

An Integrative Review of Skill Development Schemes and Their Impact on Youth

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ABSTRACT

Skill India is not the only event turnaround program. Here, unemployed youth, colleges and school leavers, from villages and cities, will all be given the right boost. Testaments are issued to people who complete a particular skill or program and this permission must be seen by all offices and private entities, including overseas organizations. Skill India is a national program. In some cases, the aim is to create better opportunities, space and extension to develop the skills of the Indian youth and to increase the number of those areas that have been well developed over the years and moreover to see its impact on the youth. The focus of the new program was to provide for the preparation and management of the country's 500 million youth by 2020, covering each city. In this way, skills are essential for human development and the nation's economy. In this regard, a number of studies have been conducted to evaluate and evaluate the impact of skills development programs on youth development. This paper will provide a comprehensive review of courses related to skills development. The proposed research is more comprehensive in nature based on secondary data and information collected from the sources of concern and in terms of research need.

Keywords: - Skill, Skill Development, Employability, Performance, Gross Enrollment Ratio

I INTRODUCTION

A skill can be identified by the work done by humans. If the unit of work was done by an unskilled person, the output itself would not be the same as the output. After all, skills and abilities play an important role in a person's life. Guessing skills and abilities enables him to fulfill the status quo of employment. One needs to support one's employment through a continuous cycle of skills development through a variety of training methods and workshops. Skill India, launched by the Government of India in 2015, with the aim of improving the quality of Indian workforce on the other hand and providing skills to untrained people. The purpose of this purpose is to provide skills that meet the needs of the industry and in line with what gives a person the basis for employment. Capable forces promote the country's economic growth and thus support sustainability. The focus on the skills campaign in India is mainly on the youth as India is rich in human capital. In view of the large number of skills development programs implemented, the curiosity of researchers is thought to have an understanding of the schemes and implications of these programs.

The youth are one of the nation's biggest players helping to achieve financial prosperity. Therefore, our country recognizes the importance of youth in society in order to take various measures to ensure that future employees have the right skills for the future. Skill India is one of the most important steps of the Government of India. It is a way to prepare more than forty crore people with various skills by the year 2022 in India and is more prepared to create new opportunities, space and breadth of Indian youth gifts to develop themselves. On this planet, India has one of the most youthful profiles of 65% of its

population under the age of 35. In the context of India's campaign of competence to boost self-esteem, improve productivity and give the world a more normal position. Skills development, at an early age, at the school level, is very important to provide them with appropriate job opportunities. Training, skills development and in-depth learning are largely based on staff recruitment. In addition, they improve their employment conditions and their desire for casual wear, and add to the head of a sustainable business. Skills development is a fundamental pillar of decent work, with the vision of lifelong learning aligned with social policies in the economic, financial and social spheres and labor, all of which are essential for sustainable economic growth, start-ups and social expansion.

II OBJECTIVES & RESEARCH METHODOLOGY

- (a) **Objective-** The main objective of this research paper is to present a comprehend review of the studies carried out in the field of skill development and its impact on youth across country.
- (b) **Hypothesis -** The proposed research is more comprehensive in nature based on secondary data and information collected from the sources of concern and in terms of research need. Appropriate literature for various service departments and organizations, articles, paper and website are used in this study.

III LITERATURE REVIEW

A review of literature enables the researcher to go into greater details and wider applicability of the problem in hand, so as to provide new ideas, explanations and hypotheses. The final and specific reason for reviewing related literature is to know the recommendations of the previous researchers for further research which they have listed in their studies. The length of the review will depend upon the number of relevant articles and the purpose for which the research report is being written. Review of the related literature helps the researchers to acquaint himself with current knowledge in the field or area in which researcher is going to conduct his research. The review of the related literature enables the researcher to define the limits of his fields and accordingly delimits or defines his problem. The present investigators have reviewed the literature with reference to skill development programmes in India which will give an understanding about the research conducted in the field and research gaps to be filled by further research. A review of imported studies is presented below:

- (a) **Singh & Kaur (2018)**, conducted a study entitled “A Study on Skill Development of Paint and Coating Industry”. This study aims to identify the reasons for shortage of skills in paint industry and to determine how to deal with skill gap among painters. Primary data sources were used for the study. A self –administered questionnaire was used to collect data from 130 painters working in Kurukshetra district. The findings of the study indicated that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skills in paint industry.
- (b) **Ansari and Khan (2018)**, conducted a study on “Role of Education and Skill Development to Promote Employment in India”. The objectives of the study were to analyze and highlight the status of contemporary education with respect to skill development and to provide some suggestions based on the observations and analysis of the study.
- (c) **Shrivastav and Jatav (2017)**, conducted a study entitled “An Analysis of Benefits and Challenges of Skilling India” The main aim of this paper was to study the prospects and challenges for skilling in India. The specific objectives of the study were to study and analyze the Indian experience of skill development in India and analyze the challenges faced for skill development in India in terms of financial resources.
- (d) **Prasad and Purohit (2017)**, conducted a study on “Skill Development, Employability and Entrepreneurship through Make in India: A Study”. The objectives of the study were to understand through the review of literature and the effect of Make in India initiative on employability, understand the present status of skill development in India.
- (e) **Singh and Sanjeev (2016)**, conducted a study on “Need for Re-Skill training towards Make in India Initiative” The purpose of the present study was to identify the factors affecting the employee’s attitude in an organization towards skill training.
- (f) **Hazarika (2016)**, conducted a study on “Skill Development for Rural Entrepreneurship: A study on State Institute of Rural Development (SIRD), Assam” The objectives of the study were to examine different skill development facilities provided by State Institute of Rural Development for rural entrepreneurship, to study the motivational role of training and its effect on starting an enterprises in rural areas and to suggest measures to improve entrepreneurship development through institutional support in rural areas.
- (g) **Deka and Batra (2016)**, conducted a study entitled “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study” To understand through the review of literature the effect of “Make in India” initiative on employability, to analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India. The study is based on review of Secondary Data.
- (h) **Agarwal S. (2016)** has written paper which attempts to illustrate the importance on “Central Pillar of Employability: Skill Development”. This research paper is an effort to understand the present skill capacity and the challenges faced by skill development system in India along with their solutions. To assessed the level of skill capacity of the Indian workforce with the help of education and vocational training. The present study also found that both the government and its partner agencies have launched various measures/initiatives for the effective implementation of the skill development system in the economy.
- (i) **Pandey (2016)**, conducted a study on “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India” the objectives of the paper were to study policies framed for skill development and identifying the gap between the government and private programmes, discuss on the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship.
- (j) **Yadav. R. (2016)** studied on the topic “skill development initiatives in India: challenges and strategies with reference to vocational training initiatives in Maharashtra” that the various issues like unplanned rural urban migration causing

urban poverty, population growth, high school dropout rates, India is likely to witness a deficit of 5.25 million employable graduates and vocationally trained workforce in next few years.

- (k) **Chavda and Trivedi (2015)**, conducted a study on “Impact of Age on Skills Development in Different Groups of Students The objectives of the study were to study the impact of age on skills development in different groups of students, to study the effect of gender on the development of skills, to make aware the students about their skills, to aware the students about the key role of life skills in personality development.
- (l) **Amandeep (2015)**, conducted a study on “Skill Development in Higher Education: Trends and Issue” studied the present scenario of India on skill and education, examine opportunities available to learners, and suggested the future prospects of skill development.
- (m) **Okada A. (2012)** has provided on the topic “Skills Development for Youth in India: Challenges and Opportunities”. The paper has identified that recent initiative to facilitate young people’s transition to the world of work. India facing very complicated and tremendous challenges in bringing up the skills development for youths, for several reasons. This paper has explained an existing skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. It also suggested that India must raise its investment in education and training for youth, which help to promote industrial development and achieve sustainable growth.

From the above literature it is very clear that there is an urgent need to focus on youth development skills to make them work. It is a good time to benefit from the quotient of our people, a great time to invest in training and development opportunities in all sectors and levels. Performance is one problem except that employment and productivity are another problem. According to the 2015 India Skill report alone, 37.22% of the people interviewed were found to be employed. India is ranked last in 60 countries for labor productivity (World Competitiveness Yearbook, 2012). CII (2009) has stated that Employment Growth Requirements by 2022 out of 201 million. Currently about 26 million people join the working group every year and about 65% of them are looking for jobs. Age is a major factor affecting skills development. No significant differences are found between boys and girls considering all ages together. Age and maturity are the only factors in developing skills. To make the "Make in India" project a success, the nation's youth must be empowered through formal education, technical training and vocational training to meet the needs of the industry on a global scale.

IV SKILLS DEVELOPMENT CHALLENGES IN INDIA

Through a review of the literature, it is clear that the skills development challenges in India are widespread and some need to be addressed urgently. Skills development programs recognize that if young people have the right skills they can contribute to economic growth. However, there are many challenges in achieving India's goals, some of which are:

- (a) Encouraging students to be trained has been a major concern due to traditional ideas, low immigration goals, low incomes at the entry level. The employer does not discriminate against whether the employer has acquired skills in the workplace or received formal training.
- (b) Consideration should be given to promoting aspirations for current roles and finding the right type of training partners and effective stakeholder management.
- (c) Wages are associated with the segregation of skilled, low-skilled or unskilled people, but this must be in line with the skill levels set in terms of the National Skills Training Guide. (NSQF)

V CONCLUSION

There is a growing need for government interventions and policies to promote this type of education in various fields and to increase employment through short, long-term and skills courses. Although the need for a skills development program is understandable and met by many sectors there are still a few areas where awareness needs to be done. Also, the Department of Skills Development and Entrepreneurship, the National Skills Development Council and the Skills Councils in the sector have been established and much work remains to be done to identify employment, design and transformation courses to meet the needs of the sector. The age group found in the Indian economy is strongly influenced by the traditional notion of learning, if the skilled can contribute to making the economy stronger instead of debt. Skills development will increase staffing levels and increase employment for young people, who feel uncomfortable after school but cannot find work. Skills development will also help the country to increase the Gray Gross Enrollment Ratio (GER) at various levels of education from primary to tertiary institutions because parents and their children will receive a meaningful education through employment. According to the Indian tradition, if a child lives in a house without a job despite having a formal education, the parents see no education. As a result of skills development parents will decide that they want their wards in educational institutions because ultimately what is important for the parent is to earn a living and live a dignified and dignified life.

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