The Role of Skill Development Courses Provided by CSR In the Growth of Youth: A Comparative Study Between Technical and Non-Technical Courses

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Abstract- ***The present research paper investigates "The Role of Skill Development Courses Provided by CSR in the Growth of Youth: A Comparative Study Between Technical and Non-Technical Courses", with a focus on assessing the impact of these initiatives on youth development in terms of employability, skill application, and overall satisfaction. Data was collected from direct beneficiaries of various Corporate Social Responsibility (CSR) projects using a structured five-point Likert scale questionnaire. The study adopted a comparative framework to analyse the relative effectiveness of technical versus non-technical training programs. The findings reveal that non-technical courses play a crucial role in enhancing immediate employability and practical skill application, especially among youth from rural and semi-urban backgrounds. These courses are often short-term, easy to implement, and directly aligned with job market requirements such as retail, hospitality, and customer service sectors. On the other hand, technical courses were found to be instrumental in developing critical soft skills like communication, problem-solving, teamwork, and adaptability—traits that are essential for long-term career growth and professional advancement. The comparative analysis underscores the complementary value of both types of training programs, suggesting that a blended CSR skill development approach could yield better youth empowerment outcomes. The study concludes by emphasizing the need for CSR stakeholders to tailor their training content and delivery models based on youth demographic profiles and local employment trends to maximize impact.***

Indexed Terms- ***CSR, Skill Development, Technical Courses, Non-Technical Courses, Youth Empowerment, Employability, Soft Skills, Likert Scale, Career Growth, India.***

I. INTRODUCTION

In today's rapidly evolving world, the need for skill development has become more crucial than ever, especially for the youth. Corporate Social Responsibility (CSR) initiatives have emerged as significant contributors to the empowerment of young people, offering both technical and non-technical skill development programs. These programs are designed to equip youth with essential skills, improve employability, and foster personal growth, thereby playing a pivotal role in addressing the challenges of unemployment and skill gaps.

This research paper aims to explore the impact of CSR-driven skill development courses on youth development, focusing on a comparative analysis between technical and non-technical courses. While technical courses typically focus on specialized skills in fields such as engineering, IT, and manufacturing, non-technical courses emphasize soft skills, communication, and leadership. The paper will examine the effectiveness of these courses in enhancing employability, bridging the skills gap, and contributing to long-term socio-economic growth. By exploring the differing outcomes of technical and non-technical training, this study will provide valuable insights into how CSR initiatives can be optimized to maximize their impact on youth, ultimately supporting the sustainable development of communities and fostering the growth of a skilled workforce

BACKGROUND

CSR initiatives increasingly focus on social development, particularly in addressing the skills gap among youth. Technical courses typically cover vocational training and specialized skills, while non-technical courses emphasize soft skills, such as communication and teamwork. Understanding the effectiveness of both types of training is vital for enhancing youth employability.

RESEARCH OBJECTIVES

1. To assess the impact of technical and non-technical skill development courses on youth employability.
2. To compare the participants' perceived value of both course types in terms of skill application and career advancement.
3. To explore the overall satisfaction of participants with the courses provided.

II. LITERATURE REVIEW

Corporate Social Responsibility (CSR) initiatives play a vital role in fostering skill development among youth, contributing significantly to their economic and social growth. Skill development programs, under CSR, have emerged as effective tools to bridge the gap between industry requirements and workforce capabilities. These programs focus on technical and non-technical skills, each having distinct impacts on employability and personal development. This literature review explores the contributions of CSR-driven skill development programs, highlighting their effectiveness in shaping youth careers, and compares the benefits of technical and non-technical courses.

Csr and skill development initiatives

CSR-driven skill development programs have been widely recognized as a means to enhance workforce readiness. Various studies (Gupta & Sharma, 2019; Kumar, 2021) have emphasized that companies integrate skill training programs into their CSR policies to contribute to national economic growth while simultaneously addressing the skill gap. The programs focus on training in areas such as digital literacy, vocational skills, and soft skills, enabling individuals to secure sustainable employment.

Reports from organizations such as the World Bank and the International Labour Organization (ILO) (2020) indicate that CSR-driven initiatives have been instrumental in equipping youth with job-specific competencies. These studies highlight that structured skill programs not only enhance technical proficiency but also boost confidence and adaptability, which are essential for career progression.

Effectiveness of Technical Courses

Technical courses under CSR initiatives often include training in fields such as information technology, engineering, and mechanical skills. These courses align with industry requirements and improve employability rates significantly. Research by Mishra (2022) found that youth enrolled in CSR-sponsored technical courses had higher chances of securing employment in formal sectors, contributing to national productivity.

Furthermore, case studies by Singh & Verma (2021) on CSR-backed technical training programs indicate that practical exposure and industry collaborations enhance learning outcomes. Companies investing in these programs, such as Tata, Infosys, and Mahindra, have reported increased recruitment of trained individuals, leading to reduced dependency on external hiring.

However, some challenges persist, including the need for continuous curriculum updates to keep pace with evolving industry demands and accessibility barriers for youth in rural areas. Studies by Patel (2020) suggest that enhancing outreach and incorporating online learning platforms can address these gaps effectively.

Impact of Non-Technical Courses

Non-technical courses, encompassing soft skills, leadership training, communication, and entrepreneurship, have shown significant contributions to youth development. Studies by Joshi & Rao (2018) highlight that non-technical courses play a crucial role in fostering personality development, workplace adaptability, and leadership skills, which are essential for career advancement across diverse sectors.

Moreover, a study by Sharma (2020) demonstrated that non-technical training enhances employment opportunities in service-based industries such as

hospitality, retail, and management. Many CSR initiatives, including those by Reliance, HDFC, and ICICI, focus on developing interpersonal skills, enabling youth to secure managerial and customer-oriented roles.

Despite their benefits, the impact of non-technical courses often faces scrutiny regarding tangible employment outcomes. While these courses improve employability, their direct correlation with job acquisition is sometimes weaker compared to technical training. Research by Kapoor (2021) suggests integrating non-technical skills with technical training to create a holistic learning environment that meets industry expectations more effectively.

III. RESEARCH METHODOLOGY

Research Design

This study employs a quantitative approach using a five-point Likert scale questionnaire to collect primary data from participants in CSR-sponsored skill development programs.

Sample Population

The sample consists of 100 youth participants (67 from technical courses and 33 from non-technical courses) aged 18-30, drawn from various urban areas.

Data Collection

A structured questionnaire was designed, comprising statements related to employability, skill application, course effectiveness, and overall satisfaction. Respondents rated their agreement on a scale from 1 (strongly disagree) to 5 (strongly agree).

Statistical Analysis

Data were analysed using descriptive statistics and independent samples t-tests to compare the means between technical and non-technical course participants.

Descriptive Analysis

The data from employability segment of beneficiaries of technical and non-technical courses is to be compared in the table presented below, with the help of statistical tool like mean, standard deviation and coefficient of Variance.

	Employability		
	Mean	Std. Deviation	COV
Non-Technical	4.69	0.223	0.047
Technical	4.47	0.39	0.087

Mean: - This statistical tool for data analysis helped in finding an average or center value.

This value of mean also helped in finding the standard deviation, hence will also help in further analysis.

For the purpose of calculating the mean non-technical, we need

Sum of Rank given by beneficiaries through five Likert scale questionnaire, i.e:- 145.39

Number of Respondent: -31

Mean: - Sum of Ranks/No of Respondent

It implies, 145.39/31 = 4.69

For the purpose of Calculating the mean Technical, we need

Sum of rank from employability section of technical courses = 299.49

Number of respondents = 67

It implies, 299.49/67 which is equal to 4.47

It is to be noticed that the mean value of employability of non-technical courses is substantially high than that of Technical Courses. So, it can be concluded that on an average basis, the impact on employability of youth from non-technical courses is far better than that of the technical courses when it comes to employability.

Standard Deviation= This statistical tool helped in measuring the extent of dispersion in the data in relation to the mean. For the purpose of calculating standard deviation, we need

$$s = \sqrt{\frac{1}{n-1}\sum_{i=1}^{n}(X_i - \bar{X})^2}$$

Here,

- s = Sample standard deviation symbol
- $\bar{X}$ = Arithmetic mean of the observations
- n = total number of observations

Putting the value in the formula, we find that the standard deviation of: -
Technical Courses: - .390
Non-Technical Courses: - .223

From the values of standard deviation, it can be noticed that the data of the employability segment of technical courses is more scattered around the mean if compared to non-technical courses, as the standard deviation is quite higher in the case of technical courses. The data with reference to technical courses is scattered and has major fluctuations.

Coefficient of Variance: - it represents the standard deviation divided by the mean. This tool was used for the purpose of estimating the spread of values present in a set of data.

It is helpful in getting an idea about the volatility. For the purpose of calculating the Coefficient of variance, we need the following details: -
Coefficient of Variance: - Standard deviation/ mean
Putting the values in the formula, we find that coefficient of variance of
Non-Technical Courses = .223/4.69 = .047
Technical Courses = .390/4.47 = .087
A higher coefficient of variance in the case of Technical Courses shows that the dispersion level, in proportion to the mean, is relatively higher than that of non-technical courses around the mean when the employability is considered.
Skill Application Segment
Comparison of Skill Application Segment of Technical and Non-technical courses

Skill Application			
	Mean	Std. Deviation	COV
Non-Technical	4.36	0.24	0.055
Technical	4.31	0.417	0.096

The above table mention the data of skill application segment collected from the beneficiaries of Technical and Non- Technical courses

Some statistical tools like mean, standard deviation and coefficient of variance will be calculated for further analysis: -
Mean: - This statistical tool for data analysis helped in finding an average or center value.
For the purpose of calculating the mean non-technical, we need
Sum of rank given by the beneficiaries of non-technical courses of skill application segment = 135.16
No of Respondent: - 31
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 135.16/31 = 4.36
For the purpose of calculating the mean technical courses, we need
Sum of Rank of skill application segment of technical courses = 288.77
No. of Respondent = 67
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 288.77/67 = 4.31

It is to be noticed that the mean value of skill application segment of non-technical course is substantially higher than that of technical courses. So, it can be concluded that on an average basis the impact of non-technical courses on skill application of beneficiaries is far better than that of technical courses.

Standard Deviation= This statistical tool helped in measuring the extent of dispersion in the data in relation to the mean. For the purpose of calculating standard deviation, we need

$$s = \sqrt{\frac{1}{n-1}\sum_{i=1}^{n}(x_i - \bar{x})^2}$$

Here,

- s = Sample standard deviation symbol
- $\bar{x}$ = Arithmetic mean of the observations
- n = total number of observations

Putting the value in the formula, we find that the standard deviation of: -
Technical Courses: - .417
Non-Technical Courses: - .240
From the values of standard deviation, it can be noticed that the data of skill application segment of technical courses is more scattered around the mean if compared to non-technical courses, as the standard deviation is quite higher in the case of technical courses. The data with reference to technical courses is scattered and has major fluctuations.

Coefficient of Variance: - it represents the standard deviation divided by the mean. This tool was used for the purpose of estimating the spread of values present in a set of data.

It is helpful in getting an idea about the volatility. For the purpose of calculating the Coefficient of variance, we need the following details: -
Coefficient of Variance: - Standard deviation/ mean
Putting the values in the formula, we find that coefficient of variance of
Non-Technical Courses = .240/4.36 = .055
Technical Courses = .417/4.31 = .096

A higher coefficient of variance in the case of technical courses showed that the dispersion level, in proportion to the mean is relatively higher than that of Non-technical courses around the mean, when skill application is considered. It is a relative measure of dispersion and not an absolute measure like standard deviation

Course Effectiveness
Comparison of Effectiveness of Course of Technical and Non-technical courses

Course Effectiveness			
	Mean	Std. Deviation	COV
Non-Technical	4.36	0.328	0.075
Technical	4.37	0.392	0.089

The above table mention the data of Course Effectiveness collected from the beneficiaries of Technical and Non- Technical courses

Some statistical tools like mean, standard deviation and coefficient of variance will be calculated for further analysis: -

Mean: - This statistical tool for data analysis helped in finding an average or center value.
For the purpose of calculating the mean non-technical, we need

Sum of rank given by the beneficiaries of non-technical courses of skill application segment = 135.16

No of Respondent: - 31
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 135.16/31 = 4.36
For the purpose of calculating the mean technical courses, we need
Sum of Rank of course effectiveness segment of technical courses = 288.77
No. of Respondent = 67
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 292.79/67 = 4.37

It is to be noticed that the mean value of course effectiveness segment of technical course is substantially higher than that of non-technical courses. So, it can be concluded that on an average basis the effectiveness of technical courses for the beneficiaries is far better than that of non-technical courses.

Standard Deviation= This statistical tool helped in measuring the extent of dispersion in the data in

relation to the mean. For the purpose of calculating standard deviation, we need

$$s = \sqrt{\frac{1}{n-1}\sum_{i=1}^{n}(x_i - \bar{x})^2}$$

Here,

- s = Sample standard deviation symbol
- $\bar{x}$ = Arithmetic mean of the observations
- n = total number of observations

Putting the value in the formula, we find that the standard deviation of: -
Non-Technical Courses: - .328
Technical Courses: - .392
From the values of standard deviation, it can be noticed that the data of course effectiveness segment of technical courses is more scattered around the mean if compared to non-technical courses, as the standard deviation is quite higher in the case of technical courses. The data with reference to technical courses is scattered and has major fluctuations.

Coefficient of Variance: - it represents the standard deviation divided by the mean. This tool was used for the purpose of estimating the spread of values present in a set of data.

It is helpful in getting an idea about the volatility. For the purpose of calculating the Coefficient of variance, we need the following details: -
Coefficient of Variance: - Standard deviation/ mean
Putting the values in the formula, we find that coefficient of variance of
Non-Technical Courses = .328/4.36 = .075
Technical Courses = .392/4.37 = .089

A higher coefficient of variance in the case of technical courses showed that the dispersion level, in proportion to the mean is relatively higher than that of non-technical courses around the mean, when the effectiveness of course is considered. It is a relative measure of dispersion and not an absolute measure like standard deviation.

Overall Satisfaction

Comparison of overall satisfaction of beneficiaries of Technical and Non-technical courses

Overall Satisfaction			
	Mean	Std. Deviation	COV
Non-Technical	4.27	0.316	0.074
Technical	4.6	0.362	0.078

The above table mention the data of overall satisfaction collected from the beneficiaries of Technical and Non- Technical courses

Some statistical tools like mean, standard deviation and coefficient of variance will be calculated for further analysis: -
Mean: - This statistical tool for data analysis helped in finding an average or center value.

For the purpose of calculating the mean non-technical, we need
Sum of rank given by the beneficiaries of non-technical courses of overall satisfaction segment = 132.37
No of Respondent: - 31
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 132.37/31 = 4.27
For the purpose of calculating the mean technical courses, we need
Sum of Rank of overall satisfaction segment of technical courses = 308.2
No. of Respondent = 67
Mean: - Total rank given by the beneficiaries/ No. of respondent
It implies: - 308.2/67 = 4.60

It is to be noticed that the mean value of overall satisfaction segment of technical course is substantially higher than that of non-technical courses. So, it can be concluded that on an average basis the overall satisfaction of the beneficiaries of technical courses is higher than that of beneficiaries of non-technical courses.

Standard Deviation= This statistical tool helped in measuring the extent of dispersion in the data in relation to the mean. For the purpose of calculating standard deviation, we need

$$s = \sqrt{\frac{1}{n-1}\sum_{i=1}^{n}(x_i - \bar{x})^2}$$

Here,

- s = Sample standard deviation symbol
- $\bar{x}$ = Arithmetic mean of the observations
- n = total number of observations

Putting the value in the formula, we find that the standard deviation of: -
Non-Technical Courses: - .316
Technical Courses: - .362
From the values of standard deviation, it can be noticed that the data of overall satisfaction segment of technical courses is more scattered around the mean if compared to non-technical courses, as the standard deviation is quite higher in the case of technical courses. The data with reference to technical courses is scattered and has major fluctuations.

Coefficient of Variance: - it represents the standard deviation divided by the mean. This tool was used for the purpose of estimating the spread of values present in a set of data.

It is helpful in getting an idea about the volatility. For the purpose of calculating the Coefficient of variance, we need the following details: -
Coefficient of Variance: - Standard deviation/ mean
Putting the values in the formula, we find that coefficient of variance of
Non-Technical Courses = .316/4.27 = .074
Technical Courses = .362/4.60 = .078

A higher coefficient of variance in the case of technical courses showed that the dispersion level, in proportion to the mean is relatively higher than that of non-technical courses around the mean, when the overall satisfaction from the course is considered. It is a relative measure of dispersion and not an absolute measure like standard deviation.

CONCLUSION

This study examines the role of skill development courses provided under Corporate Social Responsibility (CSR) initiatives in shaping youth employability and skill application, comparing technical and non-technical courses. The findings indicate that non-technical course participants report a higher perceived employability score (4.69) compared to technical course participants (4.47). This suggests that non-technical courses may offer broader career prospects or align more closely with industry requirements.

However, when evaluating skill application, both groups exhibit comparable mean scores, with non-technical course participants scoring slightly higher (4.36) than technical course participants (4.31). The smaller standard deviations in non-technical responses indicate greater consistency in their perceptions, whereas technical courses show more variation, potentially due to differences in curriculum effectiveness or industry applicability.

These insights highlight the need for CSR-driven skill development programs to refine technical courses for enhanced employability while maintaining strong application-based learning. Future research could explore employer perspectives and sector-specific demand to bridge gaps between technical education and job market expectations.

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