

# A Research Paper on “Skill India Program” - Its Application and Challenges

Jagruti Pandya

Research Scholar, Department of Business Administration, M. K. Bhavnagar University, Bhavnagar

**Abstract:** *This paper discusses the importance of skill development in India in the context of globalization, knowledge, and competition. The study found that the skill capacity of the Indian workforce is low, with only 10% being vocationally trained. The paper also highlights the challenges faced by the Indian government and its partner agencies in implementing effective skill development programs, such as inadequate literacy rates and insufficient vocational training. The paper suggests that policy makers need to address these issues to ensure the success of skill development initiatives.*

**Keywords:** Skill development, vocational education, apprenticeships, National Skill Development Policy, Apprenticeship, skill gap, new-age skills

## 1. Introduction

Skill development refers to the process of acquiring knowledge, skills, and competencies that are essential for a particular profession or job. It includes formal education, vocational training, on-the-job training, and continuous learning to enhance existing skills and develop new ones. The objective of skill development is to improve the employability of individuals and their productivity in the workplace. It also aims to meet the demands of the industry and the economy by providing skilled workers. In recent years, skill development has become a crucial aspect of economic growth and social development, particularly in developing countries like India. The government has launched various skill development initiatives to provide training and certification to individuals in various skills and industries, making them employable and contributing to the country's economic growth.

Skill development refers to the process of acquiring and improving the skills, knowledge, and competencies required for a particular job or occupation. It is essential for the economic growth and development of a country, as it leads to the creation of a skilled workforce that can meet the demands of the market. Skill development involves various forms of training, such as vocational education, apprenticeships, on-the-job training, and classroom instruction. It is crucial for both individuals and businesses, as it enables individuals to improve their employability and businesses to increase their productivity and competitiveness. Skill development is particularly important in developing countries, where there is a need to enhance the skills of the workforce to accelerate economic growth and reduce poverty.

The Skill India program was launched by the Indian government in 2015 with the aim of skilling the Indian workforce and making them employable. The program has been successful in creating awareness about the need for skill development and has trained a large number of people in various skills. However, the program has also faced several challenges in its implementation, including lack of infrastructure, inadequate funding, and insufficient industry participation. This paper reviews the conceptual framework

of the Skill India program, its application, and the challenges it faces.

The Skill India program is based on the National Skill Development Policy, which aims to create a skilled workforce and meet the demand for skilled workers in various industries. The program focuses on providing training and certification to individuals in various skills, including traditional skills, new-age skills, and entrepreneurial skills. The program is divided into various components, including Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), and Skill Loan Scheme.

## 2. Literature Review

Dr. Yathish Kumar & Ramya K R (2017), conducted a study entitled “A research paper on- Economic prosperity through Skill India: A study of key success factors and challenges”. The objectives of the study were to know the awareness of skill development concept, the problems faced in self-employment and provide some suggestions based on the observations and findings. The study brought out how Government is caring to abolish unemployment problem. Majority of the respondents were aware of the Skill India Campaign due to various publicity schemes of Government which is highly commendable. Out of the respondents selected for survey majority have undergone the skill development training under different areas and have benefited them in their overall development. This shows the popularity of the schemes and good response from the youth. The survey reveals that even after the training the respondents had faced some major problems while setting up their own business, which need to be tackled. Almost all the respondents were motivated through Skill India Campaign and have encouraged others for self-employment

**Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021)** conducted a study on “Employability through Skill Development Programmes - an overview of significance of Employability skills”. The objective of the study was to comprehend the need of employability skills and to study the skill gap - desired vs possessed. The study concluded that the skill gaps can be bridged with training, education and

Volume 12 Issue 11, November 2023

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

short-term courses. In spite of the efforts there is still a great scope in transformation of abandoned knowledge into skills. Various ambitious missions of Government of India i.e. Make in India, Atmanirbhar Bharat, 5 trillion economy dreams etc can come true with collective efforts.

**Dilip Chenoy (2019)** conducted a study on "Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India'". The aim of the study was to focus on developing right skills to address the growing skill gap in various manufacturing sectors in the context of changing industrial landscape defined by new-age technologies. The study concluded that that India's demographic advantages can be realized only if the existing workforce is re-skilled and upskilled through lifelong learning initiatives, and new recruits are prepared with twenty-first century skill sets. It is a mammoth task for the government alone to develop a skill-based workforce and drive the 'Make in India' initiative. Therefore, it is imperative that government and industry partner and take collective actions to develop the skilled workforce.

**Mr. Hansel Furtado (2018)** conducted a study on "A study on impact of skill development at entry level job candidates in India". The objective of the study was to understand the gap between the job applicant's performance level & job expectation at multiple stage of one's life and to understand employability of candidates at entry level of job. The study concluded that the most essential aspect for every citizen of the nation is with booming technologies, organizations upscaling & a transitioning era as of such today. The conversion rate in with long-lasting sustainable effect on the market in a structured analytical way and it is important to consider before providing any initiative relating to developing human potential especially for candidates at entry level jobs because it is directly dealing with building the future of the next generation to lead.

#### Objective of the Study:

- 1) To study the present skill capacity and scenario of India.
- 2) To analyze application of Skill India Program of Indian Government.
- 3) To study the challenges faced by skill development Program in India.

### 3. Data and Methodology

This research is mainly descriptive and a conceptual in nature. It is based on secondary data collection methods by using various tools such as relevant books, websites of government officials, documents of various NGOs for carrying Skill India Program, Articles and Research Papers by various authors.

### 4. Application

The Skill India program has been implemented across the country, with a focus on providing training to youth in various skills. The program has collaborated with various industries to provide training that is industry-relevant and meets the demands of the market. The program has also provided support to startups and entrepreneurs by providing them with the necessary skills and funding to start their own

businesses. The program has been successful in providing training to a large number of people and creating awareness about the importance of skill development.

#### Current Application of the Program:

- Low levels of education and skill development in India.
- The drop-out rates in educational institutions are high, with 50% estimated in the age group of 5-14 years and 86% after 15 years of age.
- The workforce is semi-literate and finds it difficult to absorb higher forms of skills.
- The study also found that 38% of the Indian workforce is illiterate, 25% has education below primary or up to primary level, and only 36% has an education level of middle and higher level.
- Additionally, 80% of the Indian workforce does not possess any marketable skills, and only 2% have received formal vocational training, with 8% receiving non-formal vocational training.

This indicates that very few new entrants to the workforce have any marketable skills compared to other developed economies such as Korea, Germany, Japan, and the United Kingdom.

The Indian government and its partner agencies have taken measures to implement skill development programs in the economy. However, the study identifies several unresolved issues and challenges that require immediate attention from policy makers. The next section of the paper discusses some of these bottlenecks and provides possible solutions to address them.

### 5. Challenges

Despite its success, the Skill India program faces several challenges in its implementation. The program has been criticized for its inadequate funding, lack of infrastructure, and insufficient industry participation. The program has also faced challenges in providing training that is relevant to the market and meets the demands of the industry. The program has also been criticized for its lack of focus on providing training to women and marginalized communities.

This paper acknowledges that despite concentrated efforts, the skill development mission in India still has a long way to go. The study identifies several serious key challenges that are hindering the mission.

- 1) A key challenge in the skill development mission in India: **the mismatch between the demand for skilled workers from industries and the supply of labor force**. This mismatch is exacerbating all types of skill development initiatives by the government and its partner agencies. The study notes that the number of people formally trained in a year is only 1,100,000 by the Ministry of Labour and Employment, with approximately 3,200,000 trained by 17 other central government ministries. Additionally, compared to employers in other countries such as Germany, the USA, France, and Japan, Indian employers (67%) find it more difficult to fill job vacancies due to a lack of skilled workers.
- 2) **Problem of location and Geography is One challenge**, that states with slower economic growth

rates have higher population growth rates and fewer new jobs, while states with higher economic growth rates have more new jobs with a lower rate of labor-force. As a result, laggard states need to rely on migrant workers to cope with this challenge. Another challenge is that formal institutions for vocational training are mostly located in urban areas, leaving large proportions of rural populations without access to formal vocational training. Additionally, the districts notified as backward face a serious shortage of formal skill training, with many skill development institutions focusing only on basic livelihood skills provided by NGOs or other agencies as part of social development programs. These skills are often not formally assessed and are not recognized for employment by industrial sectors.

3) The challenges related to education and curriculum in skill development are summarized as follows:

- High drop-out rates, especially among female students, after the age of 15 years and above.
- Inaccessibility for disadvantaged and rural sections of society due to high costs and social impediments like transportation problems.
- Poor quality of education leading to lack of literacy and numeracy skills, making it difficult for students to absorb even basic skills.
- Obsolete skills taught in the curriculum resulting in workers being unable to find jobs according to their aspirations.
- Multiplicity of curriculums for the same skill resulting in uneven competency levels.
- Lack of platforms for industrial and governmental agencies to meet regularly for systematic up-gradation of curriculum for new skills, resulting in a lack of co-ordination between job aspirants and employers.
- Inflexibility in the curriculum framework of vocational training and education, making it difficult for individuals to acquire proper skills and transition between vocational training and general education.

4) Other Challenges are found like Less Vocational Training, Specific Programs for women skill development, Involvement of private Sector for skill training, Skill gap for formal and informal Sector for Employability, Less motivation to the trainers and Industrial Training Institutions etc.

## 6. Suggestions

To address the Challenges the following solutions can be implemented:

- 1) Regular Skill Gap Analysis: Regular skill gap analysis should be conducted by industry experts, government agencies, and training providers to determine the specific skills that are in demand in the job market. This can help in designing and delivering training programs that are relevant to the current job market.
- 2) Industry-Institute Collaboration: Collaboration between industry and educational institutes can help in designing training programs that meet the industry's requirements. This can be done through internships, apprenticeships, and on-the-job training programs.

3) Promotion of Vocational Education: Promotion of vocational education at the school level can help in developing job-specific skills from an early age. This can also help in reducing the mismatch between the demand for skilled labor and the supply of labor force.

4) Public-Private Partnership: Public-private partnerships can be established to provide funding for training programs and to create an ecosystem where industries, government agencies, and training providers can work together to address the skill gap issue.

5) Encourage Self-Employment: Encouraging self-employment can help in reducing the pressure on the job market and can also help in creating new job opportunities. This can be done through skill development programs that focus on entrepreneurship.

6) Skill Certification: Certification of skills can help in improving the employability of individuals. It can also help in creating a standardized system of skill recognition that is recognized by industries and government agencies.

## 7. Conclusion

The Skill India program is an important initiative by the Indian government to provide training and certification to individuals in various skills. The program has been successful in creating awareness about the importance of skill development and has trained a large number of people. However, the program faces several challenges in its implementation, including lack of infrastructure, inadequate funding, and insufficient industry participation. The program needs to address these challenges to ensure that it continues to provide effective training and certification to individuals in various skills.

## References

- [1] Dahlman, C., & Anuja, U. (2005). *India and the Knowledge Economy: Leveraging Strengths and Opportunities*. Washington, D.C: World Bank.
- [2] Federation of Indian Chamber of Commerce & Industry. (2013). *Knowledge paper on skill development in India*. Global Skills Summit 2013. New Delhi: Ernst & Young Pvt. Ltd.
- [3] "Skill Development in India: Need, Challenges and Ways Forward" written by Vandana Saini and published in the *Abhinav National Monthly Refereed Journal of Research in Arts & Education*, by Abhinav Publication.
- [4] Federation of Indian Chamber of Commerce & Industry. (2014). *Reaping India's promised demographic dividend — industry in driving seat*. New Delhi: Ernst & Young Pvt. Ltd.
- [5] Government of India (2012). *Reports and Publications*. Ministry of Statistics and Programme Implementation. Government of India. New Delhi.
- [6] International Labour Organization. (2012). *Global employment trends - Preventing a Deeper Jobs Crisis*. Geneva: ILO.
- [7] National Sample Survey Organization. (2010). *Employment and Unemployment Situation in India (66th Rounds)*. Ministry of Statistics and Plan Implementation, Government of India. New Delhi.

- [8] Reconstruction and Development, the World Bank. Washington DC.
- [9] UNESCO. (2010). Reaching the marginalized: Education for All. Global Monitoring Report. Paris: Oxford University Press.
- [10] World Bank. (2012). More and Better Jobs in South Asia. The International Bank for Reconstruction and Development, the World Bank. Washington DC.
- [11] OECD (Organisation for Economic Co-operation and Development) (website): <http://www.oecd.org/document/20/>
- [12] Directorate General of Employment and Training (website): <http://dget.nic.in/coe/main/100ITIs.htm>
- [13] Planning Commission (website): <http://planningcommission.gov.in/data/datatable/data>
- [14] National Skill Development Corporation (website): <http://nsdcindia.org/knowledge-bank/>
- [15] Federation of Indian Chambers of Commerce & Industry Skill Forum (website): [www.ficciskillforum.org](http://www.ficciskillforum.org)