

## Skill Development Programmes in India – A Literature Review

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### ABSTRACT

India is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by about 2025, India will have the 25% of the total global workforce (World Competitiveness Yearbook, 2012). Hence, there is a need to further develop and empower the human capital to ensure the nation's global competitiveness. As far the economic progress of our country is concerned, India is still lagging behind due to various problems like poverty, unemployment, illiteracy, medical infrastructure etc. Youth plays a crucial role in achieving economic prosperity of the country. In the present scenario, it is found that most of the youth being educated are facing severe unemployment problem due to lack of skills and technical knowledge. Most of them are unaware of the developments taking place in the modern world.

The present paper is based on the secondary data which was collected from different researches. The study focused on the skill development programmes implemented in India. This study is to investigate the existing literature for the skill development programmes and leveraging the demographic proportion in India by making them more skilled and employable. This literature survey is to review the various initiatives taken by Government of India, programmes conducted through public and private partnership, ways to increase the employability skills, challenges faced for the success of the programme, etc. The study also discusses about the skills imparted through educational programmes and requirement of additional sector specific courses. Hence, the paper will highlight the needs, challenges and scope of the skill development programmes.

### 1. Introduction

National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to employment and ensure India's competitiveness in the global market. The government has recognized the need for Skill Development firstly with the 11th Five Year Plan providing a framework to address the situation. The first National skill Development Policy was framed in 2009 and subsequently a National Skill Development Mission was launched in 2010. The 12th Five Year Plan observes that Skill development programmes in the past have been run mainly by the government, with insufficient connection with the market demand. It has called for an enabling framework that would attract private investment in vocational training through Public-Private Partnership. A department of skill Development and Entrepreneurship was created under the Ministry of Youth Affairs and Sports in July, 2014 and was subsequently upgraded to full-fledged ministry in November 2014. The role of the ministry involves coordinating and evolving skill development frameworks, mapping of existing skills and certification, industry-institute linkages etc.

India has gradually progressed as a knowledge-based economy due to the profusion of capable, flexible and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world due to its young work force. If, the youth of India given an opportunity to show their metal through educating them in some skills, it will deciding progress. Skills and knowledge are key drivers of macro-economic

growth and socio-economic stability. Skill Development can be defined as proficiency that is acquired or developed through training or experience. It strengthens the ability of individuals to adapt to changing market demands and help benefit from innovation and entrepreneurial activities. At national level, the future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work. Skilled human resource is essential for inclusive growth. Hence, skill development can be connected to a broader growth, employment and development demanding government interventions.

### 2. Vision for the National Skill Development Initiative in India

- ❖ At present the capacity of skill development in India is around 3.1 million persons per year. India has capacity to 15 million annually. India has target of creating 500 million skilled workers by 2022. Thus, there is a need for increasing capacity and capability of skill development programs.
- ❖ The skill development initiatives will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace.
- ❖ The skill development initiatives support the supply of trained workers who are adjustable dynamically to the changing demands of employment and technologies. This policy will promote excellence and will meet the requirements of knowledge economy.

- ❖ The skill development initiative does not discriminate between private or public delivery and places importance on outcomes, users' choice and competition among training providers and their accountability.
- ❖ The skill development initiatives support employment generation, economic growth and social development processes. Skill development policy will be an integral part of comprehensive economic, labour and social policies and programmes. A framework for better coordination among various Ministries, States, industry and other stakeholders will be established.

### 3. Why India needs Skill Development?

- We need skill India, as we have maximum young population without jobs. If, their potential is not harnessed they will fall prey to drug addiction and other anti-social activities, which we as a nation cannot afford.
- The skilled workforce is crucial for the success of recently launched missions - Make in India, Digital India, and Smart Cities.
- With China gradually vacating its factories, with rising Chinese wages and an appreciating Yuan, and also with internal demographic challenge, India has an opportunity to become a factory of the world.
- To convert this vision into reality, India needs to create a skilled and productive workforce matching international standards of quality and productivity through integration of skills and training along with education
- Skills are needed to those currently in colleges for them to be better employed
- With most of the major economies of world having sizeable ageing population, India has huge opportunity of serving the booming market.

### 4. Governance of skill Development Initiative

Prime Minister's National Council on Skill Development, under the Chairmanship of Prime Minister has been set up as an apex institution for policy direction and review. The Ministers for Human Resource Development, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, Labour and Employment and Micro Small & Medium Enterprises are members. Deputy Chairman, Planning Commission, Chairperson of the National Manufacturing Competitiveness Council, Chairperson of the National Skill Development Corporation and 6 experts in the area of skill development are other members. Principal Secretary to the Prime Minister is the Member Secretary to the Council.

### 5. National Skill Development Co-ordination Board:

A National Skill Development Co-ordination Board has been set up under the Chairmanship of Deputy Chairman, Planning Commission. Secretaries of Ministries of Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty, Alleviation and Finance are members. Chairperson/Chief Executive Officer of the National Skill Development Corporation, Secretaries of four

States by rotation, for a period of two years, and three distinguished Academicians/Subject Area Specialists are other members. Secretary, Planning Commission is Member Secretary of the Board.

### 6. National Skill Development Corporation:

The National Skill Development Corporation is a non-profit company under the Companies Act 1956 with an appropriate governance structure. The head of the Corporation is a person of eminence/reputed professional in the field of Skill Development. The Corporation would constitute Sector Skills Councils with following functions:

- ❖ Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.
- ❖ Development of a sector skill development plan and maintain skill inventory.
- ❖ Determining skills/competency standards and qualifications.
- ❖ Standardization of affiliation and accreditation process.
- ❖ Participation in Affiliation, accreditation, examination and certification.
- ❖ Plan and execute Training of Trainers.
- ❖ Promotion of academies of excellence.
- ❖ Establishment of a well-structured sector specific Labour Market Information System (LMIS) to assist planning and delivery of training.

### 7. National Council for Vocational Training: (NCVT)

NCVT will be strengthened and re-engineered with a broader mandate and representation. The main functions include:

- Design, development and maintenance of National Vocational Qualification Framework (NVQF) which inter alia includes:
  - Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification.
  - Setting up a framework for affiliation and accreditation of institutions.
  - Quality control mechanism.
- Labour market information system and dissemination of information at the national level.
- Monitoring and evaluation on the effectiveness and efficiency of national skill development efforts through appropriate reporting and communication mechanism.

Partnerships will be consciously promoted between Government, industry, local governments, civil society institutions and all skill providers. It will also include, training providers, professional societies, Self Help Groups, Cooperatives and NGOs/civil society institutions. Creation of an institutional mechanism and regular consultation with stake holders will form the corner stone of Skill Development Initiative.

Equal access to skill development is essential for all social groups particularly women and disadvantaged section of society, to help them in securing employment and moving out of poverty. Removing barriers to access and addressing their specific needs are key elements in achieving inclusive growth. Entry barriers such as educational qualification, transportation, language etc. will be addressed. While enhancing the opportunity of skill development for all, entry assessments will be deployed to channelize people with different profiles and needs into appropriate skill development programmes. The effort will be combined with a major initiative in raising awareness among the target groups about the benefit of skill development, employment and learning opportunities and also about support schemes that enable them to participate in training.

Quality and relevance of skill development are key to India's global competitiveness as well as improving an individual's access to employment. For enterprises to compete in the global economy, the quality of training must reach world standards and be relevant to the needs of national and international markets. To increase the relevance with future employment market including promotion of self-employment, soft skills and entrepreneurship skills will be made integral part of skill development. The demographic advantage that the country enjoys, coupled with prospects of global shortages in skills as the world population ages, means that the country could be supplying skills to the world.

The skill development in India is imperative but the government cannot accomplish this task alone. The World Bank Enterprise Surveys 2014 reveal that the percentage of firms offering formal training programmes for its permanent, full-time employees in India is just 36 percent, compared to 80 percent in China's. The Chairman of National Skill Development Agency(NSDA) and National Skill Development Corporation (NSDC), describes the situation as a "market failure" where the employers are not investing to skill employees, and employees do not have the ability and willingness to pay for skilling. However, the industry is gradually witnessing increased participation from Corporates and Public Sector Undertaking (PSUs) who are coming forward and investing in country's youth by supporting skill development through their Corporate Social Responsibility (CSR) initiatives. They are getting involved in range of activities such as financing, providing infrastructure, recognition of prior learning, adoption of national qualification framework and occupational standards etc.

## 8. Literature Review

A review of literature enables the researcher to go into greater details and wider applicability of the problem in hand, so as to provide new ideas, explanations and hypotheses. The final and specific reason for reviewing related literature is to know the recommendations of the previous researchers for further research which they have listed in their studies. The length of the review will depend upon the number of relevant articles and the purpose for which the research report is being written. Review of the related literature helps the researchers to acquaint himself with current knowledge in the field or area in which researcher is going to conduct his research. The

review of the related literature enables the researcher to define the limits of his fields and accordingly delimits or defines his problem. The present investigators have reviewed the literature with reference to skill development programmes in India which will give an understanding about the research conducted in the field and research gaps to be filled by further research.

**Singh & Kaur (2018)**, conducted a study entitled "A Study on Skill Development of Paint and Coating Industry". This study aims to identify the reasons for shortage of skills in paint industry and to determine how to deal with skill gap among painters. Primary data sources were used for the study. A self-administered questionnaire was used to collect data from 130 painters working in Kurukshetra district. The findings of the study indicated that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skills in paint industry. The results of the present study indicate that there is shortage of skilled workforce in paint industry. Skills are always shown in the quality of work. Poor quality of works could be the results of the lack of skilled painters. Unskilled painters produce poor quality of works. Training has a positive and significant effect on performance of workforce. The result shows that painters lack formal training. They do not have formal certificate or diploma through formal training. Even the youth entering this occupation do not acquire formal training for their work. Painters lack sufficient knowledge and skills. They used to get informal training from their family and friends. Due to these reasons their performance are not satisfactory. Furthermore, the present level of knowledge and skills are inadequate to use the new equipment's and techniques in painting work. There is a skill gap in paint industry. There are various problems faced by the painters. Painters face difficulty in getting work. They do not get timely payment for their work. The painters work on heights and there is no provision for their safety against risk. To reduce the risk there should be the insurance of painters.

**Ansari and Khan (2018)**, conducted a study on "Role of Education and Skill Development to Promote Employment in India". The objectives of the study were to analyze and highlight the status of contemporary education with respect to skill development and to provide some suggestions based on the observations and analysis of the study. The study is based on secondary data collected from published reports, surveys, books, prominent sites, media reports etc. Looking into requirements of the objectives of the study the research design employed for the study is of descriptive type. It is concluded that to sum up skill development for India is critical from both the socio-economic and demographic points of view. It is an important tool for reducing poverty, enhancing competitiveness and employability and to promote the self-entrepreneurship among youths. With this new approach, our economy can surely achieve its targeted results. In India, around 12 million youth enter the workforce every year, with poor education and negligible work skills, if they are unemployed due to lack of skills, massive social unrest could arise. Now it is time to stop spending on that imperfect approach and comprehensively embrace the globally-proven training based model. In particular, to move further into a knowledge-based economy, to promote industrial development and to achieve high economic

growth, it must increase its investment in education and training for youth with a proper balance between them.

**Gupta and Agarwal (2018)**, conducted a study on "Training Prospects in Power Sector in India".

The objective of the study were to find out the various training activities going on in the power sector. It also focuses on the kind and level of trainings provided, kind of organization involved in imparting such kind of trainings and the duration of the training. The study will cover public and private players involved in imparting training in power sector. The study concluded that training programs in power sector are conducted for each level through various modes like short term, long term, and workshop, graduate and post-graduate programs. With the growing capacity of the sector the need for manpower requirement is already traced out and power sector skill council is working for imparting skills and increasing the employability ratio available for the direct consumption of people to the industry with new techniques and know-how. Efforts are being taken to re-skill the existing workforce and updating them with the new avenues available and approaching into the sector. Still there is a gap between the manpower required and the manpower available. Power Sector Skill Council along with National Skill Development Corporation has come up with new programs, and to maintain the standards, involved the private players in imparting skills to the youth of India.

**Shrivastav and Jatav (2017)**, conducted a study entitled "An Analysis of Benefits and Challenges of Skilling India" The main aim of this paper was to study the prospects and challenges for skilling in India. The specific objectives of the study were to study and analyze the Indian experience of skill development in India and analyze the challenges faced for skill development in India in terms of financial resources. Data has been gathered from the secondary sources for the study. The data mainly collected from the Ministry of Micro, Small & Medium Enterprises (MSME), websites of the respective start-ups companies, websites of the various Government agencies and their annual reports. The study revealed how the different types of programmes launched by Government of India can generate job opportunities in India with new Industrial skill requirement. The study finds out the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development. The existing skill development policy in India needs an urgent treatment. The institutional structure needs simplification with greater investment in training infrastructure and an emphasis on supporting a casual labour force that needs to be accompanied with incentives for private sector participation too.

**Prasad and Purohit (2017)**, conducted a study on "Skill Development, Employability and Entrepreneurship through Make in India: A Study". The objectives of the study were to understand through the review of literature and the effect of Make in India initiative on employability, understand the present status of skill development in India. The paper is based on exploratory research based on the secondary data and information sourced from libraries, relevant books, journals,

magazines, articles, media reports and Government portals of Make in India, Skill India, etc. Being looked into requirements of the objectives of the study the research design employed for the study is of descriptive type. The authors adopted to have greater accuracy and in depth analysis of the research study. Available secondary data was extensively used for the study. The study concluded that the overall status of skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development. To make, "make in India" project successful, youth of the Nation should be empowered with Formal Education, Technical and Vocational training to meet the Industrial and Market requirement as per global standard. Despite various efforts and investments in shaping the skills of a huge labor force there are grave drawbacks in the System. Even after the Government investing a lot in training costs and infrastructure, creation of robust workforce for the industry is still a fantasy. As a fast growing developing economy, besides white and blue collar, India also needs Grey collar- knowledge workers which include ICT skills, problem solving, analytical and effective communication skills and rust collar-skilled workers at the grass root level in currently unorganized sector and un-benchmarked sectors like construction, agriculture and related trade. The vocational training should start from High School. Students should be made industry ready by making the curriculum for professional courses such as Engineering and MBA in a way that provides complete on the job training. The standard and quality of training needs to be upgraded. Soft skills training along with technical skills will bring desired results.

**Singh and Sanjeev (2016)**, conducted a study on "Need for Re-Skill training towards Make in India Initiative" The purpose of the present study was to identify the factors affecting the employee's attitude in an organization towards skill training. An empirical study is conducted in IT Companies located in Delhi and National Capital Region (NCR). The research is Exploratory in nature. A structured questionnaire was administered to the executives in the organization. The instrument was administered to 10 or more employee in an organization drawn from different functional areas. The employees in these organizations were given a list of 18 statements that measured their extent of agreement towards the variable. The items were measured on a 5 point Likert scale with 1 representing strongly agree and 5 representing strongly disagree. These statements were selected after pilot testing in two organizations and modified accordingly. Finding of the study includes that employees agree that re-killing is important for job growth and it also helps them in learning new technology and skills. They are of the opinion that re skilling provides them with better growth opportunities and enhances overall performance of the organization. The study also concluded that it is very important to provide the right kind of skills to employees for better employment opportunities. The companies must put more emphasis on re-skilling than hiring IT professionals for saving their time and money. The research suggests that employee attitude towards re-skilling is influenced by factor like Need oriented, Appropriate re skill training, Soft skill training, Value Addition, Updated knowledge and Advanced Growth. Further the managers involved in the planning of

skill training and re-skilling program must consider these factors.

**Hazarika (2016)**, conducted a study on "Skill Development for Rural Entrepreneurship: A study on State Institute of Rural Development (SIRD), Assam" The objectives of the study were to examine different skill development facilities provided by State Institute of Rural Development for rural entrepreneurship, to study the motivational role of training and its effect on starting an enterprises in rural areas and to suggest measures to improve entrepreneurship development through institutional support in rural areas of Assam. The present study is an empirical as well as descriptive in nature. It is based upon the methods of survey research and the data which were collected both from primary and secondary sources. Data are mostly representative in nature. In order to make the study more relevant, it has been purposively decided that the study would be carried out on 40 rural entrepreneurs (men and women) who have started their enterprise after receiving training from State Institute of Rural Development (SIRD), Amoni Growth Centre located in the Nagaon district of Assam. It is observed that overall employment in the sample units has increased at the rate of 23 per cent from the initial year of establishment. Apart from a change in the income level of the entrepreneurs the enterprise may also affect other members of the society, it is found that 67 per cent of the entrepreneurs agreed that their standard of living have improved. In the study district, it is also found that 63 per cent of the entrepreneurs have developed their leadership skills through various training programmes on motivation and are able to approach financial institutions without hesitation. From the study it is found that 59 per cent of the respondents have upgraded themselves technically with the support of technically skilled trainers. The study also revealed that 52 per cent of respondents could efficiently allocate available resources. It is found that from the randomly selected respondents, 30 per cent were women. Out of them, 71% have successfully established their small enterprises and earn their livelihood. In the study district, it is found that only 13 per cent of the respondents have come to know about the programmes through print media. Others have joined the trainings when they came to know about the same from friends and relatives.

**Deka and Batra (2016)**, conducted a study entitled "The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study" To understand through the review of literature the effect of "Make in India" initiative on employability, to analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India. The study is based on review of Secondary Data. The data has been collected by accessing various libraries, emerald and government portals of "Make in India", Skill India etc. The study revealed how "Make in India" can generate job opportunities in India with new Industrial skill requirement. The study find out the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development. To make "Make in India" project successful, youth of the nation should be empowered with formal education, technical and vocational training to meet the Industrial requirement as per global standards.

**Pandey (2016)**, conducted a study on "Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India" the objectives of the paper were to study policies framed for skill development and identifying the gap between the government and private programmes, discuss on the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship. It also discuss about the role of bringing the higher education system under the umbrella of National Skill Development Corporation, University Grants Commission and Make in India. The study concluded that private sector plays a major role in overcoming the gaps in Government policies. However, their motive is to expand and scale up their very own enterprises. Thus, their process of skill development may vary. There is a lack of innovation in Skill development programmes. Almost all courses and curriculums are catering to industrial needs. It is the time when at one side employment opportunities are being created in industries, on the other hand climate and environment is severely getting affected by fast industrialization, besides other factors. Therefore, skill development programs must be framed innovatively such that there is environment protection, optimal utilization of bio-waste and earning of livelihood can happen, all at same time. There is a strong need of trained trainers at different levels who can serve full time in the institutes to provide full attention to the registered candidates. There are plenty of Government Schemes but most of them are in collaboration with private sources, or indirectly benefitting enterprises. More than 20 Ministries/Departments run 70 plus schemes for skill development in the country. However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector.

**Chavda and Trivedi (2015)**, conducted a study on "Impact of Age on Skills Development in Different Groups of Students The objectives of the study were to study the impact of age on skills development in different groups of students, to study the effect of gender on the development of skills, to make aware the students about their skills, to aware the students about the key role of life skills in personality development. In the present study, Walker's Life Skills Test (2009) was used. This test measures four types of life skills (1) Social etiquettes (2) Communication (3) Self-esteem and (4) Hygiene. 150 students were selected randomly from schools and colleges of Ahmedabad city. Age wise students were divided in three groups namely A, B, and C. Group "A" consisting of students having age of 11 to 13 years, in group "B" age of 14 to 17 years and in group "C" age of 18 to 20 years. Group A1, B1 and C1 is for boys and group A2, B2 and C2 is for girls. Each group is of 50 students (25 boys and 25 girls in each group)."t" test was used to analyze the data statistically. The study concluded that Group A (11-13 Years), B (14-17 Years) and C (18-20Years) are different age groups. The result shows that B group has better Skills Development than group A and C group is better than B. It means C group is better than group A and B. This difference is only due to age

and maturity. Age is a major affecting factor for skills development. There is no significant difference found between Boys and Girls considering all age groups together. Thus, the main object of our research work is proved. Age and maturity are the only important factors for skills development.

**Amandeep (2015)**, conducted a study on "Skill Development in Higher Education: Trends and Issue" studied the present scenario of India on skill and education, examine opportunities available to learners, and suggested the future prospects of skill development. Comparing the percentage of employers experiencing in filling job vacancies world-wide India rank on 7<sup>th</sup> position facing major difficulty in the field of Accounting & Finance Staff, IT Personnel, Secretaries, PAs, Receptionists, Admin Asst. & Office Support Staff, Teachers, Engineers, Marketing / Public Relations / Communications Staff Sales Managers, Management / Executive Legal Staff, Researchers. Although there was increase in the number of universities but with the widened gap lead to introduction of skill development programme. Target are divided among various sectors with private partnership skill programmes are introduced with emphasis on quality & affordability of education.

**Misra (2015)**, conducted a study on "Skill Development: A Way to Leverage the Demographic Dividend in India". The objectives of the skill development mission were to upgrade skill, provide knowledge and recognized qualification to get the access of global labor market and increase the productivity in organized and unorganized sector and understand the present skill development policy initiatives in India and find out the ways and means to produce world-class skilled manpower domestically through effective use of skill development schemes of Government of India. Primary data was collected through personal interview with government officials and training providers. Secondary data collected through government policy documents, schemes, case studies, research papers & documents of various international agencies like International Labour Organization (ILO), World Bank (WB) and Organization for Economic Cooperation and Development (OECD). It is concluded that India is in demographic phase and is in position to reap the benefits of the demographic dividend by providing trained manpower to fulfill the global and domestic need for skilled manpower, the Government of India had initiated National Policy on Skill Development, to facilitate its target of imparting requisite skills training to 500 million people by 2022. However, on the other hand, there are lots of challenges in the way of achieving target such as quality of training, standardization of curriculum, recognition of course globally etc. India has lot to work on policies for the skill development and put efforts for effective implementation of these schemes. The adoption of a much more robust approach is essential for putting in place a quality skill education and training framework in the country. It is proved that existing skill development policy should be modified in accordance with the need of the industry and global market. By establishment of Skill Development University in every state will fulfill the need of academic curriculum design, assessment and certification as per the global standard. Private participation will be more appropriate in infrastructure development and training to the participants. Target to train 500 million people by 2022 can be

achieved through effective use of schemes by proposed restructuring of Skill Development Mission.

**Kanchan and Sakshi (2015)**, conducted the study on "Skill development initiatives and strategies in India". The objectives of the study were to understand the status, challenges and the skill development initiatives and strategies and its impact in India. The data were collected from secondary sources like journals, magazines, articles and media reports. The study found that 80% of the workforce in India (rural and urban) doesn't possess any identifiable and marketable skills. Therefore, the study suggest that bridging this gap through various skill development initiatives could make India the global hub for skilled manpower, and also result in a surplus of skilled manpower of approximately 47 million 2020, Federation of Indian Chamber of Commerce and Industry (FICCI).

**Abhishek and Aditya (2015)**, conducted an evaluative study on "Skill Development Programmes: A Project Management Perspective". The objectives of the study were to analyze the challenges of implementing skill development programme and dropouts' data and subsequently evaluate the existing model of a skill training, development and placement programme. The study is based on analysis of secondary data obtained from public domains, as well as private confidential data obtained from the parent organization, Infrastructure Leasing & Financial Services (IL&FS) Skills after mutual consent to use it for academic purposes. The study revealed that the major challenge faced by the government in implementing the skill development programs in India is mobilizing adequate funding so as to support the existing skill development projects. Of the 12 million people joining workforce every year, the unskilled workforce accounts for the major chunk of this section. It is therefore, necessary that a bottom up the pyramid approach be taken into consideration as they form a major part of the skilling capacity. It also found that there exists very strong gender bias in the enrolment of skill development courses and the streams have been historically associated with a gender, hence marring the talent based on merit. The solution lies with NGOs and Panchayats to inform women and their families regarding Vocational Educational Training (VET), and help existing women candidates organize into self-help groups.

**Kaptan (2014)**, conducted a study on "Skill Development and Capacity Building-Role of education Institution" the study discussed about the importance, role, and need of skill development and capacity building programme as the principal purpose of education. Paper discussed about the suitability of education to meet the requirement of industry and labour market, improving the quality and competency of labour through skill development programme as conventional education system lack synergy between industries and institutions. Paper finally concluded that there is a strong need of capacity building & skill development programmes and there should be strong active participation of educational institution to accomplish the mission.

**Bhiwa (2014,)** conducted the study on "Skill Development-an engine of economic growth" found that although India had

acquired the membership of G20 countries still our human development index is low and requires a huge intervention and initiatives from the government. Our expenditure on education share 3.4 of GDP in comparison of other countries like Thailand which share 7.6 share of Gross Domestic Production (GDP) is very low (in the year 2014). India's world population share is 17.6 % having the largest number of working age group providing an opportunity to achieve inclusion and productivity through investing in education and enhancing the technical skill, soft skill and industry knowledge of Indian youth. Government has taken initiative like launch of National Skill Development Council, National Knowledge Commission, etc. to promote skill development programs in various sectors.

**Kapur (2014)**, conducted a study on "Skills Development in India" analyzed the concept of skill development in India and explored the programs and policies that have been initiated for this purpose. She identified that various programs and policies, educational and training centers have been established to facilitate skill development in India. In India, rural masses are still in a backward condition, steps therefore, have been implemented to develop skills amongst them for the purpose of obtaining self-sufficiency in resource utilization, governance and leadership. In urban and rural areas, various training centers have been established to impart skill development activities to the individuals such as literacy skills, which mainly consists of three 'R's, reading, writing and arithmetic; computer skills, artisan skills, production, manufacturing and so forth. Skill development always leads to progress of the individual and the kinds of skills and knowledge that he acquires may not be applicable immediately but it always proves to be beneficial in the long run.

**India Skill Report (2014)**, revealed the underachieved status of skilled labours in India it judge that if we continue in the current pace in skill training, we would have a skill gap of 75-80% across Industrial sectors in India. There will be huge human resource in the country but without sharpen hand and head which corporate do not require, and jobs for which the right fit is not available. The economic impact of this brutal cycle is something one can estimate, but the social impact of having a powerhouse of educated yet frustrated youth who are directionless with no jobs in hand is unimaginable.

**Raina (2013)**, conducted a study on "Skilling Initiative for Undergraduate students at the Entry Level: A Case study" A primary study was conducted through feedback analysis to study about skilling attempts in an undergraduate college to bridge skill gaps. The study discussed about how education and skill development are integral part of the growth process and highlights the importance of skilling initiatives at the undergraduate level as an attempt to bridge skill gaps and shaping the mindset of demographic dividend at the entry level. The six parameters soft skills, wellness, dance, general awareness, orientation day 1 and orientation day 2 was analyzed on relevance, enjoyment and information. The study concluded that efforts need to be made on transforming the system from present model of education to developmental education integrating it with the market need and opportunities.

**Okada (2012)**, conducted a study on "Skills Development for Youth in India: Challenges and Opportunities" the paper

discussed about the education and employment of Indian youth. It also discussed about challenges in skill development. It describes about the ample of educational opportunities but the problem of drop out leads to unskilled youth. Paper concluded that to avail the benefit of demographic dividend government of India should ensure that skill development mission should be success and identified an enormous skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. For more than a half century, well-institutionalized public vocational education and training systems have been in place both within and outside the formal education system. But they are not large enough to accommodate many school graduates, and they have not been able to provide young people with the vocational skills that industries need. Thus, youths' access to vocational training continues to be limited. However, the Indian government has recently embarked on a drastic reform of its training policy, intensifying its efforts to increase the number of skilled workers. It has formulated National Skills Development Policy and National Manufacturing Policy; set up a new institutional framework to accelerate and coordinate skills development efforts, and developed the National Vocational Education Qualification Framework (NCEQF). Training institutes now have more autonomy and private-sector involvement, and have improved their governance and curriculum. These changes are too recent to examine the effects on training outcomes. But it will be interesting to see how these reforms improve access to and demand for vocational training among youths as well as the outcomes of training.

**Saleem and Shahid (2011)**, conducted a study on "Degree of influence of training and development on employee's behavior". The result revealed that the purpose of training and development is pervasive. Training and development builds a team of highly effective and efficient way. Employees who are trained regularly are well motivated, well-mannered and have enhanced confidence and self-esteem. Training and development prepare and enhance employee's knowledge and skills to enable them so that they adapt to new technology, the changes that happened inside the organization and the working environment. Training and development also creates a pool of employees and chances for promotion or to replace employees who have left the organization. This study highlights that training and development of an employee, plays an important role and higher authorities of these different sectors give feedback that all employees should be given opportunities of training and development that lead to organizational efficiency and growth.

**Punia (2002)**, has conducted a survey on "Training needs identification in Indian organizations". The questionnaire contains various groups of statements as job satisfaction. Organizational climate, Empowerment, work planning, leadership Team building, communicating and effectiveness of existing Training programmes. The objectives of this study are to determine the Training needs for individuals, staff, supervisors, executives, group and organizations. As per the results of the study through the nature of Training needs of employees is almost similar yet the content required and the way of disseminating may vary as per the cadres of the

employees. Moreover the Training needs of staff are more of technical nature and those of supervisors and executives are Behavioural ones.

**Brown (2001)**, conducted a study on "Return on investment in Training". The result reveals that training and development efforts are big business in the United States, with the amount of money spent increasing every year. However, changes in the economy and declining profit margins are prompting many businesses to question the value of their training investments. Do businesses benefit from their expenditures on employee training or are they merely preparing their workers for jobs elsewhere? When workers bear the costs of such training, do they realize personal benefits or does the employer reap the only rewards? This study examines myths and misconceptions about who pays and who reaps the Return on Investment (ROI) in training. Investments in Training are assumed to have positive returns.

From the literature it is very clear that there is urgent requirement of focusing on the education enhancement and skill development youth to make them employable. It is a high time to get benefitted from our demographic quotient, a crucial time to invest in the training and development opportunities in every sector and level. Employment generation is the one issue other than that employability and productivity is another issue. As per the India Skill report 2015 only, 37.22 % of surveyed people were found employable. India ranked last among 60 countries on labor productivity (World Competitiveness Yearbook, 2012). CII (2009) had projected Incremental Human Resource Requirement till 2022 at 201 million. Currently about 26 million people enter the working age group every year with about 65% of them looking for jobs. Age is a major affecting factor for skills development. There is no significant difference found between Boys and Girls considering all age groups together. Age and maturity are the only important factors for skills development. To make "Make in India" project successful, youth of the nation should be empowered with formal education, technical and vocational training to meet the Industrial requirement as per global standards.

### 9. Challenges to skill development in India

From the review of literature it is obvious that the challenges to skill development in India are rampant and some need immediate actions. The skill development programmes have noted that if youth are properly skilled they can contribute to economic growth. However, there are many challenges to

get the objectives of skill India fulfilled, some of them are as under:

- ❖ Student's mobilization to get trained has been a major concern due to traditional mindset, low willingness to migrate, low salaries at entry level.
- ❖ The employer does not distinguish whether an employ has picked up skills on the job or he/she has acquired them through formal training.
- ❖ Scaling up aspirations to current jobs as well as getting the right kind of training partners and effective stakeholder's management are to be taken into consideration.
- ❖ Wages are linked with categorization of skilled, semi-skilled or unskilled, but these have to be aligned with skill levels defined as per National Skill Qualification Framework. (NSQF)

### 10. Conclusion

There is more need of government intervention and policies to encourage these kind of courses in various sectors and raise the employability through various short term, long term and vocational courses. Although the need for skill development initiative is understood and realized by many sectors still there are few sectors where awareness needs to be created. Also ministry of skill development and entrepreneurship, National skill development council and sector skill councils are formulated still more work is to be done on identification of employability attributes, design and modify curricular course to cater the demand of the sector. The age group available to Indian economy is more influenced toward the learning traditional concept, if skilled can contribute to make the economy stronger instead of becoming the liability. The skill development will raise the efficiency level of the work force and raise the employability of youth, who otherwise feel alienated after being educated but not getting a job to earn. Skill development will also help the country to raise Gross Enrolment Ratio (GER) at various levels of educations from elementary to higher education because the parents and their children would find a meaning in education due to employability. It has been seen in the Indian context that when a child remains at his home without a job despite being educated formally, the parents feel education as a meaningless entity. Due to skill development the parents will decidedly want their wards in educational institutions because finally what matters for a parent is to earn a living and live life with dignity and honor.

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