

SKILL DEVELOPMENT IN INDIA – A WAY FORWARD

INTRODUCTION

As the world steps into a new decade, India stands on the verge of becoming a global power the 21st century. With a favourable demographic dividend and increasing percentage of youth in the workforce, the potential for growth and development is at its highest. To achieve this, skill development is vital for enhancement of the workforce and to bring in the unused resources into the mainstream. Skill development has been considered one of the critical aspects for job creation in India. India has unique demographic advantage with more than 60% of the population is in young age group. But in order to get dividend from such large work force, employability has to be improved. Skill development includes several vital attributes, including identifying one's skill gaps and enabling one to develop those skills to achieve their goal.

Importance Of Skill Development

- It enables individuals to become fully and productively engage in livelihoods and to have the opportunity to adapt these capabilities to meet the changing demands and opportunities of economy and labour market.
- With access to quality skill development programs and courses, an individual can increase their employability, enhance career prospects, and achieve strong personal growth
- They gather updated and relevant knowledge concerning their fields and can fulfil tasks in less time with more results. The performance level improves, and so are self-confidence and efficiency.
- Skills support a person to perform successfully at work and advance in most jobs. Skill development programs reflect positively on both employers and employees.
- Having skilled employees means being driven by motivated people who have a shared vision to succeed. Allowing employees to garner essential skills can help retain them and support a company to develop a long-standing competitive advantage.

With this brief background the seminar has been conceptualized with the following objectives

- To know the scenario of skill development in India
- To have brief insight of the initiatives in skill development
- To discuss the issues and challenges in skill development
- To review related research studies

CONCEPT OF SKILL DEVELOPMENT

According to Merriam Webster dictionary skill is the ability to use one's knowledge effectively and readily in execution or performance. To succeed in the 21st century labour market, one needs a comprehensive skill set composed of Cognitive skills, socio-emotional skills, technical skills, digital skills.

On a broader scale, skills can be divided into two types, namely soft skills and hard skills. Hard skills can involve specific knowledge acquired in a subject, certification, training, technical skills etc., soft skills refer to personality traits, including communication, leadership, problem solving, decision making, etc., Both skills support a person to perform successfully at work and advance in most jobs. Skill development programs reflect positively on both employers and employees.

Skill development methods include

1. Training –



Plate 1 Skill training workshop

- This method includes developing employee skills through a combination of lectures, hands-on-exercises, videos, podcasts, simulations, and individual/group-based assignments.

- It includes both formal (classroom-based, instructor-led, eLearning courses) and informal (watching YouTube videos, reviewing educational blogs and posts on peer-group forums like LinkedIn or chat rooms, self-study) approaches to skills development

- | | |
|--|------------------------|
| 2. Task/job rotations | 6. Simulations |
| 3. Coaching | 7. Conferences |
| 4. Mentoring | 8. On-the-job training |
| 5. Workshops/Committees/Working-Groups | 9. Self-study |

HISTORY OF SKILL DEVELOPMENT IN INDIA

To have a historical perspective about skilling in our country, since Independence, much importance was accorded to formal education and as a result, large amounts of money were spent on establishing centres of higher learning across the country. Industries too failed to recognise the necessary standardisation required to keep up with the skill requirements of the growing market. In India, the concept of Skill Development was introduced post-independence in 1956 with the first Industrial Policy with focus on Technical and Vocational Education and Training (TVET) sector with dedicated institutions.

In 1961, the Apprenticeship Act was framed for providing practical training to technically qualified persons in various trades and promoting new skilled manpower. In 1968, the first National Policy on Education was framed. The first Industrial Training Institute (ITI) was set up in 1969 by the Ministry of Labour & Employment (MoLE).

Post-independence efforts like IRDP, HYVP, KVK and programs with development with social justice like DWRCA, TRYSEM, WYTEP focused on rural development by training the rural people in income generating activities

In the 1990s and after, SGSY and NATP also started focusing on capacity building of both change agents and rural stakeholders. 1990s also witnessed the opening up of the economy with substantial growth in IT industry and service sector and relative slowdown in manufacturing and engineering sector. It was felt that there might be potential employment for skilled category. With this objective, the National Skill Development Corporation (NSDC) was established in 2008.

These paradigm shift resulted in framing of the first National Policy on Skill Development in 2009 (and effort was made to enhance the private partnership to expand the capacity of skills training sector.) The National Skills Development Agency (NSDA) was established in 2013 and a vision was casted for a National Qualification Framework (NQF)

Recent Approaches in Skill Development

As the world steps into a new decade, India stands on the cusp of becoming a global power, with a favorable demographic and increased percentage of youth in the workforce. It is crucial for the country to take advantage of this opportunity and bring the nation on the path of rising socio-economic progress. To achieve this aim, skill development is vital for enhancement of the workforce and to bring in the unused resources into the mainstream. Addressing this issue, hon'ble Prime Minister launched Skill India Mission on July 15, 2015 and formulated a Ministry Of Skill Development And Entrepreneurship to oversee, implement and coordinate various initiatives.

Under the aegis of MSDE, flagship scheme like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Skill Development Fund (NSDF), Sector Skill Council (SSC) among others were launched for holistic skill enhancement. The union cabinet also approved the National Policy for Skill Development & Entrepreneurship in 2015 to “To create an ecosystem of empowerment by skilling on a large scale and to promote a culture of innovation based entrepreneurship which can generate wealth and employment.”

SCENARIO OF SKILL DEVELOPMENT IN INDIA

Skill development, especially in a countrylike India with its large young population, which is estimated to be 27.33 per cent of total population in 2021, assumes greater importance to effectively reap the demographic dividend. Skilling the growing workforce would improve their productivity and employability which, in turn, will improve income and the quality of life.

According to a 2015-16 report released by MSDE, less than 5 per cent of India's workforce is formally skilled. Compare this to South Korea (96 per cent), Japan (80 per cent), Germany (75 per cent), the United Kingdom (68 per cent) and the United States (52 per cent), and we have a lot of ground to cover. The total requirement of manpower for the agriculture

sector in 2022 is estimated to be approximately 2156 lakh. Of this, around 1733 lakhs are expected to be skilled.

Significant demands on skill are expected in two categories:

- Higher education (graduate and above) for specialist roles
- Diploma and short-term vocational training for on ground support roles focusing on the direct farmer interface.

Incremental Human Resource Requirements

The Human Resource Requirement Reports were commissioned by the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship. The objective of these Reports was to understand the sectoral and geographical spread of incremental skill requirements in high priority sectors during 2017-22.

The research provides a detailed overview of the sector from a skills perspective, assesses the demand for skills, highlights key job roles, maps the available supply side infrastructure and suggests actionable recommendations for the stakeholders in the system. The studies were conducted through extensive primary interaction with key stakeholders including industry 1000 industry experts, 500 job roles and 1500+ trainees, Sector Skill Councils and Government. The study estimated incremental human resource requirement during 2017-2022 across these sectors. A summary of the findings is presented in Table below.

Table 1 Human Resource Requirements Estimate		
Sl.no	Sector	Human resource requirements estimate (in millions)
1	Agriculture	215.5
2	Building Construction & Real Estate	91
3	Retail	56
4	Logistics, Transportation & warehousing	31.2
5	Textile & Clothing	25
6	Education & Skill Development	18.8
7	Handloom & Handicraft	18.1

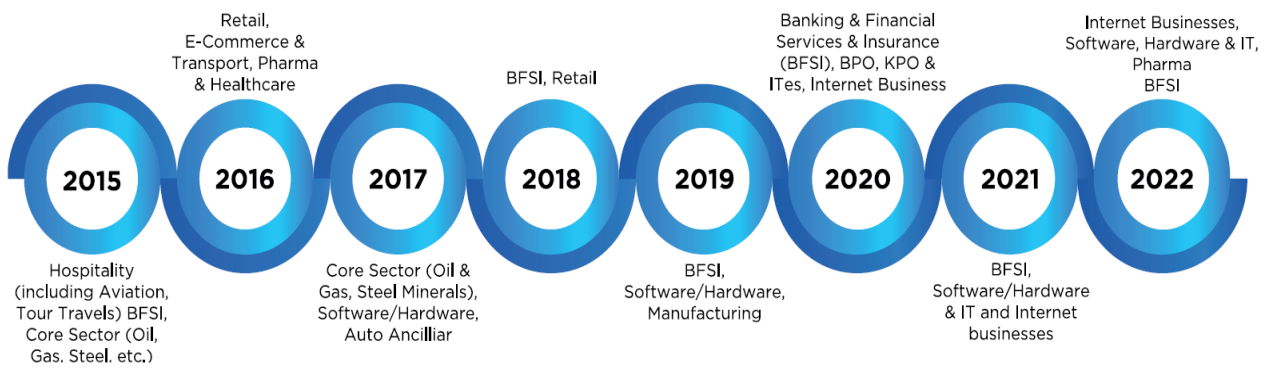


Figure 1 Sectors' Hiring trend since 2015

As per the India Skills Report, 2022, the hiring trend has increased since 2015-16 in hospitality sector, retail & e-commerce sector, core sector (oil, gas, minerals). In the recent years the hiring trend has shifted towards banking and financial Services, internet business, pharma, hardware sectors.

States with the highest employability

Assessing the states with the highest employable talent across India, the top 3 states were found to be Maharashtra, Uttar Pradesh and Kerala. West Bengal follows as the fourth most employable concentration of talent. Karnataka, Delhi, Andhra Pradesh, Tamil Nadu, Gujarat and Haryana make up the remaining top 10 states for youth employability.

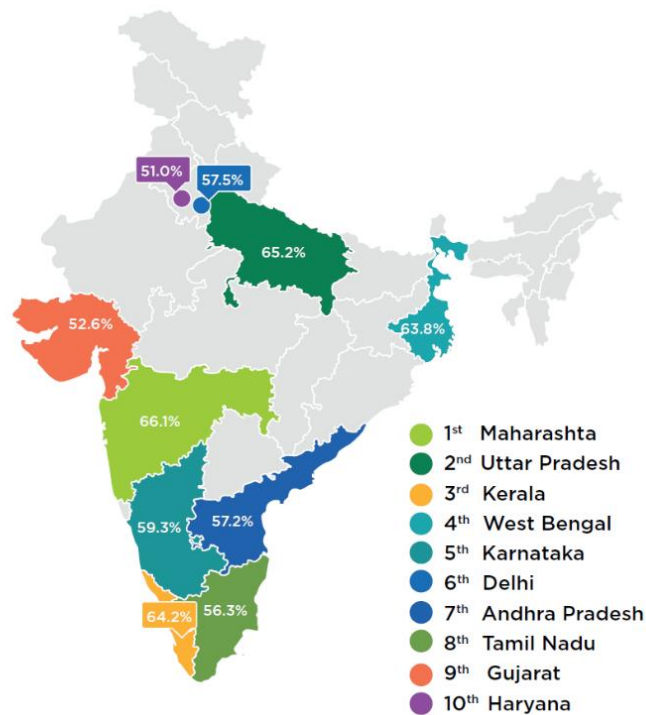


Figure 2 States Employability

Among the employable youth population, 51.44% of females were found highly employable while 45.97% of males were found highly employable. Among the surveyed students and aspiring professionals, B.tech graduates and M.B.A graduates were found to be the most employable talent from the various domains.

SKILL DEVELOPMENT ECO-SYSTEM IN INDIA

Key Bodies	Enablers	Implementing agencies	Beneficiaries
Ministry of Skill Development & Entrepreneurship	State Skill Development Mission (SSDM)	I.T.I.s Training partners	Marginalized society Unemployed youth
Ministry of Human Resource Development	NSDC SSC	N.G.O.s Universities	School and college students
Ministry of Rural Development	NSDA NCVT	K.V.K.s Schools	labours
Other Central Ministries	SCVT Labour Laws. Minimum Wages Act		

The Ministry is responsible for co-ordination of all Skill Development efforts across the country, The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'. It is aided in these initiatives by its functional arms:

- Directorate General of Training (DGT),
- National Council for Vocational Education and Training (NCVET),
- National Skill Development Corporation (NSDC),

- National Skill Development Fund (NSDF) and
- 37 Sector Skill Councils (SSCs) as well as
- 33 National Skill Training Institutes (NSTIs),
- About 15000 Industrial Training Institutes (ITIs) under DGT

The Ministry also works with network of Skill Development centres, universities. Further, collaborations with relevant Central Ministries, State governments, international organizations, industry and NGOs have been initiated.

Scenario in Karnataka

To address the issue of skill development in the State, the Government of Karnataka has made education and skill up-gradation as the corner stones of its policy. The State Government is providing thrust on vocational training. It has opened 289 polytechnic institutes throughout the State, in addition to setting up of 1,507 Industrial Training Institutes (ITIs). Assistance is also provided to private players for setting up training institutes within the State. In 2008, the State Government set up the State Skill Commission with a mission at empowering all individuals through improved skills and knowledge. Karnataka Vocational Training and Skills Development Corporation (KVTSDC) has also been set up for furthering the agenda of skill development in Karnataka.

Given the above background and the growing importance of skill development in the knowledge based State of Karnataka, the National Skill Development Corporation (NSDC) mandated ICRA Management Consulting Services (IMaCS) to conduct the district wise skill gap study for the State of Karnataka. Based on its forecasts, it has been estimated that between 2012 and 2022, an incremental demand (cumulative for ten years) for 8.47 million people will be generated in Karnataka. Maximum demand will be generated from sectors such as tourism, travel and hospitality; agriculture and allied (mainly allied such as horticulture, fishery, animal husbandry, poultry and sericulture); building, construction and real estate; IT & ITES, transportation, logistics, warehousing and packaging; healthcare and education services. The supply side numbers have also been forecasted. It has been estimated that up to 2022, about 8.16 million persons will join the workforce in Karnataka. Of these, about 43 per cent will be minimally skilled, 40 per cent will be semi-skilled, 17 per cent will be skilled and the remaining about one per cent will be highly skilled. To meet the demand and supply gap in the State, IMaCS has made recommendations for four types of stakeholders namely Government, Industry, Private training institutes, and NSDC.

INITIATIVES IN SKILL DEVELOPMENT

1. Skill India Mission



logo 1 Skill India



Plate 2 Skill India training

Skill India Mission is a flagship initiative launched by the Government of India in 2015 to improve the skills of the country's workforce and make them employable. The primary objective of the Skill India Mission is to provide training and certification to the youth of the country to enhance their employability and productivity, thus driving economic growth and creating jobs.

The initiative seeks to train over 40 crore people in India in various skills by 2022 through various schemes and programs, such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), and National Skill Development Corporation (NSDC). The Skill India Mission targets to address the gap between demand and supply of skilled workforce in various sectors, including agriculture, healthcare, manufacturing, retail, and services. It focuses on creating opportunities for skill development, entrepreneurship, and job placement, particularly for youth, women, and disadvantaged sections of the society.

Who can avail training courses under Skill India: -

- All Skill India training courses are open to every citizen of this country, regardless of age, gender and location.
- Though primary focus is on youth, women and men within the working age range can also undergo training, subject to qualifications.
- These qualifications include working knowledge of some industry and literacy.
- Skill India courses are available in various Indian languages to benefits to all ethnic groups of the country.

- It can also be availed by SHG's, economically challenged sections of the Indian society.

Aspirant candidates to register for skill training and employment opportunities through the online portal: - <https://skillindia.gov.in/>

2. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)



logo 2 PMKVY



Plate 3 PMKVY trainees

PMKVY is a Skill Certification Scheme that aims to encourage the youth population of the country to take up training which is industry-relevant and builds them in Skill Development.

Phases of PMKVY:

PMKVY 1.0 (2015-16)- providing free short duration skill training and giving them encouragement by providing monetary rewards for skill certification. During its pilot phase in 2015-16, 19.85 lakh candidates were trained.

PMKVY 2.0 (2016-20)- encourage youth for skill development to boost their employability related to industrial and digital demand for employment. Launched for scaling up sectors, geographies and by greater alignment with other missions such as MAKE IN INDIA, DIGITAL INDIA, and SWATCH BHARAT etc., The number of candidates trained is 1.09 crore

PMKVY 3.0 (2020-21) - shifted from a supply-based approach to a demand-based approach. PMKVY 3.0 will encourage and promote skill development throughout the country to address industry needs, meet market demands and impart skills in services and in new-age job roles that have become crucial with the advent of the COVID-19 pandemic. Implemented in a more decentralized structure with greater responsibilities and support from States/UTs and Districts

PMKVY 4.0 (2023)- inclusion of new age courses for industry 4.0, on the job training, skill hubs.

Components of PMKVY

➤ Short term training:

- The National Skills Qualifications Framework (NSQF) and different training centres will provide skill development training to the unemployed and school/college dropouts.
- They'll also grant Soft Skill training, Digital & Financial Literacy sessions, Entrepreneurship, etc. depending upon the requirements of the industry.
- The training provided will be NSQF Level 5 and below.

➤ Recognition of Prior Learning (RPL)

- Individuals having prior learning experiences/skills are certified and assessed under the Recognition of Prior Learning (RPL).
- RPL is a process of assessment of an individual's prior learning, skills, and experience.

➤ Special Projects

- This component of PMKVY aims to encourage training in the groups of society that are marginalized and vulnerable.
- These Special projects can be defined as projects that have some deviation in the Terms and Conditions from the Short-Term Training projects.

➤ Kaushal and Rozgar Mela

- They are events organized every six months in order to provide assistance for individuals who have taken PMKVY training and have been certified.

➤ Placement and Monitoring Guidelines

- Creating and Providing placement opportunities to trained and certified individuals.
- Maintaining high-quality training standards through the Skills Development Management System (SDMS).

➤ Training Partners (TPs)

- Placement assistance
- Training to NSQF level 5 and below

- Providing support to entrepreneurship development.

3. Jan Shikshan Sansthan (JSS)



Plate 4 Jan Shikshan Sansthan

The Scheme of Jan Shikshan Sansthan (JSS), formerly known as Shramik Vidyapeeth is implemented through a network of NGOs in the country since March 1967. It aims to provide vocational training to non-literates, neo-literates as well as school drop-outs in rural regions by identifying skills that have a relevant market in that region. They give training on food processing, apparel, IT-ITES, handicrafts & carpets, electronics and hardware.

4. SANKALP

Skill Acquisition and Knowledge Awareness for Livelihood Promotion (“SANKALP”) is a programme of the Ministry of Skill Development with loan assistance from the World Bank. It aims to improve short term skill training qualitatively and quantitatively through strengthening institutions, bring in better market connectivity and inclusion of marginalised sections of the society. SANKALP was launched on 19th January 2018 and has a tenure till March 2023. "SANKALP has three key result areas namely institutional strengthening at central, state and district level; quality assurance of skill development programmes; and inclusion of marginalized population in skill development programmes."

Other initiatives by the MSDE are

➤ **Short Term Training Schemes/Initiatives**

- Pradhan Mantri Kaushal Kendras (PMKK)
- School Initiatives and Higher Education
- Pre-Departure Orientation Training (PDOT)

➤ **Long Term Training Schemes/Initiatives**

- Craftsmen Training Scheme (CTS)
- Crafts Instructor Training Scheme (CITS)
- Advanced Vocational Training Scheme (AVTS)
- Vocational Training Programme for Women
- Schemes for Upgradation of ITIs
- Flexi MoUs
- STRIVE
- Initiatives in the North East and LWE Regions
- Dual System of Training (DST)
- Polytechnics

➤ **Apprenticeship Training:** National Apprenticeship Promotion Scheme (NAPS)

➤ **Other Schemes/Initiatives:**

- Aspirational Skilling Abhiyan
- Rozgar Mela
- Indian Institute of Skills (IISs)
- Skill Loan Scheme

5. National Skill Development Corporation (NSDC)



Transforming the skill landscape

logo 3 N.S.D.C

National Skill Development Corporation (NSDC) is a not-for-profit public limited company incorporated on July 31, 2008 under section 25 of the Companies Act, 1956. The Government of India through Ministry of Skill Development & Entrepreneurship (MSDE) holds 49% of the share capital of NSDC, while the private sector has the balance 51% of the share capital.

NSDC plays three key roles:

- **Funding and incentivizing:** In the near term this is a key role. This involves providing financing either as loans or equity, providing grants and supporting financial incentives to select private sector initiatives. Over time, the NSDC aspires to create strong viable business models and reduce its grant-making role.
- **Enabling support services:** A skills development institute requires a number of inputs or support services such as curriculum, faculty training standards, quality assurance, technology platforms, student placement mechanisms and so on.
- **NSDC plays a significant enabling role in these support services, most importantly in setting up standards and accreditation systems in partnership with industry associations.**
- **Shaping/creating.** NSDC will identify critical skill groups, develop models for skill development and attract potential private players and provide support to these efforts.

6. Sector Skill Councils



Plate 5 Sector skill councils of India

Since its inception, one of the major pillars of NSDC's strength are Sector Skill Councils (SSCs), which play a vital role in bridging the gap between what the industry demands and what the skilling requirements ought to be. The SSCs operate as an autonomous body and could be registered as a Section 8 Company, or a Society. NSDC is mandated to initiate and incubate SSCs with initial seed funding to facilitate their growth and enable them to achieve self-sustainability in a time bound manner.

The SSCs have been mandated with the following functions:

- Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.
- Development of a sector skill development plan and maintaining skill inventory.
- Determining skills/competency standards and qualifications and getting them notified as per NSQF.
- Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQC.
- May also conduct skill-based assessment and certification for QP /NOS aligned training programmes.
- Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors.

- Plan and facilitate the execution of Training of Trainers along with NSDC and states.
- Promotion of academies of excellence.
- Paying particular attention to the skilling needs of ST/SC, differently-abled and minority groups.
- To facilitate employment, Sector Skill Councils have been encouraged to develop their own placement portal and mobile apps.

7. Agricultural Skill Council of India



logo 4 A.S.C.I

Agriculture Skill Council of India (ASCI) is a Section 8 Not for profit concern working under the aegis of Ministry of Skill Development & Entrepreneurship (MSDE). ASCI works towards capacity building by bridging gaps and upgrading skills of farmers, wage workers, self-employed & extension workers engaged in organized / unorganized segments of Agriculture & Allied Sectors.

With the development of 182 Qualification Packs, ASCI has covered segments:

- | | |
|--|---|
| • Farm Mechanization and Precision Farming | • Amenity Horticulture and Landscaping |
| • Agri-Information Management | • Production Horticulture |
| • Dairy Farm Management | • Seeds Industry |
| • Poultry Farm Management | • Soil Health Management |
| • Fisheries | • Commodity Management |
| • Animal Husbandry | • Agri Entrepreneurship & Rural Enterprises |
| • Post-Harvest Supply Chain Management | |

- Forestry and Agro Forestry
- Watershed Management
- Other Allied

Skill Development in Science and Technology

The technological Innovation has experienced exponential growth in last two decades. New age skills like artificial intelligence, Internet of Things (IoT), 3D printing, Virtual Reality (VR), fraud detection, smart sensor, cloud computing and Robotics process automation. These skills will equip youth to take up high-paying jobs in the domestic and international market. All the major skills development programmes in India like PMKVY, SHREYAS (Scheme for Higher Education Youth in Apprenticeship and Skills) cover this aspect.

- **Skill Development Training Through Science & Technology (STST)**
Developing special curricula and creation of models for innovative skilling areas.
- **Student Startup NIDHI** award takes forward the student innovation in IEDC to commercialization and accelerate the journey of idea to prototype by providing initial financial assistance.
- **AWSAR Augmenting writing Skills for Articulating Research (NCSTC)**
Disseminate Indian research stories among masses in an easy to understand and interesting format, it aims to empower and endow popular science writing skills among young PhD scholars.
- **Knowledge Involvement in Research Advancements through Nurturing (KIRAN)**
Exclusive scheme for women, providing opportunities to women scientists who had a break in their career primarily due to family issue, provide one year internship in the domain of Intellectual Property Rights.

Skill Development in Women

According to National Sample Survey (68th round), women constitute almost half of the demographic dividend. The key challenge here is to increase their participation in the country's work force. Skill development initiatives under MSDE need to work in synergy with policies of Ministry of Women and Child Development (MWCD).

Ujjawala scheme for prevention of trafficking and rescue, rehabilitation. This scheme intends to provide rehabilitation services, The rehabilitation initiatives of this scheme can be integrated with the skill development initiatives of MSDE so that the women rescued from difficult conditions can be re-integrated into the society in respectable skill-based remunerative professions.

Similarly other schemes of MWCD such as Support to Training and Employment Programme for Women (STEP), Swavalamban, Kishori Shakti Yojana, etc., focus on skilling of women by synergistically integrating with programmes of MSDE.

Potential Skilling areas for women entrepreneurship:

- **Handloom, handicraft and fashion industry** – ethnic wear, embroidery, pottery, bamboo worker.



Plate 6 women in handloom sector

- **Agriculture** – Agri-clinics, cold chain management, pickle making, spice processing, livestock feed production, rice mill, vermicomposting unit, honey processing.



Plate 7 women in agriculture

- **Beauty and wellness industry** – beauty clinics, hair stylists, yoga and fitness professionals and spa therapists.
- **Tourism:** event planning, taxi & bus business, blogging on travels



Plate 8 women in tourism

- **The education sector** – pre nursery education, supplementary education, vocational training institute
- **Logistics-** supply chain consultancy, packers, courier services



Plate 9 women in logistics

ROLE OF NEW EDUCATION POLICY IN SKILL DEVELOPMENT

It was announced by the Government of India in July 2020, with the aim of transforming the education system in India to meet the needs of the 21st century. some of the key features of the NEP include:

1. **Early Childhood Care and Education (ECCE):** The NEP aims to provide universal access to high-quality ECCE for all children between the ages of 3 and 6 by 2030.
2. **School Education:** The NEP aims to provide a holistic, multidisciplinary and flexible education system from preschool to secondary level, with a focus on experiential learning, critical thinking and creativity.

3. **Higher Education:** The NEP aims to transform higher education in India by promoting interdisciplinary and multidisciplinary education, establishing a National Research Foundation, and promoting internationalization of higher education.
4. **Vocational Education:** The NEP aims to integrate vocational education into mainstream education, and provide multiple pathways for students to pursue vocational education.
5. **Teacher Education:** The NEP aims to reform teacher education by introducing a four-year integrated B.Ed. degree, promoting continuous professional development for teachers, and establishing a National Mission for Mentoring.

The New Education Policy (NEP) in India recognizes the importance of skill development and aims to promote it through various means.

1. **Integration of vocational education:** The NEP aims to integrate vocational education into mainstream education, allowing students to choose from a variety of vocational courses and providing multiple pathways for them to pursue vocational education. This will help students develop relevant skills and make them employable.
2. **Multiple entry and exit points:** The NEP allow students to enter and exit from educational programs as per their choice, creating more flexibility in the education system. This will enable students to learn specific skills and earn certifications while they are still pursuing their regular courses.
3. **National Skills Qualification Framework (NSQF):** The NEP emphasizes the implementation of the NSQF, which is a competency-based framework that enables students to acquire skills and get certified for the same. The NSQF covers all levels of education, starting from school to higher education.
4. **Internship and apprenticeship:** The NEP propose to promote internships and apprenticeships as a part of the curriculum, providing students with hands-on experience and practical exposure to the industry. This will help students acquire real-world skills and improve their employability.
5. **Industry-academia partnership:** The NEP emphasizes the need for closer collaboration between industries and academic institutions, enabling the development of industry-

relevant courses and programs. This will help students learn the latest skills and keep pace with the changing job market.

INITIATIVES IN SKILL DEVELOPMENT IN KARNATAKA

1. Karnataka Skill Development Corporation (KSDC)

Set up in 2008, KSDC, under the aegis of the Skill Development, Entrepreneurship and Livelihood (SDEL) Department, Government of Karnataka, provides short-term vocational training to more than 60,000 candidates annually under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and the state's flagship scheme for skill development - the Chief Minister's Kaushalya Karnataka Yojane (CMKKY). Through its network of more than 800 accredited training centres spread across the state, KSDC provides skill training in multiple sectors, including automotive, IT & ITes, logistics, apparel, and electronics, to name a few.

2. Karnataka Skill Connect Portal (<https://skillconnect.kaushalkar.com>)

Karnataka Skill Connect is an initiative by the Government of Karnataka, India, to connect job seekers with potential employers through a centralized online platform. The platform provides a database of job seekers and employers, allowing employers to search for suitable candidates and job seekers to find job opportunities. The Karnataka Skill Connect platform also offers various features to job seekers, such as skill assessments, training programs, and career counseling services, to help them develop their skills and increase their employability. Additionally, the platform also provides information on job fairs, job openings, and other employment-related events.

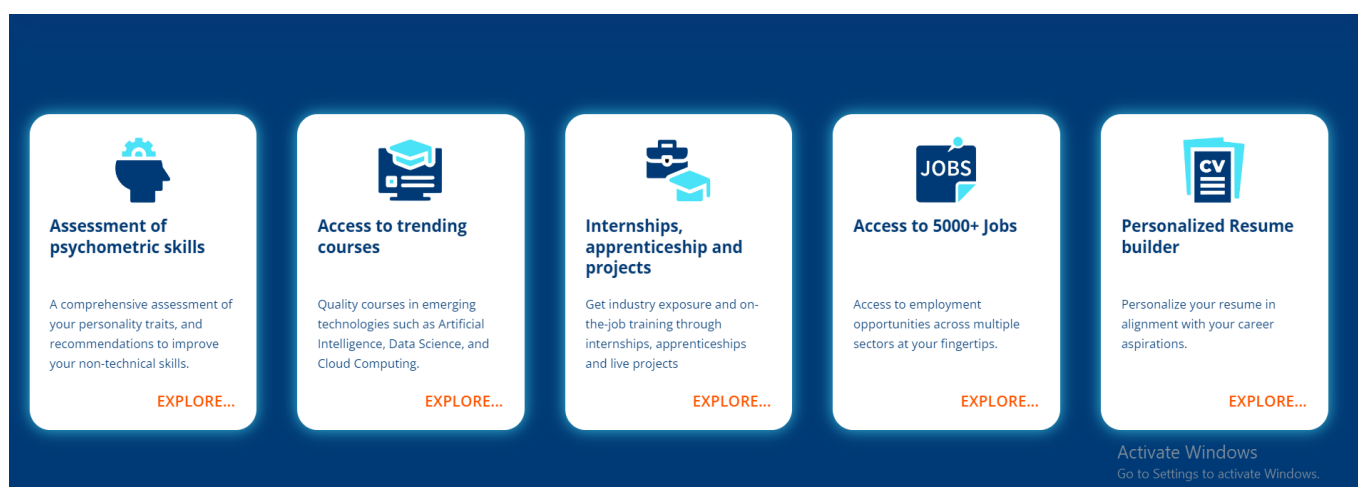


Figure 3 features of skill connect portal



Figure 4 training courses in skill connect portal

3. Rural Development and Self Employment Training Institute (RUDSETI)

Rural Development and Self Employment Training Institute (RUDSETI) has its roots in Karnataka, India, and the first RUDSETI was established in 1982 in the town of Ujiri in the Dakshina Kannada district of Karnataka. In Karnataka alone, there are currently over 50 RUDSETI centers located in different districts across the state. The RUDSETI centers in Karnataka offer various training programs and courses to rural youth and women in different areas such as agriculture, animal husbandry, handicrafts, and other trades that are relevant to the local economy. The training programs also include soft skills development, financial literacy, and entrepreneurship development.

SKILL DEVELOPMENT BY UASBANGALORE



logo 5 Skill development centre

The University has established Skill Development Center (SDC) under ICAR- SC-SP: 2019-20 at UAS, GKVK, Bengaluru. An amount of Rs. 204 lakhs have been released by ICAR, New Delhi during the year 2019-20. It covers the 10 districts in university jurisdiction, with

focus on SC, ST beneficiaries both farmers, students and other stakeholders. The SDC trainings consist of the following components:

- EDP entrepreneurship Development Programme
- Training and capacity building programme
- Human Resource Development
- Tutorials
- Livestock Management



Plate 10 SDC training on "showcasing startup ideas of young minds" in Dept. of Agril. Extension



Plate 11 Training on media management

Around 50 training programmes have been conducted in the year 2021-22. The duration of training programs varies from 1 day to several weeks. The training is purely based on proposal from Scientist, Subject matter specialists.

Skill development in Agricultural universities

Some of the ways in which the university promotes skill development are:

- Hands-on training: They provides hands-on training to its students through various programs like experiential learning, internships, and industrial training. This helps students to acquire practical skills in their chosen field of study
- Entrepreneurship development
- Industry collaborations: The university collaborates with various industries and organizations to provide real-world exposure to its students.
- Skill-based courses & Research opportunities
- Offers skill training though bakery training unit, farmers training institute, STU etc.,

Skill development through Krishi Vigyan Kendras

KVKs also offer vocational training programs and courses in areas such as food processing, dairy farming, poultry farming, beekeeping, and other trades that are relevant to the needs of rural communities. These vocational training programs are aimed at creating new job opportunities and promoting self-employment among rural youth. In addition, KVKs collaborate with various institutions and organizations to provide certification courses and skill development programs in specialized areas such as organic farming, precision farming, and value chain development.

SUCCESS STORY



Life with Livestock



Plate 12 ASCI success story

Name	Ankitbhai
Age	25 years
Nodal training institute	KVK Kheda
Scheme	Rashtriya Krishi Vikas Yojane
Course duration	200 hours
Annual income before training	₹ 6.8 lakhs
Annual income after training	₹ 22 lakhs
Key Skills Gained:	Construction and maintenance of cattle shed, feed and livestock management, work place hygiene

Mr. Ankitbhai is from a small village called Tranja in Kheda district of Gujarat. He was doing dairy farming on 3ha of land, following the traditional methods. He had 10 dairy animals and he provided 65 liters of milk approximately to the village milk cooperatives every day. After getting to know about the skill training programme in dairy management, he enquired and got selected for training in KVK. At the end of the training, a project report was prepared by him for the purpose of obtaining a loan Mr. Ankitbhai got a loan of ₹ 4.5 lakhs from a bank and purchased more dairy animals. Mr. Ankitbhai now has 17 dairy animals and the milk yield has gone up from 65 liters to 150 liters per day.

SUCCESS STORY 2



Preeti Hiremath

Belagavi

Plate 13 Preethi from Deshpande Skilling

Preeti's parents work as day laborers and she has an elder sister who is married. As someone who holds her family very dear, she ponders, "My family is everything to me. My father is my inspiration, my mother gives me comfort in times of stress, and my sister is my best friend. When I was born, my parents did not even have their own house to live in." Despite my family's financial struggles, I completed a B.Sc. degree from KLE Society's RL Science Institute, Belagavi. During under graduation, I took up a part-time job as an anchor for a local news channel in Belagavi, which helped me pay my college fees.

Preeti was introduced to Deshpande Skilling by one of her friends. She shares, "After insistence from my mother, I joined the Deshpande Susandhi Fellowship program in September 2021. I learned English communication, computer skills, reasoning and aptitude, and life skills. The trainers and program managers were very supportive, dedicated and continuously inspired all the students." she shares, "As a result, I was placed as a Claims Associate at Legato Health Technology, in Bangalore. For me, this is nothing less than a miracle! I would absolutely urge more and more students to join the Deshpande Skilling programs so that they can appreciably upskill themselves and fulfil their dreams just like I did. I am so proud to be an alumnus of Deshpande Skilling."

ISSUES & CHALLENGES IN SKILL DEVELOPMENT

➤ Awareness, mindset and perception issues

Skill development in India is way below the requirements due to a lack of awareness on the type of courses as well as information on the career aspects. Skilling is often viewed as the last resort meant for those who have not been able to progress in the formal academic system. Skill development is often associated with blue collar jobs, which is largely perceived to be of low dignity and provides low wages. The perceived 'stigma' associated with skill development has resulted in low enrolments in vocational education courses.

➤ Cost concerns

Skill development initiatives in India continue to be largely dependent upon the government funds or public-private ventures. Owing to high capital requirements and low return on investments, skill development is often looked at as a non-scalable model and remains underinvested. Additionally, a fee-based model also faces challenges as prospective students are often unwilling or unable to pay high fees for training.

➤ Quality concerns

There is a serious mismatch between the industry's requirements and the skills imparted in educational and training institutes, especially for the mid-level skills requiring some expertise on handling of machinery. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and non-standardized. The availability of good quality trainers is also a key concern. The quality of trainers is affected due to limited efforts towards re-training and skill improvement of trainers.

➤ Mobility concerns

In India, educational qualification is generally preferred over vocational training as former is associated with better employment opportunities, in terms of pay as well as quality of work. There is limited mobility between formal education and vocational training in India due to lack of equivalent recognition for the latter; A student enrolled in vocational training often cannot migrate to institutes of higher education due to eligibility restrictions.

➤ Other challenges include:

- Skill development programmes of the Central Government are spread across more than 20 Ministries/Departments without any robust coordination and monitoring mechanism to ensure convergence.
- Multiplicity in assessment and certification systems that leads to inconsistent outcomes and causes confusion among the employers.
- Insufficiency of trainers, inability to attract practitioners / experts from industry as faculty.
- Very low coverage of apprenticeship programme
- Declining Labour force participation rate of women.
- Pre-dominant non-farm, unorganized sector employment with low productivity but no premium for skilling.
- Non- inclusion of entrepreneurship in formal education system.
- Inadequate impetus to innovation driven entrepreneurship.
- Lack of mentorship in entrepreneurship.

RESEARCH STUDIES

Research study I: Training effectiveness of skill development training programmes among the aspirational districts of Karnataka

By: G. S. Arun Kumar (2021)

Methodology: The present study follows exploratory research design. Two aspirational districts of Karnataka *viz.*, Raichur and Yadgiri were selected purposively. Three training institutes which were actively providing skill-based trainings in agriculture sector were purposively selected from each district. Concerned head of all the six training institutes were contacted for the list of trainees who attended skill training from the inception of ADP. From the list of trainees, 30 farmers and 30 agricultural labourers were selected from each district (total sample size is 120) through proportionate stratified random sampling method. Majority of the respondents were interviewed personally and some of them were contacted through telephone. Data was collected with the help of pre tested structured interview schedule.

Training effectiveness was referred as the degree to which objectives set forth before the conduct of training are fulfilled and the degree to which trainees were satisfied with the different aspects of the training like quality, utility, coverage, physical facilities, competency

of trainers, appropriateness of training, need assessment and skill development from the training programme.

RESULTS

The results of Table 1 indicate the distribution of trainees into three groups *viz.*, low, medium and high based on training effectiveness score. Nearly half of the agricultural labourers (50%) were having medium level of training effectiveness. Only 22 percent of the respondents reported high training effectiveness. In case of farmers; majority (52%) belonged to medium training effectiveness group followed by 35 per cent belongs to high group and only 13 per cent respondents reported training as less effective. In overall 51 per cent of respondents reported training was medium effective followed by 28 per cent of respondents reported that training was highly effective and only 21 per cent of respondents were of low effectiveness group.

Table 1 Distribution of respondents based on skill development training effectiveness			
Training effectiveness	Agricultural labourers (%)	Farmers (%)	Total (%)
Low	28	13	21
Medium	50	52	51
High	22	35	28
Total	100	100	100

The effectiveness was further measured based on eight different aspects of training programme. It can be observed from the Table 2 that ‘coverage’ with weighted mean score of 2.125 and ‘appropriateness of training’ with weighted mean score of 2.166 were the most important aspects of training which were found to be effective and ranked rank 1 and 2 respectively. ‘Physical facility’ with weighed mean score of 2.025, ‘competency of trainers’ with weighed mean score of 2.016, ‘Skill development aspects’ with weighed mean score of 2.008 and ‘Utility’ with weighed mean score of 1.991 were ranked 3,4,5 and 6 respectively. Table also reveals that training effective was low in ‘quality’ and ‘need assessment’ aspects with weighted mean score of 1.966 and 1.925 respectively.

Sl.no.	Training Aspects	Low	Medium	High	WMS	Rank
1	Quality	21	82	17	1.966	VII
2	Utility	24	73	23	1.991	VI
3	Coverage	19	67	34	2.125	I
4	Physical facilities	20	77	23	2.025	III
5	Competency of trainers	14	90	16	2.016	IV
6	Skill development aspects	28	63	29	2.008	V
7	Appropriateness of trainee	12	82	26	2.116	II
8	Need assessment of trainees	27	75	18	1.925	VIII

Respondents were asked to respond on the perceived benefits of training programmes and the results are given in Table 3. Gain in skill and increase in knowledge were found to be the most important benefits as perceived by the respondents from training. A majority of respondents (56.66%) perceived that they were highly benefited in terms of gain in the skills with a WMS of 2.42, followed by increase in knowledge (45%) with WMS of 2.34 which were ranked first and second among the perceived benefits respectively. Moreover, it was found that 36.66 per cent respondents were of perception that they have gained enough information to start a new enterprise as a result of skill training which was ranked third. Only 26.66 per cent of respondents perceived that training program was highly helpful in terms of increase in income.

Sl. no	Training benefits	Highly		Moderately		Low		WMS	Rank
		Freq	%	Freq	%	Freq	%		
1	Increase in knowledge	54	45.00	53	44.16	13	10.83	2.32	II

2	Gain in Skills	68	56.66	35	29.16	17	14.16	2.42	I
3	Increase in income	32	26.66	50	41.66	38	31.66	1.95	IV
4	Enhancement in entrepreneurial ability	44	36.66	56	46.66	20	16.66	2.30	III

Conclusion:

It can be concluded from the above study that different training institutes were conducted number of skill trainings in aspirational districts to farmers and agricultural labourers which were found to be moderately effective. But there were some areas of concern where progress was limited. Most of the training conducted were not based on participatory need assessment, instead major focuses were on the coverage of training curriculum. Majority of the trainees perceived those trainings were resulted in gaining of knowledge and skill. But only few of the trainees ready to become an entrepreneur from the acquired skills. Hence, there is a need to motivate, train and support the trainees to adopt the acquired skill in diversification of farms and setting up of new ventures. Training institutes should also take a follow up action after the completion of the training. Government should also support with policies and measures to encourage the trained individuals by linking them with the financial institutes.

Research Study II: An analysis of success rate of entrepreneurship development programme of entrepreneurs of RUDSETI of North Karnataka

By: Geeta P. Channal and K.V. Natikar (2022)

Methodology: This study was conducted in Bagalkot, Vijayapura and Uttar Kannada districts of Northern Karnataka. From each district 50 trained and 50 untrained respondents were selected making the sample size of 300. Trained respondents were taken training in RUDSETI in particular district. Personal interview method was used for data collection. Suitable statistical tools like frequency and percentage were used for analysis of the data. Types of training programmes provided: RUDSETI offers more than 60 types of entrepreneurship development programmes (EDPs) in various avenues. All the programmes are from one to six weeks. They are classified in to four categories

- Agricultural EDPs include agri. and allied activities, dairy farming, poultry, beekeeping, horticulture, plant nursery, etc.

- Product EDPs include dress designing, agarabatti making, soft toys making, food processing, bakery products, embroidery, fabric painting, etc.
- Process EDPs include electric motor rewinding and pump set maintenance, beauty parlour, photography, videography, phone servicing, domestic electrical appliances repair, two-wheeler servicing, computer DTP, refrigeration and air
- General EDPs include Rural Entrepreneurship Development programme (REDP), EDP for women, Prime Minister Employment Guarantee Programme (PMEGP), etc.

The success rate of the trained entrepreneurs was measured by using the data of trainees who took up enterprise and the total number of trained trainees, by applying the following formula (based on secondary data)

$$\text{Success rate} = \frac{\text{No. of trainees taken up enterprise}}{\text{Total No. of trainees trained}}$$

The time lag was measured with a gap of every three month in a year and subsequent year through frequency and percentage.

Results

The results in Table 1 indicated the enterprises taken up by trained and untrained entrepreneurs. In both the groups most, entrepreneurs had taken product-based enterprises but the percentage was higher among untrained (62.00%) compared to trained (52.00%). Among trained entrepreneur's product based was followed by agriculture (22.00%), process (16.68%) and general enterprise (9.32%). With regard to untrained the order of popularity were general enterprise (30.67%), followed by process based (6.66%) and agriculture based (0.67%). These differences could be because most of the trained entrepreneurs have been provided the process and product preparation skills.

Buying and selling things with a profit margin is easy for most untrained entrepreneurs. Some enterprises require skill and can be taken up only after training, some other enterprises require huge investment for which loan has to be obtained by producing the training certificate. Some enterprises which are common to both trained and untrained, this might be because they are traditional and family-based occupations. The enterprises which were taken by untrained entrepreneurs are such that they do not require any training or skill nor huge investment. These enterprises have been taken up to earn their livelihood or to meet emergent needs. The

enterprises like food and food-based enterprises are part of their daily life which need no formal training.

Table 1 Comparison between trained and untrained respondents on types of enterprise adopted				
Types of enterprise	Trained (n=150)		Untrained (n=150)	
	No.	%	No.	%
Agriculturally based enterprises	33	22.00	1	0.67
Product based enterprise	76	50.66	93	62.00
Process based enterprise	25	16.68	10	6.66
general	16	10.66	46	30.67

Financial assistance: Regarding financial assistance (Table 2), majority of the trained entrepreneurs were able to avail loan from commercial banks probably because as they possess a training certificate which is an important document for availing loan. In addition, RUDSETI also acts as a linkage between the bank and the entrepreneur. However, the untrained entrepreneurs have to resort to taking money from money lenders often at higher rate of interest because of lack of training. A reasonable percentage of trained (11.33%) and untrained (7.33 %) had invested their own money, they are probably those entrepreneurs who have enterprise on small scale or part time basis for additional income.

Table 2 Financial assistance to entrepreneur				
Types of assistance	Trained (n=150)		Untrained (n=150)	
	No.	%	No.	%
Own money	17	11.33	26	17.33
Borrowed from others	28	18.67	95	63.34
Bank loan	105	70.00	29	19.33

Success rate: The success rate i.e., the number of persons who have established enterprise and earning some income is fairly good i.e., between 50-80 per cent. The highest is Bagalkot (76.45 %) followed by Vijayapura (64.64 %) and Uttar Kannada (53.80 %). This shows that RUDESTI is playing an important role in developing the entrepreneurship among the people and indicates the significance of the training through employment creation, financial support and other necessary requirements like follow-up activities.

Table 3 Success rate of EDP trainings given by RUDSETI			
Categories	Vijayapura	Bagalkot	Uttar Kannada
Total no. of trainees trained	3496	2663	2127
Total no. of trainees settled	2260	2036	1146
Success rate (%)	64.64	76.45	53.87

Time lag in establishing enterprise: Data presented in Table 4 reveals that, eighty per cent of the trained entrepreneurs had started their enterprise within a year after undergoing the training from the institute. Adequate self-confidence, cooperation from family members to start the enterprise and adequate training helped the EDP trainees to start the enterprise within a year after the training, and remaining twenty per cent EDP trainees took more than one year to start their enterprise this might be due to lack of timely availability of loan from the banks, lack of family cooperation at the time of start, lack of confidence and hesitation, societal and personal problems.

Table 4 Time lag in establishing an enterprise by trained entrepreneurs (N=150)		
Categories	No.	%
0-3 months	29	19.33
4-6 months	48	32.00
7-9 months	24	16.00
10-12 months	19	12.67

More than 12 months	30	20.00
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Conclusion: The training given by RUDSETI for different skill development has resulted in establishment of a greater number of agricultural related enterprise therefore it is necessary to create more opportunities for unemployed graduates to undergo training of agricultural and establishment of small and medium enterprises by establishing a greater number of entrepreneurial centers at taluka level.

Since entrepreneurs have expressed problems of loan availability, establishment of entrepreneurs' co-operative society in each district would solve the problem. Loans can be availed at reasonable rates and marketing can also be taken.

CONCLUSION:

A Skill Development culture needs to be built from bottom to top. It should be integrated within the education system wherein students at school and college levels master at least one job skill and gain a certification of proficiency. Exposure is necessary for women entrepreneurs to move from traditional fields of employment towards new-age business ideas and skills. It is important to note that Skill Development needs to be amalgamated with new innovations and technology. For India to become the skill capital of the world, skilling of rural India assumes great importance so as to enable the rural workforce in realizing their potential and become part of the country's progress.

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DISCUSSION

1. Are there any kind of awards given to skilled persons?

Ans. Yes, the Ministry of Skill Development and Entrepreneurship in India has instituted several awards to recognize the efforts and achievements of skilled individuals and organizations. Here are a few examples: National Entrepreneurship Awards, National Skill Development Corporation Awards, PMKVY awards, India Skills awards, Kaushalacharya awards. Apart from awards giving them job opportunities and making them capable for job takes priority.

2. In the research study by Arun Kumar, the statements like increase in knowledge & skills contradict to the statement of coverage and appropriateness of trainee and training programme?

Ans. It can be concluded that training programmes were more focused on covering training syllabus, but least effective in analysing the training needs of trainees, because most of the training programmes are designed based on a top-down approach, the trainer as per his responsibility covers his training syllabus hence trainees get knowledge and gain skills taught, but in majority these skills are not often required by the trainees or will not be in demand or outdated.

3. Both central and state government have started many skill development programmes, why is it still not successful?

Ans. Both governments have launched many programmes and schemes for skill training, these are spread across more than 20 Ministries/Departments without any robust

coordination and monitoring mechanism to ensure convergence. Majority of these programmes are not based on client's needs; these programmes also have inadequate follow up that reduces room for improvement and sustainability of trained individuals.

4. Why entrepreneurship development programmes are often not successful in spite of support?

Ans. Entrepreneurship training programs can fail for several reasons, even if they are supported. Here are a few possible reasons:

1. Lack of practical knowledge: Entrepreneurship is all about practical knowledge and skills. Many training programs tend to be too theoretical and fail to equip participants with practical skills that can be applied in the real world. For ex. A coconut climbing training can be practiced in both training period and in the participant's own area but similar experience is not possible in entrepreneurship development programmes.
2. Lack of motivation: Entrepreneurship is a challenging path, and it's not for everyone. Participants may lack the motivation to follow through on the training they receive or may not be committed to the entrepreneurial path.
3. Limited resources: Some training programs may lack the resources needed to provide comprehensive support to entrepreneurs. Resources such as access to funding, mentorship, and networking opportunities are crucial for the success of entrepreneurs.
4. Insufficient follow-up: Entrepreneurship training programs must provide ongoing support to participants. Without proper follow-up, entrepreneurs may lose momentum and fail to apply what they've learned.
5. Misaligned expectations: Some participants may have unrealistic expectations about the outcomes of the training program. They may believe that attending a training program will automatically make them successful entrepreneurs, but entrepreneurship requires a lot of hard work, dedication, and perseverance.

5. Through which sectors can India become a skill capital?

Ans. India has a large and diverse workforce, and there are several sectors in which India can become a skill capital. Here are some sectors that have great potential for skill development in India are Information technology (artificial intelligence (AI), cybersecurity, cloud computing, and data analytics) healthcare (doctors, nurses, and allied health

professionals), manufacturing (robotics, automation, and 3D printing), renewable energy, tourism and hospitality (agro-tourism).

6. Any statistics on how many trainees have got employment / self-employed?

Ans. The employment outcomes of skill development program trainees can vary widely depending on factors such as the type of program, the industry, and the local job market. According to the Ministry of Skill Development and Entrepreneurship, as of March 2021, over 7.8 million candidates have been trained under various skill development programs in India. Out of these, around 4.2 million candidates (54%) have been placed in various sectors through government programs and private initiatives.

7. What is KPO?

Ans. Knowledge process outsourcing (KPO) is the outsourcing of core, information-related business activities. KPO involves contracting out work to individuals that typically have advanced degrees and expertise in a specialized area. The information-related work can be carried out by workers in a different company or by a subsidiary of the same organization. The subsidiary may be in the same country or in an offshore location to save costs or other resources.



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ID. No. : PAMB 1149

Venue : Dwarkinath Hall
Time : 10.30 AM
Date : 25-02-2023

Seminar I

Skill Development in India – A Way Forward

Synopsis

As the world steps into a new decade, India stands on the verge of becoming a global power the 21st century. With a favourable demographic dividend and increasing percentage of youth in the workforce, the potential for growth and development is at its highest. To achieve this, skill development is vital for enhancement of the workforce and to bring in the unused resources into the mainstream. Skill development includes several vital attributes, including identifying one's skill gaps and enabling one to develop those skills to achieve their goal. It enables individuals to become fully and productively engage in livelihoods and to have the opportunity to adapt these capabilities to meet the changing demands and opportunities of economy and labour market. According to Merriam Webster dictionary skill is the ability to use one's knowledge effectively and readily in execution or performance. In agriculture cognitive skills are required to make better decisions, technical skills required for handling various implements and interpersonal skills required for exchange of farm related information

With this brief background the seminar has been conceptualized with the following objectives

- To know the scenario of skill development in India
- To have brief insight of the initiatives in skill development
- To discuss the issues and challenges in skill development
- To review related research studies

Concept of skill development

According to Merriam Webster dictionary skill is the ability to use one's knowledge effectively and readily in execution or performance. To succeed in the 21st century labour market, one needs a comprehensive skill set composed of cognitive skills, socio-emotional skills, technical skills, digital skills. On a broader scale, skills can be divided into two types, namely soft skills and hard skills. Hard skills can involve specific knowledge acquired in a subject, certification, training, technical skills etc. Soft skills refer to personality traits, including communication, leadership, problem solving, decision making, etc., Skill development methods include training, mentoring, workshop, working groups.

Scenario of Skill development in India

Skill development, especially in a country like India with large young population, which is estimated to be 27.3 per cent of total population in 2021, assumes greater importance to effectively reap the demographic dividend. According to a 2015-16 report released by M.S.D.E., less than 5 per cent of India's workforce is formally skilled and according to N.S.D.C. report the total requirement of manpower for the agriculture sector in 2022 is estimated to be around 2156 lakh. Of this, about 1733 lakhs are expected to be skilled. The Ministry of Skill Development and Entrepreneurship is responsible for co-ordination of all skill development efforts across the country.

Initiatives in skill development

There are various initiatives in skill development some of them are Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana, Jan Shikshan Sansthan, SANKALP, Pradhan Mantri Kaushal Kendras (PMKK), Rozgar Mela, Indian Institute of Skills, Skill Loan Scheme, National Skill Development Corporation, New Education Policy (NEP), Sector Skill Councils, Karnataka Skill Development Corporation, Karnataka Skill Connect Portal, Skill Development Centre UAS Bengaluru, RAWE, HOT, Student Ready Programme in UASB.

Issues and challenges in Skill development

Issues and challenges of skill development include awareness, mindset and perception issues, cost concerns, quality concerns, mobility concerns, multiplicity in assessment and certification systems, coordination and monitoring mechanism, insufficiency of trainers, non-inclusion of entrepreneurship in formal education system, pre-dominant non-farm, unorganized sector employment with low productivity.

Research studies

Kumar et al. (2021) revealed that the overall effectiveness of training in aspirational districts was found to be 51 per cent which came under medium effectiveness category. Among the different aspects of training programme 'coverage' was found to be more effective. But trainings were least effective in 'need assessment' of trainees. A majority (89.16 %) of trainees perceived that training improved their knowledge and skills.

Geeta and Natikar (2022) revealed in their study more than half of the trained (50.66 %) and untrained (62.00 %) entrepreneurs had taken up product-based enterprises. maximum number (70.00 %) of trained entrepreneurs availed loan from banks while, maximum number of untrained entrepreneurs (63.34 %) borrowed money from money lenders. the highest success rate was for Bagalkot (76.45 %) followed by Vijayapura (64.64 %) and Uttar Kannada (53.80 %). thirty-two per cent of trained entrepreneurs had started their enterprise between four to six months after taking the training from the institute.

Conclusion

A Skill Development culture needs to be built from bottom to top. It should be integrated within the education system wherein students at school and college levels need to master at least one job skill and gain a certification of proficiency. Exposure is necessary for women entrepreneurs to move from traditional fields of employment towards new-age business ideas and skills. It is important to note that skill development needs to be amalgamated with new innovations and technology. For India to become the skill capital of the world, skilling of rural India assumes great importance so as to enable the rural workforce in realizing their potential and become a part of the country's progress.

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