



## **Initiatives and Programs for Skill Development in India**

Anuj Kumar Narad<sup>1</sup> Prof. (Dr.) R. Shridhar<sup>2</sup>  
<sup>1,2</sup> Kalinga University, Raipur, Chhattisgarh

### **ABSTRACT**

With more than 50% of its population under 30, India is acknowledged as one of the world's youngest countries. According to estimates, India will account for 25% of the world's workforce by 2025 (World Competitiveness Yearbook, 2012). Therefore, in order to maintain the country's competitiveness in the global market, human capital needs to be further developed and empowered. India continues to lag behind other countries in terms of economic advancement because of a number of issues, including inadequate access to healthcare, unemployment, poverty, and illiteracy. The country's economic prosperity is largely dependent on the youth. The majority of young people pursuing education today are severely unemployed as a result of a lack of technical knowledge and skills. The majority of them are ignorant of the advancements occurring in the contemporary globe. The secondary data used in this work was gathered from various research projects (Aya Okada 2012). The study concentrated on the skill-development initiatives put in place in India. The goal of this study is to examine the body of research on skill development programs and how to use India's demographic proportions to their advantage by improving their employability and skill level. The purpose of this literature review is to examine the many steps the Indian government has made, the programs run in collaboration with the public and private sectors, strategies for improving employability skills, obstacles to the program's success, etc. The study also covers the skills that are taught in school programs and the need for additional industry-specific courses. As a result, the article will emphasize the requirements, difficulties, and reach of skill development initiatives.

**Keywords:** - Population, Global market, Healthcare, Skill development, India

### **1. Introduction**

Through enhanced knowledge, abilities, and nationally and internationally recognized credentials, the National Skill Development Initiative will enable everyone to secure employment and maintain India's competitiveness in the global economy. First and foremost, the government has acknowledged the need for skill development, and the 11th Five Year Plan offers a framework for addressing the issue. A National Skill Development Mission was introduced in 2010 after the first National Skill Development Policy was formulated in 2009. The 12th Five Year Plan notes that previous skill development initiatives were primarily managed by the government and did not adequately address market demand. It has demanded the creation of an enabling framework to draw private funding for public-private partnerships in vocational education. The Ministry of Youth Affairs and Sports established a department of skill



development and entrepreneurship in July 2014, and in November of the same year, the department was elevated to the status of full ministry. The ministry's responsibilities include organizing and developing skill development frameworks, mapping out current certifications and skills, creating connections between industry and institutions, etc.

India's economy has steadily advanced into a knowledge-based one because to an abundance of skilled, adaptable, and competent people capital. Because of its youthful labour population, India has enormous potential to carve out a unique place for itself in the globe amid the ever-expanding impact of globalization. The youth of India will determine their own progress if they are given the chance to demonstrate their abilities through skill education. Knowledge and skills are essential for both socioeconomic stability and macroeconomic prosperity. Proficiency that is gained or developed via education or experience is known as skill development. It improves people's capacity to adjust to shifting consumer needs and facilitates the reaping of creative and entrepreneurial opportunities. Any nation's ability to prosper in the long run is largely determined by the number of people employed and their degree of productivity. Competent human capital is necessary for inclusive development (Mahmood Ahmad Khan 2019). Therefore, government interventions are necessary in order to link skill development to broader growth, employment, and development.

## **2. Overview of the Indian National Skill Development Initiative**

- Currently, around 3.1 million people in India can receive skill development annually. India can accommodate 15 million people a year. By 2022, India wants to have produced 500 million skilled people. Consequently, there is a need for skill development programs to have greater capacity and aptitude.
- The skill development efforts aim to promote diversity and lessen disparities across genders, regions, organized and unorganized labor, and modern and traditional workplaces.
- The activities aimed at developing skills facilitate the availability of skilled laborers who can adapt quickly to the evolving needs of the workforce and technological advancements. In addition to fostering brilliance, this policy will satisfy the demands of the information economy.
- The skill development effort prioritizes user choice, accountability, competition among training providers, and outcomes, without making any distinctions between private and public delivery methods.
- <sup>6</sup>Initiatives for skill development promote social development, economic expansion, and the creation of jobs. A skill development policy will be an essential component of all-encompassing labor, social, and economic policies and initiatives. There will be a structure created to facilitate improved coordination between different Ministries, States, businesses, and other interested parties.



### **3. Why is skill development necessary for India?**

- India needs skilled workers because the majority of its young people are unemployed. We cannot afford for them to become victims of drug addiction and other anti-social behaviors if their potential is not realized.
  - The accomplishment of the recently introduced Made in India, Digital India, and Smart Cities missions depends on a competent labor force.
  - Given China's progressive factory closures, growing Chinese salaries and a strengthening Yuan, as well as the country's demographic challenges, India have a chance to emerge as a global manufacturing hub.
- \*India must integrate skills and training with education in order to produce a workforce that meets worldwide standards for quality and productivity if it is to realize this objective.
- In order for college students to have greater employment opportunities, they need certain skills.
  - Given that a sizable portion of the population in the world's main economies is getting older, India has a tremendous chance to service this expanding market.

**4. the Skill Development Initiative's Governance,** The Prime Minister's National Council on Skill Development was established as the highest authority for policy direction and review, with the Prime Minister serving as its chairman. Members include the Ministers of Labor and Employment, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, and Micro, Small, and Medium-Sized Enterprises. The other members are six subject matter experts in the field of skill development, the deputy chairman of the Planning Commission, the chairpersons of the National Manufacturing Competitiveness Council and the National Skill Development Corporation. The Member Secretary to the Council is the Principal Secretary to the Prime Minister.

### **5. The National Coordination Board for Skill Development:**

The Deputy Chairman of the Planning Commission has established the National Skill Development Coordination Board. Members include secretaries of the following ministries: finance, alleviation of poverty, housing and urban poverty, rural development, labor and employment, and human resource development. Three eminent academicians/subject area specialists, the chairperson/chief executive officer of the National Skill Development Corporation, and the secretaries of four states in turn, serving two-year terms, round out the membership. The Planning Commission's secretary serves as the board member secretary.

### **6. National Skill Development Corporation**

According to the Companies Act of 1956, the National Skill Development Corporation is a non-profit organization with a suitable governance framework. The head of the Corporation is a



person of eminence/reputed professional in the field of Skill Development. Sector Skills Councils would be formed by the Corporation and have the following responsibilities:

- Identification of the needs for skill development, which includes compiling a list of the different kinds, levels, and breadth of skills so that people can select from it.
- Creating a plan for skill development within the sector and keeping track of skills.
- Establishing credentials and standards for skills and competence.
- Establishing uniformity in the affiliation and accreditation procedures.
- Engagement in affiliation, certification, assessment, and examination.
- Prepare and carry out the trainers' training.
- Advocating for excellence-focused academies.
- The creation of a well-organized, industry-specific Labour Market Information System (LMIS) to support training planning and delivery.

## **7. National Council on Vocational Training (NCVT)**

With a wider mission and representation, NCVT will be enhanced and redesigned. The primary duties consist of:

- The National Vocational Qualification Framework (NVQF) is designed, developed, and maintained. It comprises the following, among other things:
  - Establishing a framework for competency criteria, course structure, credit structure, accumulation, and certification.
  - Establishing a structure for institution accreditation and affiliation.
  - Quality assurance system.
- The labour market information system and information distribution at the national level.
- The proper reporting and communication mechanisms for monitoring and evaluating the efficacy and efficiency of national skill development initiatives.

The government, business community, municipal governments, civil society organizations, and all skill providers will actively seek to form partnerships. Training providers, professional societies, cooperatives, Self Help Groups, and NGOs/civil society entities will also be included. The foundation of the Skill Development Initiative will be the establishment of an institutional system and ongoing stakeholder interaction (Shrivastav, R.K. and Jatav, A.2017).

For all social groups, but especially for women and the underprivileged, equal access to skill development is crucial to their ability to find work and escape poverty. In order to achieve inclusive growth, it is imperative to remove obstacles to access and attend to their unique requirements. We'll address entry barriers including language barrier, transportation, and

---



educational background, among others. Entry evaluations will be used to direct people with various needs and profiles into the right skill development programs, all the while increasing the potential for skill development for everyone (Sonali Kanchan and Sakshi Varshney 2015). Alongside the endeavor, a significant initiative will be launched to educate the target groups about the advantages of skill development, employment, and learning opportunities, as well as about assistance programs that allow them to take part in training.

Enhancing an individual's employment prospects and boosting India's global competitiveness both depend on the caliber and applicability of skill development. The quality of training must meet international standards and be pertinent to the demands of both domestic and foreign markets for businesses to participate in the global economy. Soft skills and entrepreneurship abilities will be made an essential component of skill development in order to boost the relevance with the future job market, which includes promoting self-employment. Because of its favorable demographics and the likelihood of a skills gap as the world's population ages, the nation may be able to supply skills to other countries.

India has to grow its workforce, but the government cannot do it all by itself. According to the 2014 World Bank Enterprise Surveys, only 36% of Indian businesses provide formal training programs for their full-time, permanent staff, while 80% of Chinese businesses do the same. The National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) Chairman characterizes the current state of affairs as a "market failure" in which companies are not making investments to skill their workforce and employees lack the means and desire to pay for skill development. Nonetheless, the sector is gradually seeing a rise in the number of Corporates and Public Sector Undertakings (PSUs) that are stepping up to assist skill development as part of their Corporate Social Responsibility (CSR) programs, thereby investing in the nation's youth. They are participating in a variety of activities, including funding, infrastructure provision, acknowledging prior learning, implementing national certification frameworks and occupational standards, etc.

## **8. Review of the Literature**

Through a review of the literature, a researcher can contribute fresh ideas, explanations, and hypotheses by delving further into the subject at hand and examining its wider relevance. Finding out the recommendations made by earlier researchers for additional research that they have included in their studies is the last and particular justification for reading related literature. The quantity of pertinent articles and the goal of the research report will determine the length of the review. A review of related literature aids in a researcher's familiarization with the state of knowledge in the topic or area in which the research will be conducted. The researcher can identify the boundaries of his areas and, in turn, delimit or define his problem by reviewing the





relevant literature. The current researchers have examined the literature in relation to skill development initiatives in India, providing insight into the field's research endeavors and highlighting knowledge gaps that warrant additional investigation. Singh & Kaur (2018), the study "A Study on Skill Development of Paint and Coating Industry" was carried out by Singh & Kaur (2018). The purpose of this study is to ascertain the causes of the skills gap in the paint business and strategies for addressing the skill gap among painters. For the study, primary data sources were consulted. In Kurukshetra district, information was gathered from 130 painters via a self-administered questionnaire. The study's conclusions showed that the primary causes of the skills gap in the paint business are a lack of formal training and inadequate resources for painters' training. The current study's findings show that the paint sector lacks a skilled labor force. The caliber of work is always a good indicator of skills. Lack of experienced painters may be the cause of the poor quality of the works. Poor painting quality is produced by inexperienced artists. The workforce's performance is positively and significantly impacted by training. The outcome demonstrates the lack of formal painting training. They lack a formal training-based certificate or diploma. Not even young people starting this profession receive official training for their jobs. Painters don't have enough expertise. Their friends and relatives used to provide them with informal training. These factors account for their unsatisfactory performance. Additionally, the current level of expertise is insufficient to utilize the new tools and painting methods. The paint industry is lacking certain skills. The painters deal with a variety of issues. Painters have trouble finding jobs. They don't receive money for their labor on time. There is no safeguard in place to protect the painters from danger as they work at heights. Painters insurance should be in place to lower the risk. Ansari and Khan (2018) a study on the "Role of Education and Skill Development to Promote Employment in India" was carried out by Ansari and Khan (2018). The study's goals were to examine and highlight the current state of education in terms of skill development and to offer some recommendations based on the findings and analysis of the investigation. The study's foundation is secondary data gathered from books, magazines, websites, polls, public reports, and other sources. The descriptive form of research design was used for the study in order to meet the needs of the objectives. The conclusion is that, from a socioeconomic and demographic perspective, skill development is crucial for India. It is a crucial instrument for decreasing poverty, improving youth self-entrepreneurship, and increasing competitiveness and employment. This new strategy will undoubtedly help our economy reach its goals. Every year, some 12 million young people in India join the workforce with little schooling and little to no work experience. If these individuals remain unemployed as a result of a lack of skills, there could be severe societal unrest. It's time to abandon that flawed strategy and fully adopt the internationally validated training-based paradigm. In particular, it needs to boost its investment in youth education and training while maintaining a good balance between them in order to advance toward a knowledge-based economy, foster industrial development, and achieve high economic growth( Yash Pal Sharma 2010).

---



## **9. Challenges to skill development in India**

The literature analysis makes it clear that there are several issues pertaining to skill development in India, some of which require quick resolution. Programs for skill development have observed that young people can support economic growth if they possess the necessary skills. To achieve the goals of Skill India, there are numerous obstacles to overcome, some of which are listed below:

- Low entry-level pay, a conventional mindset, and low migration willingness have all contributed to a big issue over student mobilization for training.
- The employer does not make a distinction between abilities obtained through formal training and those learned on the job.
- It is important to think about scaling up goals to current work, finding the suitable training partners, and managing stakeholders effectively.
- Pay scales are correlated with the classification of workers as skilled, semi-skilled, or unskilled; nevertheless, these must correspond with skill levels as specified by the National Skill Qualification Framework. In NSQF

## **10. Conclusion**

Government policies and intervention are more needed in order to promote these kinds of courses across a range of industries and increase employability through a variety of short-, long-, and vocational courses. Even while many industries recognize and understand the need for skill development initiatives, there are still some that require awareness-raising. In addition, the National Skill Development Council, Sector Skill Councils, and the Ministry of Skill Development and Entrepreneurship have been established. However, there is still more work to be done in identifying employability traits and designing and modifying curriculum to meet industry demands. The age group that is accessible to the Indian economy is more inclined to learn traditional concepts; if proficient, they can strengthen the economy rather than be a liability. The workforce will be more productive and young people who would otherwise feel estranged from society because they are educated but unable to find employment will be more employable thanks to skill development. Because skill development increases employability, it will also assist the nation's Gross Enrollment Ratio (GER) rise at all educational levels, from elementary to higher education. This is because both parents and their children will find purpose in school (Al Jazeera 2019). In the Indian context, it has been observed that parents perceive formal education as pointless when their child stays at home and does not have a job. Parents will undoubtedly want their children to attend educational institutions due to skill development because, in the end, what matters to a parent is for their child to be able to support themselves and live a life of respect and dignity.



## References

1. Aya Okada (2012). Skills Development for Youth in India: Challenges and Opportunities. CICE Hiroshima University, Journal of International Cooperation in Education, Vol.15 No.2, 169 – 193
2. Ganesh, A., & Moggapagowda, S. H. Bridging the Skills vs. Employability gap for a SMART INDIA. Retrieved from <https://www.pmi.org.in/conference2017/pdfs/papers-pdfs/theme-2-leveraging-indiasskilled-population/2-Bridging-the-Skills-vsEmployability-gap.pdf>
3. Mahmood Ahmad Khan, Skill Development Programmes in India–A Literature Review, April 2019
4. Bridging the Skills vs. Employability gap for a SMART INDIA. Retrieved from <https://www.pmi.org.in/conference2017/pdfs/papers-pdfs/theme-2-leveraging-indiasskilled-population/2-Bridging-the-Skills-vsEmployability-gap.pdf>
5. Sonali Kanchan and Sakshi Varshney (2015). Skill development initiatives and strategies. ASIAN JOURNAL OF MANAGEMENT RESEARCH, Volume 5 Issue 4, ISSN 2229 – 3795, 666-672.
6. Al Jazeera. (2019, January 31). India unemployment rate highest in 45 years: Report. Retrieved from <https://www.aljazeera.com/news/2019/01/india-unemployment-rate-highest-45-years-report190131144720377.html>
7. Yash Pal Sharma (2010). "SKILL Development Programmes In India" November 1-12,, <http://www.b-able.in/Knowledge%20Bank>.
8. Shrivastav, R.K. and Jatav, A.(2017), "An Analysis of Benefits and Challenges of Skilling India". 9th International conference on science, technology and management, Indian Federation of United Nations Association, New Delhi (India) ICSTM-17, 14th October 2017, ISBN:9789386171719, [www.conferenceworld.in](http://www.conferenceworld.in).