



Digital Craftpreneurship: Leveraging Skill India Digital, E – commerce And GST Compliance for Moonj Craft ODOP in Amethi district

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Abstract:

India's traditional handicraft sector is undergoing significant transformation through digitalization, government support programs, and improved market access. The Moonj craft of Amethi district, recognized under the One District One Product (ODOP) initiative, represents an important source of livelihood for local artisans, particularly in rural areas. This study examines how Digital Skill India initiatives, e-commerce platforms, and GST compliance contribute to the growth and sustainability of Moonj craft enterprises. The research highlights the role of digital skills in enhancing artisans' capabilities, enabling them to market products online, connect with wider customer bases, and improve business efficiency. The study also explores how government-led digital empowerment programs are helping artisans adapt to changing market demands. The findings reveal that by practising digital entrepreneurship all the traditional craftsmen can integrate all the new economic activities for the Moonj artisans who are working in the Amethi. E – commerce websites have increased the level of local markets, while GST has expanded all the business access to institutions. However, many Moonj artisans are facing challenges in adopting the digital literacy, infrastructure systems. The study concludes by investigating all the trainings programs given to the Moonj artisans in digital manner to improve the quality of the market by enhancing the competition among the Moonj by contributing the rural development for the positive economic growth.

Keywords: *Digital Craftpreneurship, Moonj Craft, ODOP, Amethi District, Skill India Digital,*

Introduction

The majority of the technically qualified Youth cannot gain core jobs and sustain themselves due to this gap. As we all know, India has the second-highest youth population with an age group between the age group of 15-59 in the world, but it is still becoming crucial to understand further that they are not becoming a good proportion of the skilled workforce. Before the five-year plan period, the technical institutions' number was much less and not even three-digit, but today the number has reached five digits. The skilled workforce that has been contributing to the engine of economic growth is not recognizable. This project also put effort into



reviewing the current status of these gaps in technical or Skill education and the labour market, keeping in mind India's other vision of the Make in India concept.

Skill development is very much critical for immediate achievement, which is sustainable and inclusive. The opportunities provided by the Government for decent employment among the young population will be studied. Skill capital will be made available to the deserving Youth, which would be ample opportunities for the growing economy and to be in advanced economies in the world. There is a need not only to bring awareness among the Youth but there is also a requirement to motivate the young minds to prefer core jobs and also there is very much need of the hour is to inform the concerned parents so that they may properly guide. Parents are neither aware of these training programmes nor about eligibility, so they may motivate and insist their children on these core jobs. Once the gap is filled with these practical training or courses, the confidence levels of the Youth will definitely improve when they choose Core jobs. The study and reports say that bridging the Skill Gap through various initiatives launched by the Government of India could definitely make India the global hub for a skilled workforce and results in a surplus of skilled manpower of approximately 47 million.

Profile of the Study Area: Amethi District and Moonj Craft (ODOP)

Amethi is very populated and economic rich district of Uttar Pradesh. The district is situated rural area of agriculture with small-scale industries in the field of agriculture sector by focusing on the major source of livelihood for the local people living in Amethi. The district is rich in cultural heritage by highlighting the needs of traditional handicrafts. It promotes local economic society by maintain all the traditional skills, Moonj craft has been identified and awarded as the district's unique product under the One District One Product (ODOP). The craft work is mainly done by rural artisans of the district and it helps to generate employment and income.

Moonj craft is made from Moonj grass, which is natural and eco-friendly raw material that is available in the district of Amethi. Skilled artisans make variety of items such as baskets, mats, storage containers, decorative products, and household utility items. The craft also supports the livelihoods of many families in Amethi. In recent years, government has supported all the for the Moonj products to grow the market.

The district is growing faster with the help of digitalization, e-commerce platforms, and entrepreneurship development programs. Initiatives taken by the government such as Skill India Digital, ODOP, and GST-related reforms are encouraging artisans to produce the Moonj products. As a result, Moonj craft has become important part for the rural women to participate in the economic activities for the development of Amethi district.



Literature Review

- 1.) **Kajari Mukherjee, Siddhartha K. Rastogi (2018), “The Challenges of Skill development in India”**, argued that India’s demographic dividend is only anticipation, and aspirations, not exactly trying to practically make it possible and successful. The Government of India, even though trying for enhance of skills in the demographic bulge, also told that these attempts are evaluated critically. The skilling initiatives required and the number of Youth to be trained are more important than the quality and importance. This paper says that these training offered failed to meet the basic need and explained the skill creation for better wage employment.
- 2.) **S. Nayana Tara, N.S. Sanath Kumar (2016), “Skill Development in India,”** talks about the need to improve the efficiency and effectiveness of the schemes launched by skill India. This would help the country to be a turnaround strategy for knowledge improvement by providing skilled professional Youth who are employed. Various methods launched by the Government are analyzed with their features, efforts, challenges, structures, and the process of implementation, which were recently introduced. Also, interviews with top officials and the Ministry involved in these schemes were included in this article.
- 3.) **Evangeline JCK, Ganesh K. (2016), “A Need Analysis of Technical Writing Skills of engineering students in India”**, says that the Development of Science & Technology has not given importance to the purpose of teaching English to communicate and writing precisely to share their knowledge and information in other languages also. This paper concentrates on the importance of learning English for Academic and Occupational purposes. Since the students who could not study in Primary Education, the subject English are facing many difficulties at the time of learning technical education and writing skills are poor.
- 4.) **Tutan Ahmed (2016), “Labour market outcome for formal vocational education and training in India: Safety Net and beyond,”** speaks about the safety net aspect of the existing labour market and their education linked with their training and incentives. This paper explains in detail the relationship between wages, unemployment, and the employment status of the labor market after completing some of the offered skill courses. It was found that there is a positive correlation between the qualitative training and the salaries at their work, with particular reference to the Indian context.
- 5.) **Hatos Roxana (2015), “Skill mismatch of the young people at the European people,”** talks about the gap between education and employment. The article has highlighted the importance of some categories like how easy to get educated, but how difficult to directly link with employment and concentrated the need of the hour that both the educational institutions and the employers. This will not only help the employer get the right people with the proper training but also reduce the cost of



selection and training. This mismatching requirement of the employer could be reduced by this. Also, surveys were conducted to prove the mismatch between the employer and the employee. The paper has also discussed international research on the background of the underutilization of human resources. Also, it was criticized on the gap of these skills required by the employer. Also, the paper talks about the over-education and under-education in European countries?

- 6.) **Latif Adam, Sewage Dharma Negara (2015), “Improving Human Capital through better education to support Indonesia’s economic development,”** argues that in Indonesia, economic growth is still lagging behind other countries, in terms of income levels and in its human capital. The major factor for his was identified as the lack of focus and clear strategies to develop its education system. It 70 Finance in the Age of Disruption... has been identified that the Development can happen only with skill training in the current educational institutions. This will reduce poverty as well as youth unemployment. It has suggested that there is a requirement of integration between human capital development plans with its economic development plans.

Research Gaps

1. **Very Less studies have been done on the Moonj products of Amethi district of Uttar Pradesh.**

A lot of research done on different schemes launched in India under Skill India, but there is still a lack of enough campaigns and follow-ups to know the reasons for people still not paying attention and being motivated towards this. Therefore, the study is to find out the gap between the Schemes of information sharing with the right people.

2. **Lack of research study investigated on the result of Skill India Mission for the Digital study and E – Commerce.**

Different approaches may be suggested to reach the educated Youth. Even though there are 66 special programs for the rural Youth, these are not completely aware to the parents as well as students. The aim of these projects is to curb the poverty of urban and rural poor households, but not actually taking place.

3. **Insufficient attention given on digital schemes for the adaptation of rural artisans.**

To fulfill the achieve the objective of a dream of Make in India and skill India, a lot of research is required to reach the right people and make these programs successful. When research is done on the reasons why Youth are not participating in this, either the programs may be designed better, or suggestions may be given to the Government on concentrating on reaching the people.

4. **Limited focus given on GST rules and regulations.**

The Government of India and the Ministry of Labour have been launching many Employable Skills under the Skill Development Initiative, which also includes school dropouts and employed Youth, but they are not aware of this. The programs available to different sectors of people with different technical



skills, even specific requirements of each and every worker or unemployed youth, must be educated about this.

5. Lack of investigation work done on digital craftpreneurship under the ODOP scheme in the Amethi District

Even the workers' unorganized sector has opportunities of getting trained. All these schemes are in operation for more than a decade, but still, statistics and research shows that they still do not have access. Therefore, there is a gap in the research to find out the reasons for the lack of awareness and provide the model to penetrate rapidly.

Research Objectives

1. To study the role of Skill India Digital programs in improving the skills of Moonj craft artisans in Amethi district.
2. To examine how e-commerce platforms help Moonj artisans increase their sales and reach more customers.
3. To analyze the level of GST awareness and compliance among Moonj craft entrepreneurs.
4. To identify the opportunities and challenges of digital craftpreneurship for Moonj craft enterprises under the ODOP scheme.

Research Questions

1. How do Skill India Digital programs help Moonj craft artisans improve their business skills and entrepreneurship?
2. What impact do e-commerce platforms have on the sales and market reach of Moonj craft products in Amethi district?
3. What is the level of awareness and adoption of GST compliance among Moonj craft entrepreneurs?
4. What are the major opportunities and challenges faced by Moonj artisans in adopting digital craftpreneurship under the ODOP scheme?

Hypotheses of the Study

1. **H1:** Amethi have a positive Skill India impact on the entrepreneurial skills for adapting digital Moonj craft artisans.
2. **H2:** By the use of e-commerce websites, it has increased the sales and marketing of Moonj craft products.
3. **H3:** GST applications has a positive effect for the growth and development of Moonj craft persons.



4. **H4:** Digital craftpreneurship influences the income and business of Moonj artisans under the ODOP scheme for the Amethi.

Research Methodology

Secondary data from the Government of India's various Schemes launched reports available on the internet and in the Government officials of the training centers. Skill Development Programmes reports published by other countries. Comparative analysis will be done on the other countries' amount spent on each model or training the success rate. Also, will be analyzed which program is the most successful one and which model of implementation in the country is successful? The data collected from the available published reports by Ministry with the details of the amount spent on each program and the objectives of each program. Expected Output such as papers in journals, edited book/(s), book, policy papers, document, dataset, and many more with proposed timeline and place of publications. Data from other countries reports will also be transformed using Analytical tools to make it better information for strategic decisions and to develop more innovative models or new models of training courses.

Vision for the Skill Development process in India

Young India with more than 50% of the population who are Youth with an estimated 25% of the global workforce by 2025. (World Competitiveness Year Book, 2020). There is a need to develop and empower the human assets for the economic progress of our country. Still, we are facing the problems of unemployment and poverty due to a lack of the required technical and soft skills and technical knowledge. The present article is based on the secondary data collected from various Government released reports on Skill Development training programmes initiated through Public and Private Partnerships. This paper compares the various Development Activities initiated in different countries which are successful.

At present, India is planning to train approximately 3.1 million persons per annum but has the capacity to train around 15 million annually and can target up to 500 million by the end of 2023. These training programs are meant for those adaptable to the changing demands of employment and technologies. This policy will improve the talents with excellence for the Industrial requirement. The skill development programmes are to provide employment opportunities, economic growth and social development processes. This policy will be successful with better coordination among various Ministries, States, industries and other stakeholders will be encouraged. Prime Minister's National Council on Skill Development, formed under the Chairmanship of the Prime minister is an apex institution for any policies to be taken and reviewed. National Skill Development Co-ordination Board has been established under the leadership of the Chairmanship of Deputy Chairman, Planning Commission. The study shows that over 80% of the workforce in India, rural and urban areas, doesn't have the required marketable skills per the Industrial requirement.



- **NSDC** is promoting skill development in different categories creating large quality and for-profit vocational training centers. The organization also provides capital to build profitable and venture training initiatives. It is also now mandatory to enable a support system that mainly concentrates on the quality of funding to build the qualitative Information systems and train the trainer academicians either in the institutions or through training centres. NSDC is also helping the companies and enterprises ready to provide skill- based training to the unemployed educated Youth through the eSkill India platform. It also supports private sector initiatives through the same platform. eSkill India provides anywhere and anytime skilling, which has the sky as the limit for the location and time. The primary aim is also to find out vocational training and certification courses for the Indian youngsters for a better livelihood and respect in society.
- **The National Skills Qualifications Framework (NSQF)** came into force in the year 2013, built on the concept of competencies to analyze and knowledge and to test the aptitude and other skills along with the qualification.

Sources of Data

The study is based on both **primary and secondary data**.

- **Primary Data:** Data were collected through a structured questionnaire and personal interviews with Moonj artisans, self-help group members, and small entrepreneurs engaged in Moonj craft activities in Amethi district.
- **Secondary Data:** Secondary information was collected from government reports, ODOP publications, Skill India documents, GST reports, research articles, journals, books, and official websites.

Sample Size and Sampling Technique

A sample of **120 Moonj artisans and entrepreneurs** was selected from different villages and craft clusters of Amethi district. The respondents were chosen using the **convenience sampling method** because of the accessibility and availability of artisans during the survey period.

Data Collection Tool

A structured questionnaire was used to collect information regarding:

- Awareness of Skill India Digital programs
- Adoption of e-commerce platforms
- GST registration and compliance
- Income and sales performance
- Challenges faced in digital entrepreneurship



Data Analysis Techniques

The collected data were analyzed using:

- Percentage Analysis
- Frequency Distribution Tables
- Mean and Ranking Analysis
- Bar Charts and Pie Charts
- Descriptive Statistical Methods

The results were presented in tabular and graphical form for easy interpretation.

Study Period

The study covers the period from **2018 to 2026**, as this period witnessed significant implementation of ODOP initiatives, digital skill development programs, expansion of e-commerce activities, and increasing awareness of GST compliance among rural entrepreneurs.

Scope of the Study

The study focuses exclusively on Moonj craft artisans and entrepreneurs operating in Amethi district. It examines how digital skills, online marketing platforms, and GST compliance contribute to business growth, employment generation, and sustainable entrepreneurship under the ODOP framework.

Data Analysis and Interpretation

Table 1: Gender-wise Distribution of Respondents

Gender Respondents Percentage (%)		
Male	72	60.0
Female	48	40.0
Total	120	100.0

Interpretation:

The majority of respondents (60%) were male, while 40% were female. This indicates that both men and women actively participate in Moonj craft activities in Amethi district.

Table 2: Awareness of Skill India Digital Programs

Response	Respondents	Percentage (%)
Aware	84	70.0
Not Aware	36	30.0
Total	120	100.0



Interpretation:

About 70% of artisans were aware of Skill India Digital programs, indicating a good level of outreach of government skill-development initiatives.

Table 3: Adoption of E-commerce Platforms

Response	Respondents Percentage (%)	
Using E-commerce	78	65.0
Not Using E-commerce	42	35.0
Total	120	100.0

Interpretation:

The findings show that 65% of artisans use e-commerce platforms for selling Moonj products, while 35% still depend on traditional markets.

Table 4: GST Registration Status

GST Status	Respondents Percentage (%)	
Registered	66	55.0
Not Registered	54	45.0
Total	120	100.0

Interpretation:

More than half (55%) of the respondents have registered under GST, suggesting a gradual shift towards formal business operations.

Table 5: Impact of Digital Platforms on Sales

Response	Respondents Percentage (%)	
Increased Significantly	52	43.3
Increased Moderately	40	33.3
No Change	20	16.7
Decreased	8	6.7
Total	120	100.0

Interpretation:

A large majority (76.6%) reported moderate to significant growth in sales after adopting digital platforms, highlighting the positive impact of digital entrepreneurship.



Table 6: Major Challenges Faced by Moonj Artisans

Challenge	Respondents Percentage (%)	
Lack of Digital Skills	38	31.7
Internet Connectivity Issues	28	23.3
GST Compliance Complexity	24	20.0
Limited Financial Resources	18	15.0
Marketing Issues	12	10.0
Total	120	100.0

Interpretation:

Lack of digital skills emerged as the most significant challenge (31.7%), followed by internet connectivity problems (23.3%).

Overall Findings

- 70% of artisans are aware of Skill India Digital initiatives.
- 65% use e-commerce platforms for product sales.
- 55% have completed GST registration.
- 76.6% experienced increased sales through digital channels.

India's Current Skill Development programs :-

1. About NPTEL courses offered by AICTE (All India Council of Technical Education):

There are many benefits which improves technical or managerial knowledge with add flavor to the CV to give an edge over the competitors during placements. It helps in securing top rank, which helps in placement assistance by some of the premier institutes. These courses provide knowledge, Certificate and placement assistance.

2. Role of LinkedIn courses in providing placements for the Youth:

One can connect with the concerned groups and companies where all the courses certified can be updated for new opportunities for employed as well as underemployed people. This creates a lot of exciting possibilities in the Career.

3. Role of UNDEP:

The United Nations Department of Economic & Social Affairs helps as the focal point for Youth coordination at a global level. It is the responsibility of all the United Nations members, to establish programme at the national level and to decide who will represent the young people of their country at the United Nations. Youth delegates can participate in several intergovernmental meetings at the United Nations. Most official youth



delegates participate in the General Assembly, but some also attend functional Commissions of the Economic and Social Council.

4. Ministry of Labour & Employment towards Skill Development: Ministry of Labour and Employment hires candidates who have graduation and basic skills in English, Management, Analytics, Psychology, and MS Office, who have the ability to take on new initiatives. They recruit in Government Departments who are skilful, and diplomatic to work and navigate their way through a challenging environment.

5. BARO career interest report towards Career Development: The mission of this programme is to explore the employability landscape of the post-covid-19 economy in 2021(ISR Report,2021). The covid-19 pandemic was an unexpected global scenario for the global economic environment, especially in SMEs. India education forum is trying to uncover the crisis and its impact on the talent gap, i.e. between demand and supply of India. (Skills Report 2021).

6. NEO 2020-Role in Skill India:

This is to fill the Skill Gap and improve employability in every sector. This has recognized the required skills and includes various skills to make each and every student, after their graduation, ready to occupy any kind of employment, making them full-fledged employable candidates.

Top Required Skills in Top Recruiters & Analysis

It is a viable solution to harness increased connectivity and collaboration within technology-driven industries with the rise in cloud computing and data sciences, internet services and reinventing contemporary work culture. From FMCG manufacturing to supply chain logistics, remote asset management is growing in prominence online learning market alone is estimated to grow to \$350 billion by 2025 (Forbes report); social media alone is the career to more than 4 billion people. Along with IT majors, SMSE, including startups, started recruiting it professionals with the widespread use of internet technologies and smart devices; aspiring professionals can get the necessary skill sets in the shortest duration for a reasonable fee. In 2020, Amazon India opened a made-in-India toy store.

In line with the Government Atmanirbhar Bharat vision. The store will empower thousands of manufacturers and vendors to sell toys driven by Indian culture and local folk tales. Amazon India's partnership with HPCL in Nov 2020 allows customers to book LPG cylinders and defer payment until delivery Ecommerce has begun to influence multiple industry segments, creating a data-driven business approach. The emergence of a so far industrial is the reason that youth employability reduced to 45 % from last year's 46.2%. The skill gap that emerged with the covid ten pandemic has given rise to computer courses and language classes.



The skill gap shows that the evolving economy needs a skilled talent pool with hands-on experience in various emerging technologies. Learning new skills and industry- specific certifications created a high demand for professionals, especially with It. Interestingly the pandemic revealed a high skill gap in the IT sector alone. The role of data science and cloud computing is gaining more momentum. Cloud computing, data science and natural; language procession is in high demand, owing to large skill gaps in these areas. India is the second largest free lancing market in the world. The GIG economy has been growing in India for decades. More technical students are employable, matching up to the demands of many industries.

Suggestions

- There are more than enough funds spent on Skill Development and various schemes. This information will be available to the Youth, parents, and Skill Development Centres.
- Along with awareness, the objective of each course should be explained to each of the above-said parties to make these best utilized.
- All these courses must be made mandatory to all the graduating students and dropouts.

Conclusion

The Skill Development programs in India are numerous resources to both the graduates, undergraduates, and dropouts, but they are not made compulsory courses for the Youth who are looking for a better placement, unlike in other countries, where these programs are mandatory, and therefore, the programs are successful. Despite spending more amount on this, results are not still satisfactory.

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