



International Journal of Research in Academic World



Received: 30/April/2023

IJRAW: 2023; 2(6):11-15

Accepted: 02/June/2023

Skill Development Projects-A Literature Review

¹Komal Verma and ²Seema Rani^{1,2}Research Scholar, Haryana School of Business, Guru Jambheshwer University of Science & Technology, Hisar, Haryana, India.

Abstract

India have the second biggest population in the world after China's, despite being one of the world's youngest countries. The majority of educated kids are currently experiencing a significant unemployment crises as a result of their lack of technical knowledge and abilities. The majority of them are ignorant of the changes in contemporary technology. Through skill development programmes, an effort is made to train young people in creative technical skills by supporting the idea of self-employment by providing training. Skill development programmes also provide financial support by loans with lesser rate of interest. The study focussed on the available literature related to skill development programs across India. This study makes an effort to identify the necessity for the skill development programs and the major issues and challenges faced by youth in commencing the skill development programs.

Keywords: Unemployment, skill development, demographic dividend

Introduction

India have the second biggest population in the world after China's, despite being one of the world's youngest countries. India also have a unique window of 2-3 decades known as the "demographic dividend", which means that India has a higher proportion of the population in the 20-65 year range, i.e. the working age population in the total population, relative to the other countries. When compared to western nations, there is a growing responsibility to an ageing population. When a country's people are educated, employed, productive and contribute to sustainable development then they can easily get benefit from the demographic dividend advantage. On the other hand uneducated, unemployed, inefficient population can convert the demographic dividend into a demographic liability. A skill is a group of competencies required for carrying out activities in the most effective way possible while upholding the established standards of excellence. And the Key forces behind macroeconomic growth and socioeconomic stability are knowledge and skills. According to the 12th year plan, it is necessary to offer training so that people can easily find the better jobs for their livelihood. For this, On 15 July 2015, in the honour of World Youth Day, the Honourable Prime Minister of India, Narendra Modi, unveiled the ability of project in March 2015. The Indian government launched the project called "Skill India." The National Project for Skill Development (NSDP), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the Skill Loan Scheme, and other initiatives have been adopted by the Indian government over time. When we consider the expected youth population on the supply side, it explains that India has the ability to meet this demand. Constant efforts are also made to address the demand

side difficulty of expanding economic activities and establishing significant employment possibilities. Skill India model offers training for livelihoods like weaving, agriculture, construction, textile, horticulture, handicraft, farming, transportation etc. It also emphasises on the life skills, communication skills, personality development skills and management skills. Skill India initiative aims to foster the mental and physical development of Indian youngsters. To increase the employee's productivity the employees must receive formal training to achieve both the present and future needs not just at the freshmen level but also at the senior level. With better skills and knowledge, this mission will make it possible for everyone to get better employment opportunities and ensure India's competitiveness on the worldwide market. According to the National Skill Development Corporation (NSDC), training skills are divided under four levels: according to qualification and time spent on training.

Level 1 (Semi Skilled): Explains the competencies that are learned through focused interventions, short-term courses and on-the-job training.

Level 2 (Skilled): Relates to occupationally specialised abilities that are learned through vocational or technical training.

Level 3 (Highly Skilled): Explains the abilities required for highly technical or professional tasks that are learned through certificates, degrees and postgraduate study.

Level 4 (Highly Skilled with Specialisation): Refers to highly specialised research and design skills that are learned by a doctorate or professional experience.

There are still significant gaps between industry requirements and worker skills levels due to a variety of factors such as inadequate training infrastructures, out-dated curricula, an inappropriate combination of education and skills, constrained business interfaces, limited standards etc. This gap can only be filled by providing unemployed young people with training opportunities that will lead to skill-based jobs in a variety of industries. This paper discusses the needs and challenges faced under the skill development programmes.

Purpose of the Present Study

Available literature has pointed out the needs and challenges of the skill development programme. Coincidentally, no study could be traced where the review, challenges and needs of the study are been mentioned clearly. Thus, it becomes necessary for researchers and academicians to provide a study where all these points are discussed in detail. Therefore, an attempt has been made to study the needs, review and challenges in the skill development programme.

- i) To study the needs of the skill development programme.
- ii) To study the existing literature review under the skill development programme.
- iii) To study the challenges faced under the skill development programme.

Research Methodology

The present study included articles based on certain criteria that all research paper must be empirical studies, listed on ABDC index with only A and B category and published in Emerald Insight, Elsevier, Research Gate, Sage, and JSTOR and journals like "International Journal of Research and Analytical Reviews", "Benchmarking: An International Journal", "International Journal of Information and Education Technology", "International Journal of Research & Education", "International Journal of Research in Engineering, IT and Social Sciences", "International Journal of Research and Analytical Reviews", "Asian Journal of Management Research", "International journal of multidisciplinary", "International journal of computing and business research".

Needs of the Skill Development Programme

Due to the changing environment, a huge portion of India's youth population is either unemployed or only marginally employable based on their current qualifications. Since the subject matter we study theoretically differs in real-world situations, so there was an immediate need to develop traditional skills in the formal education system. Thus, the need for the Skill Development Mission has been established. They are listed below.

1. The country has not been able to create sufficient work possibilities so, there has been an increase in the number of unemployed people.
2. The private sector needed to be strengthened, organised and promoted using the right public-private partnership (PPP) models and with significant financial and organisational support from the private sector.
3. The projects that might act as a multiplier or a catalyst needed to be given top priority.
4. It also called for giving young people in the country access to quality long and short-term skill training that would guarantee their professional progression.
5. The institutions that were established to promote skill development lacked both the necessary infrastructure and

a genuine attitude towards the phenomena of skill development.

6. To assist the less fortunate and weaker segments of the society.
7. To raise social consciousness and impart the value of talents to the nation's youth.
8. Real estate, manufacturing, tourism, hospitality and retail are just a few of the developing industries that need to put an emphasis on training the next generation of workers so they can function cost efficiency and effectively and contribute to the expansion of an economy.
9. There was a need for the plan to evolve because India has a severe scarcity of skilled manpower.
10. Improving the nation's general economic situation is urgently needed in order to create synergies between education, work and training that will make India the world's talents hub.
11. The government requires a strategy that will focus on work oriented training programmes in order to guarantee both the quality and quantity components.
12. For the upcoming economic opportunities that will be able to transform its enormous labour pool into a trained workforce that will be highly adaptable, analytical, flexible to the global needs
13. To fulfil the training needs of trainers in India across all industries and regions.
14. To make sure that there are enough trainers available to give young people long term professional prospects.

Literature Review

Kumar and K R (2020) conducted a study on Economic Prosperity through Skill India with the objective to discuss about the level of success the government-launched skill development programmes have attained and challenges that young people confront in implementing them. The paper is based on primary as well as secondary data. Primary data were collected from 31 respondents from various places and near Mangalore city through questionnaires and telephonic interview. The secondary data were collected from various websites and previous survey. Descriptive statistics was used for analysis of data where results were shown through tabulation and graphical method. The results of the study explained that respondents were benefited from the Skill Development programme where as some major issues were also faced by them while setting up their own business.

Gupta (2017) ^[5] worked on analysis of Skill creation to promote higher growth in economy through education system. This is a conceptual paper based on the previous studies related with National Skill Development Mission. The researcher found that National Skill Development Mission was a right step in economic growth and success of this mission depends on the accessibility of first class trainers, the quality of infrastructure needed to deliver high quality coaching and effective state policies; and their economic implementation.

Singh and Bansal (2019) ^[17] presented a conceptual paper to discuss the Achievements and challenges confronted under Skill Development Mission. The researcher found that government should implement the strategies are required to help these kinds of courses in different segments and to increase work through various professional courses.

De (2019) ^[4] Described Issues and challenges faced by training partner while implementing the Skill India Movement. Primary data were collected through questionnaire and secondary data were obtained through

various websites of NSDC & PMKVY. The results of the study depicted that there are various gaps in administration of Skill India Movement. The study concluded that the challenges that are faced by training partners need to be properly managed by the government and to take proper action. Further the researcher suggested that government should focus on long term sustainable approach rather than short term political issues.

Singh and Sanjeev (2016) examined the need for retraining in support of the Make in India Initiative with the goal of understanding the mind-set of the workforce regarding training program and the factors influencing the attitude of employees. For this purpose, a study was accompanied in IT companies in Delhi and NCR. This study was based on primary data collected through questionnaire. The findings of the study revealed that employees come to an understanding about re-skilling helps in employment growth and aids in developing new skills. Further it was found that skills should be provided to employees so that they can attain better employment opportunities.

Saleem *et al* (2011) ^[14] studied the effect of training and development on employee's behaviour and performance in Lahore. The data were collected through a questionnaire from Banking and financial services, pharmaceutical companies and; small and medium firms. The study concluded that training should be given to employees so that they can work with their full efficiency and for betterment of organisation.

Misra (2015) ^[11] worked on Skill Development Mission in India by considering the benefits of demographic dividend. The focus of the paper was to create skilled labour force by the efficient use of the schemes under the Government of India. Primary data were collected by personal interviews from training providers and government officials and secondary data were collected from the research papers, case studies, documents etc. The study clinched that India is at its demographic stage and in a position to benefit from the demographic dividend by supplying skilled labour to meet domestic and international demand.

Cabral and Dhar (2019) ^[2] investigated the Skill development research in India and tried to provide a systematic literature review with future research agenda. A systematic literature review was conducted to achieve the on 45 articles on Skill Development in India was conducted to achieve the objective of this paper. The paper examined about the importance of skill development, role of government institutions like NSDA and PMKVJ. The study concluded that there is a lack of clarity of the term Skill Development and challenges related to Skill Development and given solution to those challenges.

Shrivastav and Jatav (2017) ^[16] conducted a study on the benefits and challenges related to Skill India. The goal of the study was to evaluate the current situation of skill India Mission and the major challenges faced by India in terms of financial resources. The data were collected through secondary sources like websites of government agencies, annual reports, yahoo finance etc. Researcher highlighted major challenges such as lack of proper infrastructure, complexity in institutional set-ups, problem of formal education and vocational training etc. The study explained that Skill India Development policy requires some changes and the institutes which are set up earlier need much simplification with high investment policies.

Pandey and Nema (2017) ^[13] studied the worked on the studied the impact of skill India training programme on youth. The objective of the study was to analyse main issues with self-employment and the economic profile of the recipients of

the Skill India training. This study was descriptive and analytical where primary data was collected from 60 respondents through questionnaire and the secondary data were obtained from published sources. Statistical tools like chi-square test and percentage were used. The study concluded that there is a great need in creating vast work prospects, improving young employability and developing their talents.

Okada (2012) ^[12] presented paper on Skill development for youth to examine the modern conditions under skill development, education and employment opportunities for Indian youth; and tackle the challenges regarding Skill Development Programme and new initiatives related to the programme. The data were taken from various websites. This paper established a huge gap in Indian skills between the abilities that young people gain through vocational training and what industries are requesting based on the most recent rapid economic expansion. The study concluded that for industrial development and sustainable growth, government must invest in education and training for youth. Intune with this investment it is necessary to provide more ITI courses to those who do not complete secondary education.

Gupta and Agarwal (2018) ^[6] described the training prospects in power sector in India with the objective to study the training activities in the power sector, duration of the training, type of organisation providing training. Data were collected from various reports and websites of organisations. The study concluded that efforts have been for providing various activities made to re-qualify and train the current workforce with the latest avenues available to approach the sector and together with NSDC, the Power Sector Skill Council has established new initiatives, established QP's & NOS to uphold standards, engaged private players in teaching Indian youth skills.

Chavda and Trivedi (2015) ^[3] piloted the study to describe the age effects on skill development in various student groups. The data were collected from 150 students of schools and colleges of Ahmedabad (Gujarat) where Life skills were tested on some criteria. The results demonstrated that as student ages rise from 11 to 20, there were noticeable differences in skill development. Between the ages of 11 and 20, there was no discernible difference between boys and girls.

Hazarika (2016) ^[7] studied on State Institute of Rural development (SIRD) for Rural Entrepreneurship in Assam with the objective to critically examine the State Institute of Rural Development's capacity-building resources for rural entrepreneurship and recommendations to enhance them. The primary data were collected from rural entrepreneurs after receiving training from SIRD and secondary data from office of SIRD, rural development block of the study district, Nagaon and NIRD. The researcher found that from the provided by SIRD 75% of the local youth were motivated to start their own enterprise after completion of training and infrastructure provided by SIRD. Further The study concluded that more training programmes to enhance employment opportunities which ultimately raise the standard of living at the same time it was noticed that training programmes are helpful to inculcate leadership qualities among rural entrepreneur and should be conducted and proper awareness should be created in the schools and colleges.

Arora and Chhadwani (2019) ^[1] studied the impact of skill India. The main goals were to examine the need for Skill India, its effects on the Indian economy and the projects under Skill India. Secondary data were used from previous article,

research papers, websites etc. The study concluded that there is an urgent need of this mission because it is helpful to fulfil the needs for skilled labour which is important for economic development. Further the researcher found that skill India mission has positive impact on the economy because it creates value addition in the workforce.

Singh *et al* (2021) [18] carried out research on five national skill development projects on specific standards in the state of Haryana. The secondary data were collected from the five skill development schemes namely PMKVY: Pradhan Mantri Kaushal Vikas Yojana 2.0, DDU-GKY: Deen Dayal Upadhyaya Grameen Kaushalya Yojana, SURYA: Skilling, Up-skilling, Re-skilling of Youth & Assessment, SAKSHAM: Saksham Yuva Yojana, ATS: Apprenticeship Training Scheme supported by State or Central Government of India. The study found that structure and manner of penetration of the programmes must be altered to get the fruitful result.

Challenges in the Skill Development Programme

- 1. Inadequate Infrastructure:** By 2022, India will need an additional 347 million skilled workers, according to the NSDC, but the country has a major problem in terms of skill development given that during the following ten years, 12 million individuals are anticipated to enter the labour force annually. In comparison only 4.3 million people can be trained in total, which leaves more than 64% of the population unprepared of new immigrants each year of the chance to receive skill development training. The creation of such a massive infrastructure system to close this gap is a significant issue.
- 2. Low Industry Interface:** Industry linkages play a crucial role in helping educational/training institutions develop a positive reputation in front of students by assuring them the course curriculum is pertinent to the actual needs of the industry. Due to the low industry interaction of the majority of training institutions, the skill development industry performs poorly in placement rates and incomes.
- 3. Low Student Mobilization:** Vocational education is not regarded as appropriate by students as they favour a regular degree, other things being equal; it is more valued than a certificate. This problem is that student mobilisation to get trained due to the orthodox thinking, reluctant to migrate, and low salaries at entry level.
- 4. Direct Admission without Assessment:** The pre-assessment or admission exams given to prospective students before they are allowed into skill training institutions is cause for low quality of instruction. Randomly selecting courses might result in incompatibility among the skills and interests of the learners, which makes it difficult for them to meet the course requirements and causes dropouts.
- 5. Lack of Standardization:** as there is no standardisation of the course curriculum or training delivery methods, it is impossible to compare courses across different training institutions. This leaves students in the dark about the skills that will be taught in a given course at a particular training facility. The competency results cannot be measure or evaluated using a standardised methodology.
- 6. Skills Relevance:** Some skills institutes have a poor placement records because their course curricula do not offer training that is in line with what the industry needs. As a result, some training programmes become utterly unnecessary due to outmoded and rigid curriculum, which causes the supply of certain abilities to outpace the need for them.

- 7. Career Counseling:** Due to the training institutions placement rates and poor industry ties, students do not receive adequate career assistance. Although the training centres are frequently located in backward areas whereas jobs that are available in urban areas.
- 8. High Cost:** Many students who want to pursue training find the cost of the programme to be prohibitive. Around 80% of the people who enter the workforce, according to the estimates from the Planning Commission do not have the access to training.

Conclusion

A country with a large population like India, is badly struggling with the problem of unemployment. The government is taking steps to encourage self-employment programmes. With proper assistance and guidance results in the overall development of youth. Training is given to adolescents in a variety of sectors. The Skill India has become well-known throughout the world, with admiration for the initiative provided by the Hon. Prime Minister Narendra Modi. An excellent step in making India an advanced nation by inspiring our people's abilities and ensuring the youth have a bright future. Youth must now take ownership of their actions in order to participate actively in society and focus more on social security and job creation. With this novel strategy, India will undoubtedly achieve its desired outcomes.

References

- Arora Rajni, Chhadwani M. Analysing the impact of skill India as a tool for reshaping Indian economy. *International Journal of Research and Analytical Reviews*. 2019; 6(1):392-396.
- Cabral C, Dhar RL. Skill development research in India: A systematic literature review and future research agenda. *Benchmarking: An International Journal*. 2019; 26(7):2242-2266.
- Chavda MD, Trivedi BS. Impact of age on skills development in different groups of students. *International Journal of Information and Education Technology*. 2015; 5(1):55-59.
- De D. Issues and challenges in implementing the skill India movement: Training partner perspective. *Worldwide Hospitality and Tourism Themes*. 2019; 11(1). DOI 10.1108/BIJ-07-2018-0211
- Gupta A. Skill development-an engine of economic growth. *International Journal of Research & Education*. 2017; 6(II):28-33.
- Gupta D, Agarwal S. Training Prospects in Power Sector in India. *International Journal of Research in Engineering, IT and Social Sciences*. 2018; 8:312-321.
- Hazarika S. Skill development for rural entrepreneurship: A study on state institute of rural development (SIRD), Assam. *International Journal of Research and Analytical Reviews*. 2016; 3(3):61-66. <https://doi.org/10.1108/WHATT-10-2018-0065>
- Kanchan S, Varshney S. Skill development initiatives and strategies. *Asian Journal of Management Research*. 2015; 5(4):666-672.
- Kumar DY, Ramya KR. A research paper on-economic prosperity through skill India: A study of key success factors and challenges. *International Journal of Management*. 2017; 8(3):1-13.
- Maqbool M, Khan MA. Skill Development Programmes in India-A Literature Review. *International journal of multidisciplinary*. 2019; 4(3):459-467.

11. Misra SK. Skill development: A way to leverage the demographic dividend in India. *GSTF Journal on Business Review (GBR)*. 2015; 4(2):1-9.
12. Okada A. Skills development for youth in India: Challenges and opportunities. *Journal of International Cooperation in Education*. 2012; 15(2):169-193.
13. Pandey A, Nema DK. Impact of skill India training programme among the youth. *International Journal of Multidisciplinary Research and Development*. 2017; 4(7):294-299.
14. Saleem Q, Shahid M, Naseem A. Degree of influence of training and development on employee's behavior. *International journal of computing and business research*. 2011; 2(3):2229-6166.
15. Sharma E, Sethi S. Skill Development: Opportunities & Challenges in India. *Gyan Jyoti E-Journal*. 2015; 5(1):45-55.
16. Shrivastav RK, Jatav A. An Analysis of Benefits and Challenges of Skilling India. In 9th International conference on science, technology and management, Indian Federation of United Nations Association, new Delhi (India) ICSTM-17, 14th October, 2017, 124-134.
17. Singh DR, Bansal DR. Skill Development in India: Achievements and Challenges. *Journal of Gujarat Research Society*. 2019; 21(8):68-75.
18. Singh J, Aggarwal R, Gupta PK. Review of Literature in Context of The Evaluating Effectiveness of Skill Development Programmes In India. *Elementary Education Online*. 2021; 20(6):1452-1452.