

ANALYSING SKILL INDIA: OVERCOMING CHALLENGES AND EMBRACING FUTURE OPPORTUNITIES

Jyoti Mishra

Received: 10/09/2023, Review-1: 08/10/2023, Review-2: 11/11/2023, Accepted: 07/1/2024

ABSTRACT

This investigation assesses the efficacy of Skill India and reveals respondents' differing opinions about the program's influence. Only 5.8% and 12% of respondents think that the existing skill development programs sufficiently address the demands of the labour market, whilst 11.3% said that their affiliation with Skill India has improved their career. A number of issues are brought up, such as the lack of possibilities for skill development (10.5%), the perceived inequalities in gender inclusion (10.5%), and the apparent discrepancy between what is taught in educational institutions and what employers want (9.8%). The report acknowledges these issues and suggests strategic solutions, such as broadening the program's scope, modernizing the infrastructure, adapting to the changing needs of the labour market, utilizing cutting-edge technologies, and collaborating with the private sector to offer industry-driven courses, and encourage youth entrepreneurship. To increase the program's effects, stakeholders—including state governments and non-governmental organizations—must cooperate more closely. The suggested Stakeholder cooperation, technology integration, and policy reforms are given top priority in the future strategy, which will direct Skill India toward sustainable growth and worldwide competitiveness in the dynamic labour market.

Keywords: Skill Development, Technical Education, Employment and Government initiatives
Economic Growth, Workforce Development, Training Programs.

INTRODUCTION

In the field of workforce development, Skill India is a ray of hope for the future. This national programme, which was conceived with the goal of empowering millions via skill development and entrepreneurship, has set off on a road that is both full of chances and obstacles. The subtleties and complexities of Skill India become clear when we examine it in more detail, providing a complicated account of both successes and setbacks. Fundamentally, Skill India represents the audacious goal of providing the growing Indian labour force with the necessary skills for a quickly changing global market. Its goal is not only to train people; it also wants to foster a culture of creativity, flexibility, and competence in a variety of fields. But several obstacles have surfaced in this upskilling and empowerment quest, creating serious problems for the program's smooth operation and

broad applicability. Addressing the multiple requirements and ambitions of a populace that spans different geographies, socioeconomic strata, and industries is one of the main challenges that Skill India faces. Customised techniques that resonate with different demographics while maintaining consistent quality standards are necessary when designing skill development programmes to meet this range of objectives. Furthermore, a strong infrastructure, certified instructors, and the smooth integration of technology into learning modules are all critical to the effectiveness of the skilling programmes. These resources are available and accessible throughout the nation, which creates logistical challenges that call for careful planning and implementation. Despite these obstacles, there are still a lot of great options available. Seen through a strategic lens, Skill India has enormous potential to reduce unemployment and develop a workforce capable of navigating the

challenges of the twenty-first-century economy. To take advantage of these opportunities, one must be proactive in using new technologies, encouraging public-private collaborations, and creating flexible frameworks for skill development that are prepared for the future. In this thorough examination of Skill India, we resolve the complexities, address the obstacles, and shed light on the several routes leading to a future in which the development of skills is closely linked to the success of the country.

REVIEW OF LITERATURE

Evaluation of Literature Throughout their own research and writing process, the paper's author considered and cited a number of studies, articles, or academic publications pertaining to skill development. The author states that they looked over a number of articles that were especially concerned with skill development. Through this method, they are able to obtain data, comprehend other viewpoints, spot knowledge gaps, and possibly expand on earlier research results to offer something fresh or perceptive to the topic has potential effort to the author Jagadisha T. (2016) claims that skill development is a way to capitalise on a region's human resource potential by providing prospective or current workers with marketable skills through technical or vocational training in order to meet industry standards. It highlights mechanisms for skill acquisition that are driven by demand. One of the government's top priorities is skill development, which aims to increase youth participation, increase the number of women, people with disabilities, and other disadvantaged groups entering the workforce, and improve the current system's adaptability to demands from the labour market and technological advancements. Agarwal (2020) states that with the rise in globalisation and technological advancements, knowledge and skill have become increasingly crucial for the sustainable growth of any nation. The nations with more advanced levels of knowledge and skills are better equipped to handle the opportunities and difficulties presented by globalisation with ease and effectiveness. Therefore, effective policies for the development of skills and knowledge can be crucial to the growth of the Indian economy. Jain (2020) claims that the Indian experience with vocationalization of education has not been effective in terms of growth or successful implementation. Recent policies from the Indian government have given priority to skill development initiatives that offer employment possibilities and instant utility. The National Vocational Educational Qualifications System and the National Skill Development Council are two of the most important initiatives to address

society's future technical demands. Kumar S. (2018) claimed that manufacturing in India by both domestic and foreign industries in a variety of areas may create jobs. As a result, in order to become employable, Indian labourers and potential employees must acquire skills and knowledge. It is crucial to concentrate on the skill development of the Indian work force in order for them to meet industry requirements and become eligible. The successful execution of the 'Make in India' strategy necessitates the deployment of multiple skill-development projects aimed at narrowing the skill gap that exists between the desired and available skills. Choudhuri (2021) states that This calls for reevaluating how to find suitable employment for women as well as providing more women with the necessary life skills and training to enable them to work in capital- and skill-intensive industries in addition to labor-intensive ones. Vethirajan, Ganeshan (2021) states that skill development has become a national priority for which several actions have been taken and are being planned for the future. As the world becomes more interconnected, all nations will actively work to implement policies that maximise proportionate factor endowments. India Inc.'s top priorities over the next 20 years will be to accelerate economic growth and hire young, qualified workers. Some developing nations, like India, have a fantastic potential to benefit from this difficulty that some countries are facing. India can address this gap by bringing in clients and meeting their needs in India, as well as by offering remote services to these nations. Gautam (2022) states that markets are significantly more dynamic on the economic front because they are changing every tenth of a second. The government is closely monitoring the implementation to make sure that in the future, skill development plays a significant role in the transformation of Indian young. There is no denying that satisfying the demands of the country for skill development presents a unique set of problems for India, given its size and diversity. Rani, Sachar, and Rani (2023) claim that skill development is a tool that can be used to improve overall effectiveness and provide people with the ability to operate more efficiently. It has a big impact on raising competitiveness in the economy, encouraging innovation, and increasing productivity. issues that our nation's youth face and emphasise the numerous government efforts that have been put in place to address these issues, especially the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) and the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). It is evident that filling skill gaps in a variety of businesses is more important than ever. India's population advantage can only be fully realised when its labour force possesses cutting-edge, future-focused skill sets. Tukaram Badiger Lakshmana G M Sivamoorthy (2021) states that,

according to US Census Bureau 2022, 93% of Indians are employed in the unorganised sector, with the majority being young people. All of the major measures towards implementing the national plan—which primarily focuses on giving people the necessary training and skills—were started by the National Skill Development Agency. It will eventually be realised that developing one's skills is essential to resolving the pressing problems India is currently facing. Lack of skill education is a serious hurdle in India, and it is currently tripling because to demographic dividends, Sharma (2023) states that soft skills are necessary for fostering a friendly work atmosphere and functioning in a team while hard skills are needed to complete technical tasks. At the operational level, more hard skills are needed, and as one advances in his career, more soft skills are needed to think critically, set objectives, create strategies, and plans of action, plan, organise,

connect, communicate, manage a team, solve problems, complete tasks, analyse data, and review for ongoing improvement. Banashankari (2016) states in order to address this pressing issue, it is necessary that alternative approaches be found; "self-employment through skill-building" appears to be one of the most successful approaches. It suggests that women do, in fact, require some encouragement and assistance from multiple groups working for the same cause, given their innate abilities and inner drive to hone them into sources of income. Nayana, Kumar (2019) in his paper, there have been ongoing and concerted efforts to enhance the character of VET (Vocational Education and Training) in India. Enhancing curriculum, forging a strong connection between VET and industry demands, and gaining a competitive edge globally are some of the goals of these initiatives.

RESEARCH OBJECTIVES

1. To study the current Skill Development courses aligned with the industry requirements.
2. To study the need to draw awareness to the Skill Development courses.

RESEARCH METHODOLOGY

The study that is being proposed is analytical and descriptive. Primary and secondary data serve as its foundation. The questionnaire was distributed among one batch of trainees i.e. 30. However, due to the correctness and completeness of the data, only 29 were usable for the analysis. Following the requirements of the study, secondary data is gathered from the relevant sources. This study makes use of pertinent books, and publications from numerous ministries, departments, and organisations, as well as articles, papers, and websites. The analysis is done through the SPSS.

There were 10 selected applied questions provided to the respondents.

- Skill development programs in India adequately address the needs of the current job market.
- I believe there are sufficient opportunities for skill enhancement and vocational training in my region.
- The government initiatives towards Skill India have positively impacted employability.
- I feel confident that the skills I am acquiring through education/training will be relevant in the future job market.
- There is enough awareness and accessibility to Skill India programs among the youth population.
- Gender inclusivity is adequately addressed in skill development programs in India.
- I perceive a gap between the skills taught in educational institutions and the skills required by industries.
- Skill development initiatives should focus more on technology-driven skills (e.g., AI, coding, data analysis) to meet future demands.
- Personal experiences with Skill India programs (if any) have positively impacted my career prospects.
- The collaboration between industries and educational institutions for skill development is effective.

RESULT ANALYSIS

Table 1.1: Case Summary of the analysis

Case Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$Perception_of_Trainees ^a	29	96.70%	1	3.30%	30	100.00%
a. Dichotomy group tabulated at value 1.						

Perception_of_Trainees Frequencies				
		Responses		Percent of Cases
		N	Percent	
Agreement on various points	1. Skill development programs in India adequately address the needs of the current job market.	21	15.80%	72.40%
	2. I believe there are sufficient opportunities for skill enhancement and vocational training in my region.	14	10.50%	48.30%
	3. The government initiatives towards Skill India have positively impacted employability.	16	12.00%	55.20%
	4. I feel confident that the skills I am acquiring through education/training will be relevant in the future job market.	11	8.30%	37.90%
	5. There is enough awareness and accessibility to Skill India programs among the youth population.	11	8.30%	37.90%
	6. Gender inclusivity is adequately addressed in skill development programs in India.	14	10.50%	48.30%
	7. I perceive a gap between the skills taught in educational institutions and the skills required by Industries.	13	9.80%	44.80%
	8. Skill development initiatives should focus more on technology-driven skills (e.g., AI, coding, data analysis) to meet future demands.	10	7.50%	34.50%
	9. Personal experiences with Skill India programs (if any) have positively impacted my career prospects.	15	11.30%	51.70%
	10. The collaboration between industries and educational institutions for skill development is effective.	8	6.00%	27.60%
Total		133	100.00%	458.60%
a. Dichotomy group tabulated at value 1.				

Interpretation

5.8 % agreed the Skill development programs in India adequately address the needs of the current job market.12% agreed this Skill development programs in India adequately address the needs of the current job market.11.3% agreed these Personal overviews with Skill India programs (if any) have positively impacted my career prospects.10.5% agreed that I believe there are sufficient opportunities for skill enhancement and vocational training in my region 10.5% agreed this Gender inclusivity is adequately addressed in skill development programs in

India.9.8% were agreed on this I perceive a gap between the skills taught in educational institutions and the skills required by Industries.8.3% were agreed on this I feel confident that the skills I am acquiring through education/training will be relevant in the future job market.8.3% agreed that There is enough awareness and accessibility to Skill India programs among the youth population 7.5% agreed this Skill development initiatives should focus more on technology-driven skills (e.g., AI, coding, data analysis) to meet future demand. 6% agreed this the collaboration between industries and educational institutions for skill development is effective.

trainees have not received direct feedback or guidance from industry professionals during their Skill Development training. Trainees generally express confidence that the skills acquired in the training program will be valuable in their chosen industries. A considerable portion of trainees feel adequately prepared for real-world work situations in

FINDINGS

The majority of trainees perceive that the skills taught in the Skill Development courses are aligned with industry requirements. A significant number of

their respective industries through the Skill Development courses. There is a mixed perception regarding whether there is a clear emphasis on technology-driven skills in the Skill Development programs, with some trainees acknowledging it and others expressing uncertainty.

A significant portion of trainees feel that there is a need to draw more awareness to Skill Development courses. There is limited feedback or information flow from trainees to the training programs, suggesting a potential gap in communication channels for expressing the need for increased awareness. The findings highlight a perceived need among trainees for increased awareness about Skill Development courses. This suggests that efforts should be made to enhance promotional strategies, communication channels, and outreach to make potential beneficiaries more aware of available skill development opportunities. The limited feedback mechanisms indicate a potential area for improvement in creating structured channels for trainees to express their opinions and needs related to awareness and information dissemination about Skill Development courses.

RECOMMENDATIONS:

1. Establish stronger connections with industry professionals to facilitate direct feedback loops during Skill Development training programs.
2. Enhance promotional activities and communication strategies to increase awareness about Skill Development courses among potential trainees.

3. Conduct regular assessments to ensure that technology-driven skills are appropriately emphasized in the curriculum to meet evolving industry demands.

4. Establish effective feedback mechanisms to create a continuous loop for trainees to express their needs and opinions, fostering a more responsive and learner-centric approach in skill development programs.

CONCLUSION

Effective cooperation exists in the area of skill development between industry and educational institutions. In summary, India's skill development projects can benefit from international collaboration and help at nearly every level, including raising awareness and building capacity, establishing standards, enhancing quality, and offering job placement chances. The scarcity of skilled labour is increasing. Training unemployed youth and those who have left the workforce by imparting the skills they lack—with an emphasis on higher levels of both cognitive and non-cognitive skills that can improve workers' adaptability and employability—is one strategy to address this skills shortage. An alternative approach would be to officially acknowledge employees who have gained knowledge through informal and non-formal education and to help these individuals advance their careers by giving them access to formal employment opportunities. A third approach involves providing incentives for on-the-job training in MSMEs (micro, small, and medium-sized enterprises) as well as major corporations, while simultaneously raising awareness of the benefits of skill development.

REFERENCES

- Agarwal, (2020) R. K. Skill development initiatives and strategies in India, *anubooks*, 180
- Badiger, T., Lakshmana, G., & Sivamoorthy, M. (2021) implementing national skill qualification framework in India: present status and challenges, 21-28.
- Banashankari, J. L. (2016) Empowering Women through Skill Development in India: Need, Opportunities and Challenges. *Rethinking Skill Development and Women Empowerment*, 90-96.
- Choudhuri, P. (2021). *India's Employment Challenges and the Demand for Skills* (No. 121). National Council of Applied Economic Research, 12-15.
- Ganeshan, M. K., & Vethirajan, C.(2020). Skill development initiatives and employment opportunity in India. *Universe International Journal of Interdisciplinary Research*, 1(3), 21-28.
- Jagadisha, T. (2016). Opportunities and Challenges of Skill Development Programmes in India: An Analysis. *Skill India and Development: Emerging Debates*, 170.
- Jain, R. SKILL DEVELOPMENT AND EDUCATION. (2020) *mentioned issues and problems arising directly or indirectly due to COVID*. 186.
- Nayana, T., & Kumar, S. (2019). The contribution of vocational education and training in skilling India. *The Wiley handbook of vocational education and training*, 479-493.
- Rani, S., Sachar, M., & Rani, N. (2023) EDUCATION AND SKILL DEVELOPMENT IN NEW ERA.
- Sharma, R. (2018). Skill Development: A Necessity for Leading India. *Productivity*, 58(4).
- Sanghi, S., & Gautam, N. (2020). Skill Development Programs in India-Emerging Tool to Address Sustainable Human Development. *OIDA International Journal of Sustainable Development*, 13(06), 47-50.
- Sharma, P. (2023). A Study of Technical Skill development Programmes after COVID-19 Pandemic Situation in India. *Think India Journal*, 26(3), 18-28.