

SKILL DEVELOPMENT IN INDIA: CHALLENGES AND OPPORTUNITIES

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Abstract:

Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. Ministry of Skill Development and Entrepreneurship established National Skill Development Corporation is a not for profit public limited company incorporated in 2008. This paper will throw light on various challenges faced by the youth of our country as well as the various schemes especially Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) which are taken by the govt to overcome such challenges. This paper will analyse the data which are sourced from National Skill Development Corporation. There is a huge scope of generating skilled workforce in the country and utilize the 'demographic dividend'. The branding activities and active involvement of Public Private Partnership ensures a better supply of skilled workforce.

Keywords — NSDA, PMKVY, TCs, TPs, and VET.

I. INTRODUCTION

'It is possible to fly without motors, but not without knowledge and skill'

—Wilbur Wright

Skills development is the process of (1) identifying skill gaps, and (2) developing and honing these skills. It is important because skills determines ability to execute plans with success

Skill development in India:

Ministry of Skill Development and Entrepreneurship (MSDE) is responsible for coordinating skill development activities in the country. It has supported various organisations like:

1. National Skill Development Corporation (NSDC) NSDC aims to promote skill development in the country by establishing institutes across the country.
2. National Skill Development Agency (NSDA) NSDA aims to coordinate the efforts of the government and the private sector and aid in skill development.

Benefits of Skill Development

Skill Development in students will benefit in the following ways:

1. Critical thinking & problem solving
2. Ability to take responsibility
3. Grow confidence
4. Improve decision making power
5. Enhance a greater sense of self-awareness

Importance of Skill Development in Students

Experts show concerns to develop skills in students from a young age. Because students are preparing themselves to enter into the career after completion of the study. In fact, career is almost impossible without some specific skills whether it is technical skills or hard skills or soft skills or life skills etc.

Skills development in students is essential in order to face the challenges of everyday life. There is a dramatic change in the world due to the unprecedented use of technology during the past few decades. These transformations impact on all spheres of our life including education, economy, career etc. To cope up with the increasing pace and changes, students should learn the necessary skills to make sure their desired career.

Without skills, one is just like a newborn human baby in a career search. Who knows nothing and can do nothing. Suppose, one desire to become a software engineer, so, he must have practical skills in software operation. Or one wants to make teaching as his profession. To become a teacher, he must be skilful in teaching methods.

Skilful People are on High Demand

Skilful people across the world are not only on high demand in the job market but also they earn more. India needs more than 700 million skilled workers by 2022. In Bangladesh, many companies hire skilled people from abroad. This is because they cannot find skilful people from their own country. The companies need their works done. Not educated people. In this regard, Jack Ma does not regard

university degree or certificates. But he considers smartness, personality and commitment etc. Here, we do mean these as your soft skills. 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.

LITERATURES REVIEW

A study on the effectiveness of Pradhan Mantri Kaushal Vikas Yojana centres in Bengaluru regions was done by **Bhuvana s, kavya** and **Geetanjali p**. It is done based on both primary and secondary data. Primary data was collected through personal interview of the respondents. Secondary data was collected from test books, published articles, govt annual reports and related websites. Simple random sampling technique was used for collecting the data from 200 respondents. They suggested that there is a need to develop training facilities in and around rural areas to facilitate rural youth to get skill training to access good jobs or setup their own enterprises. Vocational training should be accorded top priority.

Prof .Krunal k and **k. Panjini** did a study on the requirements of skill development for the success of make in India project to know about existing level of skill development in India, to analyse the requirement of skill development and to find out the suitable ways to full the requirements of skill development. Data was collected from journals, magazines, research papers and articles. Author suggested that VET (Vocational education and Training) should be made compulsory and given in every secondary school. Stipend should be given to every vocational student. He concluded that to make in India project successful, it is necessary to give right skill to youth to compete in global race for jobs.

Rupam jyoti Deka and **Bhavika Batra** did the research with the objectives to understand through the review of literature the effect of make in India initiative on employability and to analyse through the review of literature if the skill development measures will help to bridge the gap of existing skill and required skill of work force in India. Author after reviewing the literatures, concluded that the youth of nation should be empowered with formal education, technical and vocational training to meet the industrial requirement as per the global standard and to make this India project successful.

Sangeeta Bhattacharya and **Anirban mukherjee** did the study on importance of skill development in Indian agriculture. Authors said that we need to develop skills among our farmers in various aspects of farming so that traditional, time and cost consuming methods are replaced by scientific, economic and efficient methods. it suggested that there are certain areas such as commodity and financial market, alternate energy, digital agriculture, weather forecasting, medicinal and herbal organic in which farmers' skill should be developed so that development in agriculture will be made.

Reema Mistry done the study on “skill India build India”, the perspective of this paper is to focus on building national consciousness towards the idea of skill development rather than on only formal education system with the increase in level of education and privileges rendered by the formal sector, the youth are attracted towards non manual work opportunities particularly in non agricultural sector. The workforce participation in agriculture sector slowly declining to 48% with only 16% contribution to GDP. The analysis of data from various sources shows that skilled and knowledgeable workforce can lead to better earning capacity and curb the problems arising out of poverty, illiteracy and elevate nation building.

RESEARCH GAP

Many studies have looked at the entrepreneurship, employability, different schemes of skill development adopted in India but very few researchers have done research regarding opportunities and challenges of skill development in India.

OBJECTIVES OF RESEARCH

1. To analyse the challenges faced by the youth due to lack of skill and measures to overcome them.
2. To know the opportunities available in skill development.
3. To review the system adopted by the countries like Russia, china and Brazil.

RESEARCH METHODOLOGY

This study is based on secondary data. It is completely analytical in nature. The data is collected from articles, journals, and websites of Deen Dayal Upadhyaya Grameen Kaushalya Yojana and Pradhan Mantri Kaushal Vikash Yojana and from major skill development institutions.

ANALYSIS

Skill development challenges in India and measures to overcome them

India has a large number of educated unemployed while the industry is short of skilled professionals. HR manager face challenge of selecting candidate for the job with right set of skills. Being qualified for the job is one thing while being skilled for the job is another thing.

1. **Skill deficit**-In India the capacity of skill development is around 3.1 million while 12.8 million youth are added to the Indian workforce. That's why prime minister launched skill India campaign whose target is to train 40 crore people in different sectors in India.

2. **Perfect match**-There is no shortage of job. The shortage is only of getting right skill for a particular job. Many a time, industry requires 10, +2 candidate

to fill its vacancies. Industry and placement institutes can match the organisation's requirement. A perfect skill matching is the key to good placement.

3. **Internship**-Students have theoretical knowledge but they have any practical knowledge that becomes hurdle for them to get job. Internship provides hands-on work opportunity and helps them to apply their theoretical knowledge to real life situation. So educational institutions, placement institutes tie up with multinational and industry bodies to provide internship to students.

4. **Soft skills**-Good communication and soft skill are the part of job requirement. At college level and university level students should be given training in soft skill. From expanding their business vocabulary, increasing their speaking skills, to writing customised emails for their clients and preparing interesting power point presentation can be learnt which will help to get job.

5. **Low educational attainment**- High dropout rates of educational institution are seen after 15 years and above and especially in female students. So they are not able to get good jobs as they lack in skill. So in schools 1 period should be mandatory to give vocational training to the students so even if after leaving the school in midway they will get job.

6. **Low match with industry needs**- The focus of vocational training does not match with needs of casual workers who constitute 90% of labour force resulting in shortage of skilled workforce. Casual workers such as construction workers belong to rural areas with little or no education and needs support and training.



Source: Annual report of the Ministry of Skill Development and Entrepreneurship, 2016-2017.

7. Skill development is not the responsibility of governments, corporates and training institutes alone; students too are equally responsible and need to recognise the changing scenario of employment.

8. **Scalability** - Skill development had not been a priority of the government earlier and hence this area has always been ignored. Since the model requires high capital investments, the people are not very willing to support such a model. The challenges associated with unavailability of infrastructure, slow processing of bank loans seldom demoralizes the budding entrepreneurs to come up with their.

Opportunities

India is at a very interesting stage of its demographic dividend -- more than 60% of our population is in the working age-group which is expected to cross 65% by 2036. That is a great opportunity in front of us, but only if leveraged properly. Thus, the Indian Government has also recognised skill development as one of its major initiatives. If skill gap is filled then India will have the greater demographic advantage. Because the economic development of a country depends on skill and productivity of its labour force. The National Higher Education Commission, in its report estimated that the average age of population in India by 2020 would be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. It is also estimated that during the next 20 years, the labour force in the industrial world is

expected to decline by 4%, while in India it will increase by 32%.

Pradhan Mantri Kaushal Vikas Yojana- 3. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) implemented by National Skill Development Corporation which was launched on 16 July 2015. The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Here training programmes have been worked out on the basis of National Occupational Standard and qualification packs especially developed in various sector of specific skills. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Govt has given a budget of Rs 12000 Crores for next 4 years (2016-2020) to benefit 10 million youth.

Key Components of PMKVY

1. **Short Term Training** - The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Payouts shall be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below.
2. **Recognition of Prior Learning**-Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL

aims to align the competencies of the unregulated workforce of the country to the NSQF.

Special Projects-The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporate or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs).

Kaushal and Rojgar Mela- Active participation of the community ensures transparency and accountability, and helps in leveraging the cumulative knowledge of the community for better functioning. In line with this, PMKVY assigns special importance to the involvement of the target beneficiaries through a defined mobilisation process. TPs shall conduct Kaushal and Rojgar Melas every six months with press/media coverage; they are also required to participate actively in National Career Service Melas and on-ground activities.

5. **Placement**- PMKVY envisages linking the aptitude, aspiration, and knowledge of the skilled workforce it creates with employment opportunities and demands in the market. Every effort thereby needs to be made by the PMKVY TCs to provide placement opportunities to candidates, trained and certified under the Scheme. TPs shall also provide support to entrepreneurship development.

Monitoring -To ensure that high standards of quality are maintained by PMKVY TCs, NSDC and empanelled Inspection Agencies shall use various methodologies, such as self-audit reporting, call validations, surprise visits, and monitoring through the Skills Development Management System (SDMS). These methodologies shall be enhanced with the engagement of latest technologies.

TABLE I
PRADHAN MANTRI KAUSHAL VIKASH
YOJANA

PMKVY	Enrolled	Trained	Assessed	Passed	Certified
Short term Project	3417496	3361853	3172794	2836809	2835980
RPL	3322065	3225029	2913679	2737342	2734671
Special Project	154120	145520	125814	107073	106805

(Source - website of PMKVY)

Table 1 shows the number of candidates enrolled, trained and certified under PMKVY scheme. Till now 24.36 lakhs candidate has been certified under short term project, under RPL 23.24 certified and more than 82 thousand candidates have been certified under special projects of PMKVY. Placement performance is 54.43%.

Benefits of DDU-GKY

Completely free skill training at the Training Centre. There are no fees. There are no registration charges. There are no examination or certification charges. There are no placement charges. Benefits of DDU-GKY-

- 1- Aadhaar Card or similar bio-metric Identification Card.
- 2 - A Bank Account in your name.
- 3 - Completely free food and accommodation in a residential training program.
- 4 - Reimbursement of to & from and meal cost, transferred directly to your bank account.
- 5 - Free uniform, books and learning material.
- 6 - Free access to a computer at the computer lab with working internet, one computer per person.
- 7 - Free access to a tablet PC at the training centre to use and learn.

Deen Dayal Upadhaya Grameen Kaushalaya Yojna-

As per National Census 2011, 69% of the India’s population lives in its villages. Over 55 million of the rural poor are young, between the productive ages of 15-35. If they are gainfully employed, it will fuel India’s growth. According to FICCI-EY study, by 2020 the world will face a shortage of 47 million workers; India’s rural youth can become a demographic advantage. If rural youth will be trained then India’s poverty will become prosperity. Deen Dayal Upadhaya Grameen Kaushal Yojana (DDU-GKY) Antyodaya Diwas was announced on 25th September 2014 by Ministry of Rural Development. This scheme focuses on rural youth between the ages of 15 and 35 years from poor families.

TABLE-II
DEENDAYAL UPADHAYAYA KUSHWALA
YOJNA

Financial year	Trained	Placed	Assessed	Certified	Centres	Traders
2014-15	43,038	21,446	NA	NA	-	-
2015-16	2,36,471	1,09,512	NA	NA	-	-
2016-17	349155	185045	244631	171251	654	329
2017-18	142597	63787	121849	99546	726	381
2018-19	241178	137494	180826	146328	1196	433
2019-20	238693	150119	128981	99921	1220	433
2020- 21 till Nov 2020	3839	32414	924	648	1703	502

(Source - website of DDU-GKY)

Table -2 shows the data relating to those candidates who got enrolled and certified under DDU-GKY scheme. In financial year 2016-17, the number of trained candidates are 3, 49, 155, out of them 1, 17,251 became certified. In financial year 2019-20, the number of trained candidates were 2, 38,693 and out of them 1, 50,119 got their placement and 99921 got certified.

How Other Countries Are Implementing Skill Development-

Brazil-The current structure of VET (Vocational Education and Training) is divided into three different levels namely Continued Formation courses (FIC courses), Technical Courses and Technological courses. FIC Courses Initial or Continued Formation courses (FIC courses) are the ones with the broadest targeted population. Anyone can enrol in this type of program. There are no requirements regarding educational degree or age. Technical Courses provide professional training to students enrolled in secondary school and secondary school graduates. These courses operate in three modalities.

Germany-Germany's dual system of vocational education integrates work-based and school-based learning to prepare apprentices for a successful transition to full-time employment. This training would ideally last two to three and a half years, depending on one's occupation. Each week, trainees spend one or two days in a vocational school and three or four days in their company. The aim of training in the dual system is to provide a broad-based basic to advanced vocational training and impart the skills and knowledge necessary to practice a skilled occupation within a structured course of training.

China-The China has a very broad and effective method of providing technical and vocational training to the people. The TVET of China is classified into two institutional setting. One of it focuses on education in schools while the other aims at providing vocational training. The school

education falls under the Ministry of Education (MOE) and whereas the vocational training falls under the purview of Ministry of Human Resources and Social Security (MOHRSS). The vocational education forms an integral part of the educational programs of China which mandates through Education Law 1986 nine year of compulsory education including three year of vocational training. The institutional setting of vocational education broadly provides for pre-employment, post-school, and on-the-job-practical training besides training for school drop outs and a massive scale of vocational training for different levels of employees through Technical/Skilled Worker Schools. Thus, even senior secondary vocational school students also train themselves on vocational training through the three year participation in the vocational scheme education.

CONCLUSION-

India is the 2nd populous country in the world. Here, more than 60% of the population are the youth. India has a 'demographic dividend' and it has to work toward making it useful for the country. It will not only add value to the economy of the country but will be supporting the 'Make in India' campaign by providing the skilled workforce in the country. Major skill gap is found in construction sector and less skill gap in automotive sector. The Skilled India initiatives need to focus and develop more entrepreneurship skills amongst the workforce in order to ensure more job generation in the country. There are many schemes launched by Govt. Of India such as PMKVY, DDU-GKY, skill India to make Indian youth skilled and employable. Indian youth should be aware about those schemes, get training and make themselves employable.

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