



EDUCATION AND SKILL DEVELOPMENT IN NEW ERA

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ABSTRACT:

Skill Development serves as a tool to enhance overall effectiveness and empower individuals to work with greater efficiency. It plays a significant role in boosting productivity, fostering innovation, and increasing competitiveness within the economy. In an era of rapid globalization and technological advancements, both challenges and opportunities arise for economic expansion and job creation. Countries that possess higher levels of skill and competence adapt more effectively to the demands of globalization.

The minister of Skill Development and Entrepreneurship, through the establishment of the National Skill Development Corporation (NSDC) in 2008, has been actively addressing these challenges. The NSDC, a not-for-profit public limited company, aims to promote skill development across the nation. This paper aims to shed light on the diverse challenges faced by the youth in our country and highlight various government initiatives, particularly the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), which have been implemented to overcome these challenges.

The urgency to address skill gaps in various industries is apparent and more crucial than ever. India's demographic advantage can only be fully utilized when the workforce is equipped with modern and future-oriented skill sets. Emphasizing the development of skills that align with emerging economic trends is of utmost importance. By doing so, India can transition into a knowledge economy and effectively meet the global demands for skilled professionals.

Key Words: Skill Development, PMKVY, DDU-GKY, NSDC, Skill Training, Skill Gap.

Introduction:

Over the years, Central Government has implemented various skill development programs. However, these initiatives have been fragmented, with more than 20 ministries and departments overseeing them. Unfortunately, there has been a lack of effective coordination and monitoring mechanisms to ensure convergence and optimal outcomes. This situation is not unique to the Central Government but is prevalent in most states as well, with only a handful of states taking steps towards functional convergence by establishing State Missions.

In order to accomplish this, India requires a flexible education system that encompasses various aspects. Firstly, basic education should focus on establishing a strong foundation for learning. Secondary and tertiary education must then concentrate on developing core capabilities and technical skills. Additionally, there should be mechanisms in place to facilitate lifelong learning, ensuring individuals can continuously enhance their knowledge and skills throughout their lives.



To adapt to the evolving global landscape, the education system should promote creativity and strive to enhance the quality of education and training across all levels. Recognizing the significance of a skilled workforce in a globalized economy, it becomes imperative to have a substantial pool of skilled workers. This is crucial not only for attracting industrial investments but also for attracting foreign direct investments, which plays a pivotal role in the country's economic growth.

Enhancing the skills of the workforce brings about several advantages such as increased efficiency and flexibility in the labor market. It helps alleviate skills bottlenecks and facilitates the smooth integration of skilled workers into the economy, thereby enhancing their job mobility. To ensure the continued development and competitiveness of India's economy in global markets, it is vital to invest in high quality secondary and tertiary education as well as vocational education and training. This investment in skill development is crucial as emphasized by the World Bank in 2008.

The core objective of this policy is to effectively address the challenge of scaling up skill development with a focus on speed, standardization (quality), and sustainability. It aims to establish a comprehensive framework that encompasses all skill development activities across the country, ensuring their alignment with common standards and connecting them to the demand centers. Alongside defining the objectives and desired outcomes, the policy also outlines the institutional framework that will serve as a means to achieve these outcomes.

Skill development is a shared responsibility among various key stakeholders, including the government, the corporate sector, community-based organizations, experienced individuals who have made significant contributions to the skill development and entrepreneurship sectors, as well as industry and trade organizations. Together, these stakeholders collectively contribute to the advancement of skill development initiatives.

Review of Literature:

In their 2020 study titled "Skill Development in India: Challenges and Opportunities", Anita Swain and Sunita Swain examined data sourced from the National Skill Corporation to analyze the skill development scenario in India. The study concluded that India, being the second most populous country in the world with approximately 60% of its population comprising youth, possesses a significant "demographic dividend" that can be harnessed to benefit the country's economy. Furthermore, this demographic dividend can also support the "Make in India" campaign by providing a skilled workforce within the country. To achieve these goals, the "Skill India" mission needs to place greater emphasis on entrepreneurship skills to enhance job creation. The government of India has already launched various scheme such as PMKVY and DDU-GKY to make Indian youth skilled and employable. It is crucial for Indian youth to be aware of these schemes, undergo the necessary training, and make themselves employable.

In 2020 study titled "Skill Development Mission and the skill landscape of India: An Empirical study, "Dr. Chandra Shekhar Dash and Shilpa Dash focused on assessing India's skill landscape in light of emerging technological disruptions, global transformations, and the international mobility of the workforce. The study revealed that despite the praiseworthy aspects of the "Skill India Mission", significant challenges related to gender inequality, sectorial imbalances in skilling, training, and placements still persist. These challenges need to be addressed to ensure a more inclusive and balanced skill development ecosystem in the country.

In 2019, Rajni Singh conducted a study titled "Research-Based Learning on Skill Development of Engineering Graduates: An Empirical Study." The objective of the study was to explore the role of engineering education and its impact on skill development. Through empirical research conducted on Indian engineering graduates, the study concluded that Research-Based Learning plays a significant



role in the development of various skills such as problem-solving, domain knowledge, language and communication, and IT, general learning, academic knowledge, attitude, and ethics. It was observed that Research-Based Learning particularly enhances problem-solving skills, which are lacking among Indian engineers. The study suggests the need to incorporate Research-Based Learning into engineering education through the use of laboratories such as learning factories. This re-engineering of engineering education is essential to align with the evolving industrial landscape and foster the required skillset of engineering graduates.

In 2018, Sneha Vilas Kotawadekar in her study titled” Skill India: Needs and Challenges” aimed to examine the existing skill capacity and challenges faced by the skill development system in India. The objective was to purpose viable solutions and a way forward to address the identified issues. The Findings of the study indicated that although India has a well-established vocational training system, in order to expedite economic growth, the country has recently implemented significant policy reforms to enhance skills development. These reforms have resulted in noteworthy changes, both at the national institutional level and within individual institutions.

In their 2018 study titled “Enhancing Employability in India: Skill Development: Tamanna Joshi and Mukesh Pandey aimed to explore the significance of improving employability in India. The study’s objective was to observe and understand the potential of India to become the world’s largest provider of skilled workforce. The findings of the study emphasized the need for comprehensive mapping of manpower requirements, not only within India but also on a global scale. To achieve this, the study recommended the continuous updating of training programs and syllabi, ensuring that the youth are exposed to the latest technology and industry trends. The government was encouraged to support both apprenticeship programs and entrepreneurial initiatives. Moreover, the study emphasized the importance of anticipating future possibilities and taking proactive measures to prepare for them in the present.

In 2017, Dr. Anand Prakash conducted a study titled “Challenges and Opportunities in Skill Development in India”. The study aimed to gain insights into the current status of vocational education and training, as well as review vocational training models employed by emerging economies The study’s conclusion highlighted the immense potential for generating a skilled workforce in the country and leveraging the “demographic dividend”. The study emphasized the importance of branding activities and active involvement of Public-Private Partnership to ensure a robust supply of skilled workers.

In 2016, Seema Pandey conducted a study titled “Enhancing Skill Development and Employability Potential through Higher Education, Research, and Innovations in India”. The study’s objective was to gather lessons from past policy interventions and explore how higher education institutes can contribute to successful skill development which is a flagship program of the government. The study observed that both the government sector and the private sector in India have recognized the pivotal role of education in cultivating skilled manpower and consequently, driving economic growth.

In 2015, Vandana Saini conducted a study titled “Skill Development in India: Need, Challenges, and Ways Forward”. The study aimed to examine India’s current skill capacity, identify the challenges faced by the skill development system, and propose potential solutions and pathways for improvement. The study’s conclusion highlighted the remarkable transition of India into one of the largest and fastest growing global economies over the past decade. To sustain this growth trajectory, the study emphasized the critical importance of establishing an efficient and continuous system of skill development for the country’s workforce. In order to harness the demographic dividend, it is essential for India to empower



its workers with the right set of skills. The study emphasized the need to enhance the capacity and capability of skill development programs to meet these demands.

Objectives of the study:

1. The objective is to identify gaps regarding skill development trainings provided by different institutes and agencies in India.
2. Identify the challenges associated with skill development in India.
3. Examine the current status of skill development in India.
4. Analyze the skill development initiatives and strategies implemented by the Government of India.

Research Methodology:

This research paper relies on secondary data obtained from diverse sources such as journals, magazines, articles, and websites. The research design employed for this study is descriptive in nature. This particular research design was chosen to ensure higher accuracy and a comprehensive analysis of the research, aligning with the established objectives.

Key Components of PMKVY Scheme:

- . Short Term Training (STT)
- . Recognition of Prior Learning (RPL)
- . Special Projects
- . Kaushal and Rozgar Mela
- . Placement Assistance
- . Continuous Monitoring
- . Standardized Branding and Communication

The Ministry of Skill Development and Entrepreneurship (MSDE) in India has launched the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme to promote skill development and standardization of skills. This government initiatives aims to enhance the efficiency and knowledge of both new and existing daily wage workers by equipping them with employable skills.

The key components of the PMKVY schemes are as follows:

1. Short Term Training: Under this component, PMKVY Training Center's (TCs) provide skill training based on the National Skills Qualification Framework (NSQF). The training covers a wide range of skills, including soft skills, digital literacy, entrepreneurship, and financial literacy. The duration of the training varies from 150 to 300 hours, depending on the selected job role.
2. Recognition of Prior Learning: The program focuses on aligning the skills of unregulated sector workers with the NSQF through the Recognition of Prior Learning Certification. This certification recognizes individuals who already possess proficiency in specific skills.
3. Special Projects: PMKVY aims to create opportunities for youth by offering specialized training in various departments of the government or corporate sector. These special projects provide a platform for targeted skill development in specific areas.
4. Kaushal and Rozgar Mela: To ensure the placement of at least 50% of the training batch in different companies, training partners organize Kaushal and Rozgar Melas every six months. These events receive extensive media coverage and include activities such as resume writing training, mock interviews, and other carrier-related guidance.
5. Continuous Monitoring: The Training Centre's are subject to regular monitoring to ensure quality and compliance. The Monitoring Team conducts surprise visits during working hours to assess the progress and effectiveness of the training programs.



6. Placement Assessment and Certification: Candidates who have successfully completed the PMKVY training, with a minimum of 70% attendance, become eligible to take the Assessment Test. Upon passing the test and meeting the minimum percentage criteria, which varies based on skill levels, candidates are awarded certification.
7. Branding and Communication: Effective branding and communication play a vital role in accurately conveying the details of the scheme. The Training Centre's are encouraged to actively promote the activities taking place at their centre's through various social media platforms. Guidelines regarding branding and communication specific to the scheme will be provided separately to ensure consistency and coherence.

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme plays a crucial role in enhancing the skills and employability of individuals in India, thus contributing to the country's workforce development and economic growth.

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)

The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) has the objectives of skilling rural youth from disadvantaged backgrounds and facilitating their employment in jobs with regular monthly wages or above the minimum wage. It forms part of the Ministry of Rural Development's initiatives to enhance rural livelihood and is aligned with the National Rural Livelihood Mission (NRLM), known as Aajeevika, which focuses on poverty reduction. This scheme aims to benefit over 55 economically challenged rural youth by providing them with sustainable employment opportunities. The DDU-GKY scheme holds significant importance as it not only contributes to poverty reduction but also serves as a substantial component of the Prime Minister's Make in India campaign.

Key Features of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):

1. Enable Poor and Marginalized to Access Benefits: Demand-led skill training provided to rural poor individuals at no cost to them.
2. Inclusive Program Design: Mandatory coverage of socially disadvantaged groups, including Scheduled Castes (SC)/Scheduled Tribes (ST) at 50%, Minority communities at 15%, and women at 33%.
3. Shifting Emphasis from Training to Career Progression: Pioneering efforts in offering incentives for job retention, facilitating career progression, and enabling opportunities for foreign placements.
4. Greater Support for Placed Candidates: Provision of post-placement support, migration assistance, and the establishment of an alumni network.
5. Proactive Approach to Build Placement Partnerships: Ensuring guaranteed placement opportunities for a minimum of 75% of trained candidates by actively forging partnerships with employers.
6. Enhancing the Capacity of Implementation Partners: Fostering the growth and development of new training service providers while enhancing their skills.
7. Regional Focus: Placing greater emphasis on projects aimed at empowering economically disadvantaged rural youth in specific regions such as Jammu and Kashmir (HIMAYAT), the North-East region, and 27 Left-wing Extremist (LWE) districts (ROSHINI).
8. Standards-led Delivery: All program activities are governed by Standard Operating Procedures that are not open to interpretation by local inspectors. Inspections are supported by geo-tagged, time-stamped videos/photographs to ensure transparency and accountability.

Benefits of Skilling and Placement under Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) involve the following eight distinct steps:



1. Awareness Building: Creating awareness within the community about the various skill development and employment opportunities available through DDU-GKY.
2. Identification of Rural Youth: Identifying rural youth who come from economically disadvantaged backgrounds and are in need of skill development and employment support.
3. Mobilization of Interested Youth: Actively engaging and mobilizing rural youth who express interest in participating in the skill development programs offered by DDU-GKY.
4. Counselling of Youth and Parents: Providing guidance and counselling sessions to both the youth and their parents to help them make informed decisions about skill training and employment prospects.
5. Selection Based on Aptitude: Conducting selection processes that assess the aptitude and suitability of candidates for specific skill training programs.
6. Imparting Knowledge and Industry-Linked Skills: Providing comprehensive training programs that focus on developing industry-relevant skills, knowledge, and attitudes to enhance employability.
7. Providing Quality Jobs: Facilitating job placements that adhere to rigorous verification processes and meet standards that can withstand independent scrutiny. These jobs also ensure wages above the minimum wage requirement.
8. Post-Placement Support: Offering ongoing support and guidance to individuals who have been successfully placed in jobs, aiming to ensure their sustainability and long-term career growth.

Overall, DDU-GKY strives to uplift rural youth by equipping them with valuable skills, connecting them with employment opportunities, and providing comprehensive support throughout their skilling and placement journey.

Conclusion

India, the most populous country in the world. This demographic advantage, often referred to as the “demographic dividend,” holds immense potential for the nation. It is crucial for India to channel this dividend effectively for the benefit of the country. By doing so, not only will it contribute to the growth of the economy, but it will also support the “Make in India” campaign by providing a skilled workforce.

The construction sector faces a substantial skill gap, whereas the automotive sector exhibits a comparatively lesser skill gap. Therefore, the Skilled India initiatives should prioritize and foster entrepreneurship skills among the workforce to ensure greater job opportunities within the country. To equip the Indian youth with the necessary skills and enhance their employability, the Government of India has launched various schemes such as PMKVY, DDU-GKY, and Skill India. It is essential for the Indian youth to be aware of these schemes, undergo training, and actively work towards making themselves employable.

Skill development is considered the most effective approach for bridging gaps within organizations, surpassing alternatives such as hiring, contracting, or redeploying employees. Particularly in the post-pandemic landscape, industries need to intensify their endeavors to reskill or upskill their workforce. In this context, the acquisition of social and emotional skills assumes paramount importance, encompassing qualities such as empathy, leadership, and adaptability. To ensure successful skill transformations, it is crucial to implement structured programs that facilitate skill building. These initiatives enable the workforce to adapt to changes in their current roles or progress towards new ones.



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