

## **A STUDY ON SKILL DEVELOPMENT INITIATIVES TO MAKE YOUTH SELF SUFFICIENT**

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### **Abstract**

This paper examines the problems facing India's skills development system and addresses the present conditions of young employment, skill development, and education in the country. This study examines latest efforts to ease the transition of youth into the workforce. The greatest segment of the Indian population is made up of young individuals who will soon be entering the labour arena. Young people typically find employment in the unorganised sector and have limited access to education and training. While the number of students enrolled in Indian schools has increased significantly in recent years, the country's educational attainment is still poor and its dropout rate is still high. The Indian youth are not adequately equipped with the skills that modern enterprises demand, despite the country's well-institutionalized system of vocational training. Hence, the nation has recently started implementing significant policy changes to boost skills development in order to quicken its economic growth and benefit from its "demographic dividend." Furthermore, by empowering the youth in rural areas with a sense of self-assurance and independence, Skill India has inspired them to take responsibility for their own destiny. Consequently, there has been a beneficial shift in the way society views skill-based jobs, with a greater awareness and acknowledgement of vocational talents.

**Keywords:** Skill development, Youth, Vocational Training, Population, Education.

### **1.0 Introduction**

Today's youth confront significant hurdles in terms of occupations and skills that are fundamentally different from those their parents experienced. These issues are seen throughout the world. In today's globalized economy, businesses and industries in both developed and developing nations are more competitive than ever. As a result, workers in these sectors need to

possess higher levels of skill in order to innovate, enhance the quality of their goods and services, boost production efficiency, and even enhance the entire value chain process. A higher level of expertise in creating, utilizing, and disseminating innovations is necessary due to the rapid advancement of technology. Consequently, the industry's requirements for talents have evolved in terms of their nature, content, and variety. Due to this, the majority of nations have recently taken action to improve the capabilities of their labour forces by reforming their educational systems.

For an extended period, developing nations such as India have faced a scarcity of trained labour, making their issues more severe. Today, however, companies and manufacturers in developing countries are expected to achieve global standards of efficiency and quality as they become more integrated in global value chains. Higher skill levels in the workforce are therefore necessary as a result. Foreign direct investment (FDI) is a viable strategy for bringing advanced technologies to domestic industries, expanding foreign trade, and boosting industrial and economic development. Therefore, many countries today need more skilled workers to compete in attracting FDI. In fact, the availability and even stock of skilled workers in a country is a key determinant for multinational firms considering investments.

The main topics of training and employment for youth people are covered in the section that follows. The demographic and employment trends in India are then briefly discussed, and then the options for education and training that are open to young Indians are examined.

Since "skill" is defined as the capacity to do an action with excellence, the environment for skill development needs to be quickly reorganised. As a crucial component of future economic growth, it will play a pivotal role in India's growth narrative, enabling the country to transition into a diversified and globally competitive economy. In order to become the global leader in human resource capital, India must effectively skill its youthful population and turn this advantage into a profit.

## **2.0 A strategic framework for skills development**

The cornerstones of a policy framework for creating a workforce with the necessary skills are: making high-quality education widely available as a basis for training in the future; closely matching the supply of skills to the demands of labour markets and businesses; empowering

workers and businesses to adapt to changes in markets and technology; and foreseeing and preparing for the skills needs of the future.

When properly implemented, this strategy fosters a positive feedback loop whereby increased and improved access to education and training stimulates investment, economic diversification and competitiveness, social and occupational mobility, and innovation, leading to the creation of not only more but also more fulfilling and productive jobs. Future generations are better prepared for productive lives when they get high-quality elementary and secondary education along with chances for relevant vocational training and skills development. These programmes also give students the foundational knowledge they need to pursue higher education. When young men and women are provided with sufficient chances for vocational education and training, such as in-work apprenticeships and on-the-job experience, they are better equipped to make the transition from school to the workforce.

### **3.0 Present Status of skills in India**

Because of the disparity between the number and quality of the skilled labour force in India, reaping the benefits of demographic profile appears to be more of a fantasy than a reality. By 2022, 500 million skilled professionals are expected to be needed in India. However, only 2% of India's workforce has received skill-building training, meaning the country still has difficulties in producing qualified labour. The unorganised or informal sector, which lacks an organised framework for skill development, employs 93% of the workforce, according to estimates from the Indian government. Young individuals who could be able to find work prospects through the current educational system are not receiving any instruction on employable skills. Informally or on the job, workers in the unorganised economy frequently possess skill. The processes involved in skill development and information channels are unclear or poorly understood.

A large portion of India's labour force is composed of workers with antiquated skills. The task will only get harder given the current economic growth and anticipated rate of expansion, as almost three-quarters of all new job possibilities are anticipated to be skill-based. During the skill training programme, losing one's job and income serves as another deterrent to learning new skills. India has a somewhat complicated talent development environment. India's public sector has dominated the field of vocational training. On the other hand, the private sector is becoming

more and more prominent in the skill development field, especially when it comes to training for the services industry.

#### **4.0 Government Initiatives in Vocational Education**

The perception is that vocational training in India are only offered at the school level and do not prepare students for aspirational careers. Vocational studies are chosen by a relatively small percentage of students who find it difficult to succeed in traditional, general education classrooms. However, the government has created skill development policies and schemes through ministries, councils, and organisations supported by industry collaborations, acknowledging the significance of skill development. A few of them play complementary roles in providing skill training.

A variety of vocational courses, including those in business, engineering, health sciences, and agriculture, are offered by school boards. A three-year diploma in engineering is offered by polytechnics, while fundamental engineering skills, craft and skill programmes, and other training can be obtained in one to three years at industrial training centres and institutes. The Ministry of Labour and Employment (MoLE) is in charge of vocational education since it is thought to be more relevant to the workforce. While the Ministry of Micro, Small & Medium Enterprises (MSME) concentrates on the development of entrepreneurship, the Ministry of Rural Development (MoRD) seeks to promote the welfare and development of rural areas, and the Ministry of Human Resource and Development (MHRD) is responsible for supervising the execution of national policies regarding education levels. The targeted national policy for skill development and entrepreneurship (2015) is used by the Ministry of Skill Development and Entrepreneurship (MSDE) to coordinate the ongoing efforts. Via its partnerships with the public and private sectors, the National Skill Development Corporation (NSDC) is essential to skill-based training. The National Skill Development Agency (NSDA) organises skill-building initiatives. Under MSDE, the two of them are brought.

#### **5.0 Challenges Facing Skills Development Efforts**

Nowadays, young people in developing nations have a very tough time finding employment. First, since industries and businesses have become more competitive in the globalized world, they must raise the caliber and efficiency of their goods and services. They are compelled by this to hire fewer but more competent employees. As a result, the bar for young people looking for

job has increased and gotten harder. Second, companies and industries have undergone enormous reorganization as a result of the global economic crises and other developments, which has decreased the number of new job openings and increased unemployment, especially among young people.

**5.1 Insufficient capacity:** Considering the enormous demand for qualified labor, the current infrastructure facilities offered in educational institutions across the nation are insufficient. There is a dearth of highly qualified and experienced trainers. The faculty must possess the skills and motivation to assume more responsibility.

**5.2 Mobilization:** Those who work in skill development still have a fairly traditional perspective. The process of enrolling students in vocational education and training has grown to be very difficult.

**5.3 Scalability:** A model requires strong support from a variety of stakeholders in order to succeed. Initiatives of this kind move slowly along since the corporate sector does not support them very much.

**5.4 Skills Mismatch:** There are numerous problems pertaining to the skills that educational and training institutions teach and the talents that the market requires. Because there is a dearth of connection between business and academia, the skill sets that educational and training institutions supply do not always meet the needs of employers. Because of this, even if the individuals may be skilled, they are unable to get work. It becomes crucial that those working in the sector are included in the curriculum design for skill development.

## **6.0 Skills Development Opportunities in the Formal Education System**

The Craftsman Training Scheme (CTS), which was founded in 1951, is a reputable vocational training programme that operates independently of the official school system. Under the direction of the Ministry of Labour and Employment's Directorate General of Employment and Training (DGE&T), the public Industrial Training Institutes (ITI) and the private Industrial Training Centres (ITCs) offer pre-employment vocational training as essential post-lower secondary institutions for the training of the technical workforce. For people who have finished eight to ten years of education, 8,306 ITIs/ITCs (2140 public ITIs and 6166 private ITCs) across the country provide six months to three years of vocational training under CTS. These ITIs/ITCs are located in 114 trades, 44 engineering courses, and 24 non-engineering courses. The oversight

of its ITIs is the responsibility of each state government. At ITIs and ITCs, there are more than 740,000 trainees registered in training programmes.

In accordance with government regulations, trainees were also given set monthly stipends. Nonetheless, the current monthly fees are as follows: students pay Rs. 1,200 (about US\$21); SC/ST pay Rs. 150; and Other Backward Castes (OBC) pay Rs. 50. Males from economically disadvantaged rural homes, ages 16 to 24, make up the majority of the trainees. Therefore, rather than enhancing the industrial skill base, CTS has historically fulfilled more of a social policy role by offering chances for skill training that substitute education for those who are economically and/or socially disadvantaged. Welders, fitters, machinists, car mechanics, and electricians are among the most sought-after trades at ITIs due to their broad applicability and high employability.

### **7.0 Skilling the youth – The positives**

The government of India has thankfully already recognized the problems and is taking numerous initiatives to transform the labour force into a competent workforce. Sections of the lower income strata, such as daily wage labourers and other sections of the unorganized working class, should be especially aware of this. In order to create a trained workforce in the upcoming years, the government has already implemented a number of skill-specific initiatives. Youth who take advantage of these programmes can find good-paying jobs that are safe. By 2022, 500 million Indian adolescents are expected to have improved their skills thanks to the National Skill Development Corporation (NSDC), a government project. Developing particular work skills in Indian youth is another goal of the well-known Made in India project, which could lead to job creation and employment prospects in the near future. The government has also established a Ministry of Skill Development and Entrepreneurship in an effort to improve youth skills and create more chances for entrepreneurship. The ministry's main initiative, Pradhan Mantri Kaushal Vikas, encourages young people to pursue skill-based training. The National Rural Livelihoods Mission, the National Urban Livelihoods Mission, the Deen Dayal Upadhyaya Grameen Kaushal Yojana, and the National Apprenticeship Training Scheme are a few of the well-known skill-building initiatives started by the government.

### **8.0 Recent Development in Skills Development for the Youth**

India has recently implemented a number of reforms in education and training, showing that the country is finally serious about developing its capabilities. The 11th 5-year Development Plan (2007–2012) was the first to prioritize skill development (GOI 2008b). In 2006, the prime minister stressed the importance of a vocational education mission during his Independence Day speech. In order to give over 10 million students access to vocational training, he announced in his 2007 Independence Day speech that 1,600 new ITIs and polytechnics, 10,000 new vocational schools, and 50,000 new skill development centres will be constructed (GOI 2011a). Furthermore, as presented by GOI 2011a, the finance minister discussed the growing scarcity of trained labour in numerous industries during his 2007 budget statement. "To take advantage of the demographic dividend of the country and to fulfil the aspirations and right of the youth to gainful employment and contribute to national productivity," the line ministries now recognize that they must expand TVET programmes as a result of these political commitments from the top leadership of the central government (GOI 2011a, p.1). Government representatives, business leaders, and academics all feel that there is a pressing need for skill development as a result of these speeches.

India faces a great deal of urgency because of its severe skilled labour shortage in light of the impending "demographic dividend," the necessity to maintain rapid economic growth, and the need to make its youthful, highly trained labour force "exportable" to international labour markets. India's skilled labour pool has attracted the attention of several developed nations, particularly Australia and Western Europe. As a result, these nations have begun to generously fund India's TVET and higher education sectors with attractive incentives. The Indian government's institutional reforms have been aided by such outside pressure and support.

The private sector has also been instrumental in raising public awareness of skills development through the organisation of workshops and seminars, lobbying the government to support institutional reforms, and participation in important industrial associations like the Confederation of Indian Industries (CII) and the Federation of Indian Chambers of Commerce and Industry (FICCI). These associations currently have representation on national boards, as well as active participation in a number of committees inside training and postsecondary institutions. Given that they frequently struggle to locate personnel with the necessary abilities, industry has also felt

compelled to support skill development. Consequently, they have also called for a well-thought-out system of skill development that involves a larger private sector participation.

**8.1 Mobilizing the Target Youth:** It is crucial to thoroughly vet applicants before accepting them into training programmes, focusing on their motivation to study and grow financially secure and self-sufficient. These individuals ought to be driven, have a positive outlook, and persevere in the face of adversity. It has been noted that inadequate branding materials, such as brochures, posters, and mobilisation kits, improper community group or location selection, or poor field staff pitching techniques all contribute to the inefficient mobilisation of the intended target demographic.

**8.2 Counselling and Registration of the Target Youth:** One of the main reasons why candidates leave the programme in between training sessions has been identified as improper advising of the beneficiary and their parents in the field during mobilisation. After the training sessions end, these dropouts frequently show up for placements without realising that they need to finish the programme. Additionally, it is seen that the strategy based on zero fees fails to draw in qualified candidates. Without a financial commitment, courses are taken for granted and are not attended seriously or with regular attendance.

**8.3 Training and Content Delivery:** A major drawback is having people lead the sessions who lack the necessary skills and efficiency due to inadequate training. Trainers of this type are unable to inspire candidates or alter the attitudes of students, the majority of whom come from disadvantaged backgrounds. Such trainers are a major disincentive and one of the main reasons why target beneficiaries miss work or drop out.

## **9.0 Conclusion**

This study looked at the barriers that Indian youth face as well as the chances they have to grow as professionals. The magnitude of India's youth population and the hierarchical and segmented structure of the labour market and society at large provide the country with formidable obstacles to promoting youth skill development. Indian youth can be broadly classified into two categories. Few members of the middle class who are well situated financially receive excellent training and education, as well as well-paying positions in the organized sector. The vast majority of young people from socially and economically marginalized backgrounds, on the other hand, receive very little formal schooling and have limited access to career training. They are employed in the



unorganized industry. Because most Indian youngsters lack the necessary occupational skills when they enter the workforce, they frequently find themselves in low-paying, informal, and precarious jobs like casual labour and different forms of self-employment.

In India, the unorganized sector and rural areas account for the majority of employment, with the informal sector including nearly all manufacturing enterprises. In order for Indian youth to get decent jobs and experience any social mobility, they need to gain education, training, and skills due to the highly fragmented and stratified nature of the labour market. So, in the upcoming years, there will probably be a greater demand for education at all levels due to the strong economic expansion. Nonetheless, youth socioeconomic status, gender, and geographic location continue to have a significant impact on their access to school, training, and job possibilities.

The talents that young people in India gain through vocational training and the capabilities that industries seek due to the country's recent rapid economic expansion have been found to be vastly different in this article. Well-institutionalized public vocational education and training programmes have existed both inside and outside of the formal school system for more than 50 years. However, they have not been able to provide young people with the vocational skills that businesses require, and they are too small to house a large number of recent graduates. Youths still have restricted access to vocational training as a result.

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