skill development opportunities. Skill-based learning holds promise as a tool for transforming rural employment prospects by enabling individuals to acquire skills that match local industry needs. However, challenges such as awareness gaps, resource constraints, and the need for tailored curricula must be addressed to maximize the impact of skill development in rural contexts.

Skill-Based Learning and Local Industry Needs in Sehore District

Sehore District's economic landscape comprises agriculture, agro-processing, and emerging industries. Skill-based learning has the potential to enhance the employability of the local workforce by providing skills aligned with these sectors' demands. Understanding the specific skills required by Sehore's industries is crucial for tailoring skill development programs that cater to local employment opportunities.

Challenges and Opportunities of Skill-Based Learning in Sehore

The implementation of skill-based learning in Sehore is not devoid of challenges. Limited awareness about skill development programs, the need for relevant infrastructure, and cultural perceptions regarding vocational education are some hurdles that must be overcome. However, opportunities exist to leverage community involvement, establish partnerships with local industries, and customize skill programs to suit Sehore's unique needs.



Government Initiatives and Policies Supporting Skill Development in Madhya Pradesh

The Government of Madhya Pradesh has launched various initiatives to promote skill development. Programs like "Kaushalya Samvardhan Kendra" aim to provide skill training to youth and women in rural areas. These initiatives reflect the state's commitment to bridging the skills gap and fostering employment opportunities, especially in districts like Sehore.

RESEARCH METHODOLOGY

The research employs a mixed-methods approach to study the impact of skill-based learning on employment in Sehore District, combining quantitative and qualitative methods to analyze employment metrics, skill acquisition, and industry perspectives. Quantitative data is gathered through surveys of skill-based learning participants, job seekers, and employers, while qualitative data is obtained from interviews with industry representatives, educators, and local stakeholders. Stratified sampling ensures diverse representation across demographics and industries. Key variables include employment status, skill acquisition level, career progression, and industry relevance of skills. Data analysis involves descriptive and inferential statistics for quantitative data and thematic analysis for qualitative data, providing a comprehensive understanding of the relationship between skill development and employment outcomes.

FINDINGS

Sample Selection and Profile

A total of 300 respondents were included in the sample, consisting of 150 skill-based learning participants and 150 individuals with traditional education backgrounds. The sample was stratified by age groups (18-25, 26-35, 36-45), gender, and industry sectors (agriculture, manufacturing, services).

Comparative Analysis (t-tests):

Employment Rate: $p < 0.05$ (statistically significant)

Time to Secure Employment: $p < 0.01$ (statistically significant)

Average Monthly Salary: $p < 0.05$ (statistically significant)

Relevance of Job to Skills: $p < 0.01$ (statistically significant)



Regression Analysis:

Skill Acquisition (independent variable) significantly predicts Employment Outcomes (employment rate, time to secure employment, salary, job relevance), controlling for age, gender, and educational background ($p < 0.001$).

Findings

Skill-based learning participants showed higher employment rates, shorter time to secure employment, higher average monthly salaries, and greater alignment between skills and job roles compared to those with traditional education backgrounds. These findings suggest that skill-based learning is associated with better employability outcomes.

Metric	Skill-Based Learning	Traditional Education
Employment Rate (%)	75.3	62.7
Time to Secure Employment	4.6 months	7.9 months
Average Monthly Salary	Rs.18000	Rs.12000
Relevance of Job to Skills	4.2	3.6

Since the p-value is smaller than the significance level, we have evidence to support the alternative hypothesis. Based on the analysis, I have find that skill-based learning participants experience higher employment rates, shorter time to secure employment, and greater alignment between their acquired skills and job roles compared to those with traditional education backgrounds.

ANALYSIS

Comparison of Skill-Based Learning and Traditional Education in Sehore

The comparison between skill-based learning and traditional education in Sehore District reveals the contrasting approaches to preparing individuals for the job market. While traditional education emphasizes theoretical knowledge, skill-based learning focuses on practical competencies directly relevant to industries. The analysis indicates that skill-based learning participants demonstrate a better alignment with industry needs, resulting in improved employability and career prospects compared to their peers who follow a conventional educational path.



Implications for Local Employability Enhancement and Career Growth

The empirical analysis demonstrates that skill-based learning has a positive impact on local employability enhancement and career growth in Sehore. Participants who undergo skill-based programs exhibit a higher rate of employment, faster career progression, and increased job satisfaction. This suggests that skill-based learning equips individuals with the tools they need to thrive in the local job market, ultimately contributing to personal and community development.

Skill-Based Learning's Role in Addressing Local Industry Needs

The study highlights the pivotal role of skill-based learning in addressing the evolving needs of local industries. Interviews with industry representatives reveal that graduates of skill-based programs are better equipped to meet industry demands, as they possess not only technical skills but also essential soft skills such as communication and problem-solving. This alignment between education and industry requirements bridges the skills gap and enhances the overall productivity of Sehore's workforce.

Overcoming Challenges and Promoting Skill-Based Learning in Sehore

The analysis identifies several challenges associated with skill-based learning implementation in Sehore, including limited awareness, inadequate infrastructure, and cultural perceptions. However, the study also identifies opportunities for promoting skill-based learning, such as fostering community involvement, establishing partnerships with local industries, and tailoring programs to meet specific needs. These strategies can contribute to the successful integration of skill-based learning into Sehore's educational and employment ecosystem.

Community Perceptions and Attitudes Towards Skill Development

An essential aspect illuminated by the study is the evolving perceptions and attitudes of the community towards skill development. While traditional education remains highly valued, there is a growing recognition of the importance of practical skills for securing employment and achieving career goals. The community's openness to skill-based learning signals a positive shift towards embracing alternative pathways to success and economic prosperity.



CONCLUSION

The research reveals that skill-based learning significantly enhances employability in Sehore District by aligning skill acquisition with local industry demands and bridging the gap between education and employment. The study provides valuable evidence of the effectiveness of skill-based learning in addressing local employment challenges, highlighting its role in promoting industry-aligned education, economic growth, and individual empowerment. The findings are relevant for educational institutions, policymakers, industries, and job seekers. The research indicates a promising future for skill-based learning in Sehore District, suggesting that continuous collaboration between academia, industries, and communities is essential to maintain and enhance the positive impact on employment outcomes.

RECOMMENDATIONS

Based on the research findings, the following policy recommendations are proposed:

1. Integrate skill-based learning modules into the existing education framework, ensuring that practical competencies are embedded in curricula across disciplines.
2. Launch awareness campaigns to inform students, parents, and community members about the benefits and opportunities of skill-based learning programs.
3. Establish partnerships with local industries to co-create skill development programs that directly address industry needs.
4. Provide incentives to employers who hire skill-based learning graduates, encouraging industry participation in the skill development ecosystem.

STRATEGIES FOR COLLABORATIVE EFFORTS AMONG STAKEHOLDERS

1. Foster collaborations between educational institutions and industries to ensure that skill development programs align with real-world requirements.
2. Offer comprehensive career counseling services to help individuals make informed decisions about skill development pathways that match their interests and local job opportunities.
3. Involve community leaders and influencers in advocating for the value of skill-based learning and dispelling misconceptions.



NURTURING SKILL ECOSYSTEM FOR SUSTAINABLE EMPLOYMENT GROWTH

1. Implement regular skill assessments to track the progress and effectiveness of skill-based learning programs in enhancing employability.
2. Encourage a culture of continuous learning and upskilling among the workforce to adapt to changing industry demands.
3. Integrate digital literacy training into skill-based programs to equip individuals with the digital skills necessary for the modern workplace.

LIMITATIONS:

The study faces several limitations, including a potentially limited sample size due to resource constraints, which may affect the generalizability of its findings. Temporal factors may mean the findings only reflect the employment landscape at a specific point in time, not accounting for future changes. Data accuracy relies on participant cooperation and reliable data sources, while external economic, political, or social changes could influence outcomes. Despite these limitations, the study is expected to provide valuable insights into the impact of skill-based learning on employment in Sehore District and contribute to broader discussions on skill development and employability in rural India.

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