

# Issues and Perspectives of Skill India: An Overview

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## Abstract



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This paper attempts to study the skills development program and its benefits for youth and how it contributes to higher economic growth. The Department of Skills Development and Entrepreneurship was established in November 2014 to implement the 'Skill India' agenda in a 'Mission Mode' to transform existing skills training programs and integrate the scale and quality of skills efforts at a faster pace. The department, therefore, intends to launch the National Skill Development Mission. The programs seek to create and implement a Skills Development Framework, which provides lifelong learning opportunities. These include the inclusion of skills in the school curriculum, providing short-term and long-term skills training opportunities by providing meaningful work and demonstrating career progression that meets the goals of learners. The mission of the program is to accelerate India's skills development efforts, by building and completing the implementation framework, which aligns the needs of employers with well-trained workers and the aspirations of Indian citizens for sustainable livelihoods. It has various aspects such as education, health, migration, skills training and (Information Technology) development of vocational training and skills development are among them. Art training and knowledge of various skills improve productivity and productivity improves the efficiency of staff. The paper focuses on the role that skills development should play in the future in increasing job and business opportunities among Indian youth.

**Keywords** Employment, Skills Development Programs, Economic Growth & Development, Youth.

**Introduction** Human resources are an important determinant of economic growth and development for any nation. Emphasis is placed on developing the youth in such a way that they could find employment and develop businesses. On receiving training, support, and guidance in all aspects of the traditional profession such as carpenters, welders, metalworkers, nurses, tailors, weavers, etc. Much emphasis will be placed on new areas such as real estate, construction, transportation, textiles, paint industries, jewelry design, banking, tourism, and various other sectors, where skills development is inadequate or ineffective. The tailored programs will be rolled out to specific age groups such as language and communication skills and life and critical thinking skills, personality development skills, management skills, behavioral skills, including employment skills. The programs create lifelong learning opportunities and provide short-term and long-term skills training opportunities for meaningful work and career progression to meet the goals of learners. With this new approach to skills development, India can definitely advance its intended outcomes. Qualification and the current job training framework require the second phase of secondary education as a compulsion that prevents a large number of less educated or uneducated workers from entering the formal training program.

The study and research work was carried between July, 2020 and August, 2021 with the help of personal resources and online consultations because of the restrictions placed owing to Covid-19.

### Objective of the Study

The main objectives of the study are as follows:

1. To determine the impact of the skills development program on economic growth.
2. To recognize the impact of the skills development program on performance.
3. To understand the skills development issues in India.
4. To analyze the impact of skills development programs on the Indian economy.

**Review of Literature**

“The Role of HR and Financial Services in Making the "Make in India" Campaign a Success” by Samridhi Goyal *et al* in *IOSR-JBM*, Vol. 17, Issue 2 Feb. 2015, focuses on the important role of HR and financial services in the growth and implementation of this campaign. To understand the Skill Development Program, one has to look up to the Skill Development Model of India. Besides, the skills development model of China, Brazil and Singapore may be studied to gain an international perspective in respect of skills development. China and Brazil can be selected for research as they are part of the BRICS countries as well the emerging world economy like India. Singapore ranked as the second most talented country in the world in the year 2015-16. Therefore, to understand the most talented country model, the Vocational Schemes of Singapore and their Technical Education Model have been studied. They also show the pros and cons of the system in carrying out the Indian projects and discussing the government’s efforts in relation to it.

**Hazarika (2016)** has taken up the issue of skills development in the rural areas in his research paper titled “Skill Development for Rural Entrepreneurship: A Study on State Institute of Rural Development (SIRD), Assam” and considered the scope and impact of training on entrepreneurship in the rural areas. Besides, it proposes ways to promote business development through institutional funding in rural areas.

**Prasad and Purohit (2017)** in their paper titled “Skill Development, Employability and Entrepreneurship through Make in India: A Study” present comprehensive literature review and the impact of the Make in India Program on employment, with a view to understanding the current state of skills development in India.

**Ansari and Khan (2018)** conducted a study on this subject in their paper titled “The Role of Education and Skills Development to Promote Employment in India”. They analyzed and highlighted the current state of education in terms of skills development and made specific recommendations based on research observations and analysis.

**Raina Neelofar (2019)** conducted extensive research on skill development in her paper titled “Skilling Initiative for Undergraduate students at the entry level: A Case study” n carried response analysis to study undergraduate college skills to fill skills gaps. The six parameters of soft skills, well-being, dance, general awareness, focus day 1 and practice day 2 were evaluated for quantity, pleasure, and detail. The study concluded that efforts are needed to transform the system from the current state of education to development of education to suit the needs and opportunities of the market. These offer insights and understanding of the problems at hand and pave the way for carrying out elaborate analysis and creating fresh perspectives.

**Hypothesis**

The researcher presumes that skilled and trained workforce is an important asset of any country as it ensures substantive employment, associates people to constructive organizations, gives pace to economic development and creates an environment of peace and prosperity. Skill development has attracted the attention of the government and special schemes for skill development have been launched under the “Skill India Mission” programme. The seeks to evaluate the performance of and achievements secured under the nation-wide “Skill India” programme and offer suggestion for further improvement, which will offer proper direction to society and nation.

**Methodology**

This paper is an experimental research based on a secondary source of data from magazines, articles and official websites. The data have also been collected from reference books, encyclopedias, relevant books and journals, online materials and other appropriate and applicable sources to find answers to research problems, to test the hypothesis, and evaluate the outcome.

**Analysis and Discussion Initiative for Skill Development**

Skill and knowledge are the driving force behind the economic growth and social development of any country. India currently faces a shortage of well-trained, skilled workers. It is estimated that only 2.3% of workers in India have received formal training as compared to 68% in the UK, 75% in Germany, 52% in the USA, 80% in Japan and 96% in South Korea. The vast majority of educated workers have little or no job skills, and are, therefore, less efficient. India, therefore, must focus on intensifying skill training efforts to meet the needs of employers and drive economic growth. India is one of the smallest countries in the world, with a population of over 54 % of all under the age of 25 and over 62% of the working age population (15-29). The benefits of the human profile look more speculative than real due to the quantity and quality gap in terms of skilled workers in India. It is estimated that India will meet the demand for 500 million skilled workers by 2022. However, India still faces difficulties in the provision of skilled workers as currently only 2% of all workers in India have received skills training. According to the Government of India 93% of employees in the formal or informal sector, are not supported by a formal skills development program. There is no employment skills training offered to young people who can seek employment opportunities through the current education system. Employees in the informal sector are often skilled at random or on the job. The information channels and skills development process are unclear or vague. Indian workers make up the highest number of unskilled workers. The pace at which the economy grows and the expected growth rate vis-a-vis the challenges will only widen the deficit as more than three / 4 new job opportunities are expected to be based on skills. The skill training program serves as a variation in skill acquisition. The nature of skill development in India is the quite complex. The vocational training centers in India are dominated by the public sector. However, the participation of the private sector and excellence in the area of skills development have begun to increase especially in the training of the service sector.

**Development and Its Impact**

According to an official NITI Aayog data, illiteracy involving youth is about 20%. About 30.8 million people in India are between the ages of 15 and 29 not in employment, education or training (NEETs) as reported by the World Bank. The National Skill Development Corporation has trained thousands of youths under the 'Skill India' program, a government-funded scheme. Only less than half of the nominees trained under this program can get jobs during the last two financial years and under the 'Pradhan Mantri Kaushal Vikas Yojana' program, 30.67 lakh workers were trained nationwide until mid-2017. The 'Make in India' project was introduced to create business opportunities, generate jobs, and thus grow the economy. But it is still a long way to go. After Modi's government taking office, about 823,3000 jobs have been created. Only 10% of full-time Indians are provided with education and technical training building a skilled workforce that should be in the global market. The way India's education system should be developed focuses on quality development and skills development so that 'graduate trainees' can be excluded. With the release of the 2018 budget and the budget allocated for skills development, we hope that enough jobs will be created through the construction of any equally capable work that can play a productive role in nation building.

**Issues with Implementation of 'Skill India Mission'**

The current capacity of public and private training institutions is very low-only a million per year. Inadequate training programs are also one of the problems. Some of the major issues are given below:

PMKVY was more focused on short-term skills courses which resulted in fewer placements. There has been more emphasis on this program and, therefore, the same has happened to all the issues related to skills.

1. The report also identifies "major conflicts of interest" in the operation of the National Skill Development Corporation (NSDC).
2. The NSDC was unable to fulfill its mandate of establishing sector skills councils (SSCs) due to a number of instances of serious conflict of interest and misconduct.
3. Another concern that has arisen is that the targets assigned to them are too high and without regard to any sectoral requirements.

Everyone was chasing numbers without providing services to the young men around the sector.

4. There have been concerns about how many of 11.7 billion people in the last five years are actually at work.
5. Unskilled workers are a major challenge in India. India is a country of the villages. Rural youth are not imparted skills.
6. No evolution was performed by PMKVY 2015 (the first version of this program) to determine the results of the program and whether it would have achieved two goals of providing employment to the youth and meeting the skills needs of the industry before launching such a program.

#### **Initiatives Taken by the Government of India**

Vocational training where students are trained on company promises also failed in India due to insufficient private participation and management challenges arising from the devolution of power at all levels of government. MSDE has built highways in a relatively short period of time and key policy processes have been introduced to support the mandate of some of the skills provided below:

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- National Skill Development Corporation (NSDC)
- Pradhan Mantri Yuva Yojana (PMYY)
- Training Internship Postponed to enhance vocational training.

#### **Results**

"Skill India Mission" has been successful to a great extent in transforming the existing status of skill deficit and increasing the employment opportunities for rural and urban workforce. But in India, with a large population and a huge number of young population seeking skill and employment, there is much to be done. It requires measures beyond social, regional and political considerations to work for the enhancement of the skills of our youth to reap demographic dividend and make India a strong economic power in the world.

#### **Conclusion**

Preparing the workplace needed for the future industry is powerful. Therefore, MSDE's focus is to ensure that youths are equipped not only with modern job skills, but also with future jobs. Currently 80% of workers in India do not possess any skills that can be identified and sold. "Skill India" will also take anything but will only do so for a short period of time. According to the world bank, India is one of the few countries in the world where the number of working people will be very high in the next few years, due to the continued growth of the population. As skills development alone is not enough to address the problem of unemployment, there is a need for job creation in those skills. We need to bring industry to the forefront of skills growth rather than creating skills development centers across India. The economy must work together to create jobs and social security systems.

#### **Suggestion**

With this new approach to skills development, India can definitely advance its intended outcomes. The study offers suggestion for improvement in the activities and impact of "Skill India Mission" as follows:

1. To ensure transparency in all aspects of its operation.
2. To provide options from school level to PG level.
3. To make efforts to develop the skills to succeed the Market and industry lead to a greater role in determining subjects, curriculum, and importance and for that the employer should be placed in the driver's seat and the government should act only as a regulator and not as an employer.
4. To make the government show determination to do something and make difficult decisions that can help achieve the dream of 'Skills India'.
5. To establish a University of Skills Development which will provide specialized programs to provide development skills.
6. To ensure that students complete their tertiary education up to secondary level.
7. To utilize public-private partnerships to achieve skills at a faster rate.
8. To increase industry participation in all aspects of skills training - providing mentors from management and providing trainers from the industry.

**Limitations**

The scope of the paper is limited to the study and evaluation of the skill development programme of the government of India and its impact on the current scenario of the availability of skilled workforce and their employment opportunities. The skill development programmes of individual states and other organizations is out of its purview.

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