Influence of Skill Development and its role in enhancing the employability skills and competencies in education

Abstract

One of the key groups in the country that contributes to economic growth is the youth. As a result, our government recognises the value of youth in society, and different steps are being done to guarantee that the labor force of tomorrow has future-ready skills. Skill India is a significant programme of the Indian government. It aims to teach over forty crore people in various skills in India by 2022, as well as to generate new possibilities, space, and scope for the talents of Indian youth for self-development. With almost 65% of its people under the age of 35, India has one of the world's youngest demographic profiles. This article examines how the majority of Indian young are suffering substantial unemployment issues, despite the fact that the majority of youth are educated, with a present lack of technical skills and knowledge.

Introduction

Every year, a greater number of recent graduates enter the labour force. However, there has been some discussion over whether such graduates have the employability skills that their future employers demand. Effective vocational education requires the development of applicable skills and the linking of training with jobs for sustainable living. This goal is achievable if vocational education understands the demands of the workplace for vocational education product or graduates. Practical capacity (the ability to learn new skills); technological and theoretical knowledge (the ability to demonstrate understanding of operating principles and connect to practise); creativity and entrepreneurship; social capacity; and information and communication (ICT) abilities may all fall under this category. What countries most need is to know how to successfully implement their policy measures to make vocational training effective via skill development in order to reduce unemployment. There should be a staff and student exchange programme between vocational education institutions and the workplace for a set amount of time in order to provide students and staff practical skills while the company gains from the theoretical knowledge of the staff and students of vocational education. To meet the demands of the industries, coordination between vocational education institutions and the workplace should occur throughout curriculum creation.

Literature review

(Gupta & Agarwal, 2018) show case that with the 11th Five Year Plan offering a framework to address the crisis, the government has acknowledged the need for Skill Development. The very first National Skill Development Policy was developed in 2009, and a National Skill Development Mission was established in 2010. According to the 12th Five Year Plan, skill development initiatives in the past have been mostly handled by the government, with minimal relation to market need. In July 2014, the Ministry of Youth Affairs and Sports established a department of skill Development and Entrepreneurship, which was then elevated to the status of full-fledged ministry in November 2014.They say that the ministry's function entails coordinating and expanding skill development strategies, mapping current skills and certifications, industry-institute linkage, and so on. Today, India's demographic dividend benefits from an increase in the working-age population (15-59 years) relative to the dependant population (0-14 and above 60 years). According to statistics, by 2035, the young population

will have peaked, giving an abundance of human capital to power the economy's expansion. According to (Gupta & Agarwal, 2018) to close the talent gap across various industries, India would need to recruit 109.73 million individuals by 2022. The Ministry of Skill Development and Entrepreneurship is in charge of skill development efforts and bridging the gap between demand and supply. NSDC and several industry skill councils have partnered with numerous training providers and training centres to provide the QP and NOS approved courses.

Rapid technological advancement causes abilities to depreciate quicker than in the past, while new technologies create skill gaps and necessitate the acquisition of relevant skills as well as lifelong learning (Kim & Park, 2020). They recognise that strong cognitive abilities, fundamental information and communication technologies, and analytical skills, as well as a variety of non-cognitive talents such as creativity, conflict management, critical thinking, and communication, are appropriate skill combinations for future occupations. Retraining and upskilling workers is also critical, especially as life expectancy rises. All of these developments necessitate a significant reconsideration of education and skill development throughout a person's life. Gaps may form as new technologies boost demand for individuals with advanced skills in complicated occupations while decreasing need for workers with low-level skills and repetitive activities. (Kim & Park, 2020) says that rapid technological advancement may exacerbate inequality by rendering certain employment obsolete. Without deliberate efforts and effective regulations, the pay disparity between trained and unskilled employees would exacerbate the trend of income inequality, causing societal instability and harming inclusive growth initiatives.

According to the findings of (Bloom, Canning, & Chan, 2006), expanding postsecondary education may be helpful in fostering faster technological catch-up and boosting a country's potential to maximise economic production. The essay debunks the myth that tertiary education has little impact in economic progress. Tertiary education may increase technological catch-up and, as a result, aid in maximising a country's capacity to achieve the maximum feasible economic development given present limits. Investing in postsecondary education may hasten technology spread, reducing knowledge gaps and contributing to poverty reduction in the region (Bloom, Canning, & Chan, 2006).

Skills development and job creation are critical for the growth and survival of small retail companies. Lack of business and managerial abilities, as well as a lack of training programmes to increase these skills, are frequently identified as barriers to future firm success. (Strydom,

2005) state that this, together with small retailers' incapacity to provide long-term jobs for the jobless, raises severe concerns about the small retail sector's potential to contribute to long-term economic growth and/or to reflect the fundamentals of entrepreneurship. According to the article, a skills shortage is defined as a circumstance in which there is a definite lack of the sort of talent required in the accessible labour market. A global malady of small firms in both developed and emerging nations is a lack of business and management skills.

Vocational education and training (VET) has made a resurgence in recent years, according to (Nilsson, 2010). It is seen as an excellent method of promoting economic growth. Second, it is thought to be a potentially beneficial tool for fostering social inclusion. According to the article, the goal of VET is to provide individuals with skills that are more or less directly applicable in the workplace, and it is believed that they will have direct and immediate advantages on productivity, and thus on economic growth. As the second element, they emphasise the potential for VET to promote social inclusion. (Nilsson, 2010) views the elimination of all barriers to education and training to be a crucial issue.

Due to the present status of education, skill development, and employment for Indian young, India's skills development system is encountering issues in training the youth (Pandey & Nema, 2017). According to the article, most young people are unaware of new technologies that can aid in the development and progress of the country. (Pandey & Nema, 2017) acknowledge that the skill development programme is a powerful weapon for developing creative skills and technical training to the country's young population, motivating the youth to advance the quality of self-development and individual identity by providing training in various activities, and providing financial assistance through loans at a lower rate of interest.

Data and Analysis

The used for this article was taken from the latest State-wise Skill Gap Reports published by National Skill Development Corporation. Only 8 states and 2 Union Territories were considered for this study. The Skill Gap Reports were published inclusive of two periods from 2012-2017 and 2017-2022. The areas considered that were the study were selected randomly and are distributed across India. The states that were studied are Haryana, Himachal Pradesh, Kerala, Andhra Pradesh, Jharkhand, Maharashtra, Madhya Pradesh and Rajasthan. The Union Territories of Goa and Jammu and Kashmir were also chosen for this study.

The data is of the skill gap analysis carried out for the period 2012-2017. The data is published for individual states/UTs in their respective skill gap reports published in the NSDC skill report website (link). The data has been compiled by the authors so as to get an image of how much training gap is present in the semi-skilled sectors in these regions. Skill development programs produce semi-skilled workers for the different sectors within a state.

Table 1

State/UT	**Incremetal Demand(in lakhs)**	**Incremental Supply(in lakhs)**	**Training Gap(in lakhs)**
Kerala	5.66	5.65	0.02
Rajasthan	30.91	10.87	20.04
Himachal Pradesh	1.42	0.26	1.16
Madhya Pradesh	8.21	5.97	2.24
Maharashtra	111.3	76.7	34.5
Haryana	1.87	1.96	-0.09
Jharkhand	5.14	3.05	2.09
Jammu & Kashmir	1.01	0.66	0.35
Andhra Pradesh	41.41	2.85	38.55
Goa	0.44	0.11	0.33
Total	**207.37**	**108.08**	**99.19**

Table 1 shows the statistics of the skill gaps in the chosen States/UTs. There is a 99.19 lakhs supply demand gap in the HR supply of semi-skilled workers and this is the region where Skill development programmes become relevant.

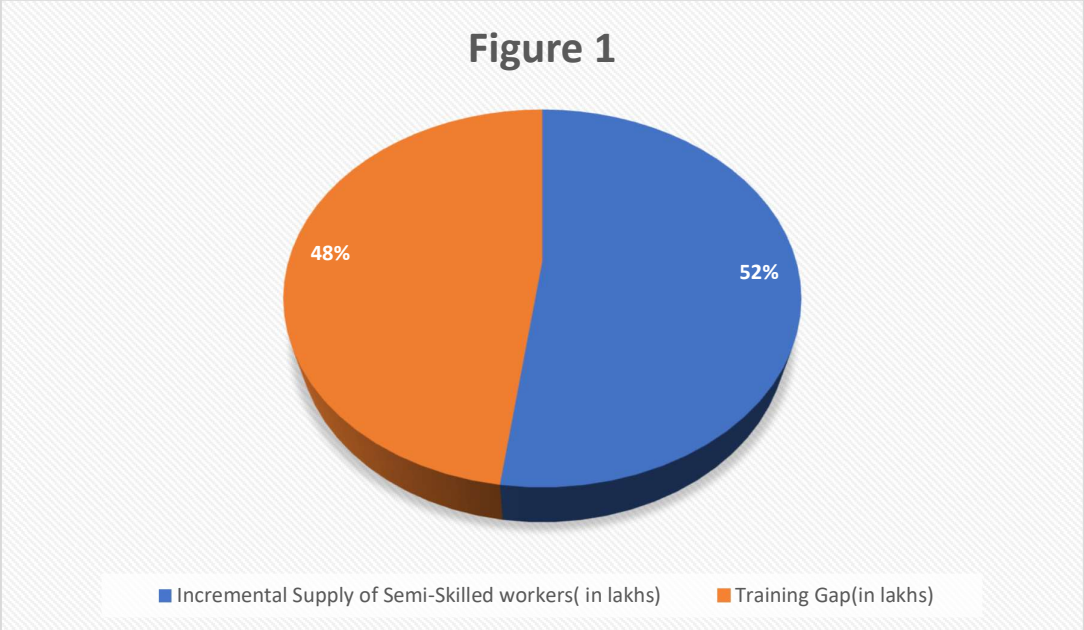

Figure 1 depicts that there exists a 48% gap in the HR supply demand gap for semi-skilled workers. This can be utilized into better employability for the Skill Development Programme graduates.

Recommendations

As there is a huge training gap in the HR supply. Skill development programmes should focus on closing the gap by providing the graduates with skills that are relevant to the sectors that face the biggest gaps. There are many measures Skill Development Initiatives a cross India can focus on, the important ones is to provides better infrastructure, equip them with relevant information on career options, better course structures and options and train the students in using technology. Apart from these measure Skill Development Initiatives should do ground work within sectors to understand what is required of the workers and train the students with job ready skills. Employability of Skill Development students fall behind because they do not possess the exact skill sets that certain jobs need, the Initiatives should partner with Private organisations in different sectors to provide apprenticeship along with course curriculum so that the students get a chance to acquire job specific skill sets.

Conclusion

Skills and understanding are the operational intensity of every country's economic progress and social development. Countries with higher and superior levels of talent adapt more successfully to the world of work's provocation and golden chances. As India progresses toward becoming a 'knowledge economy,' it becomes increasingly important that the country emphasises skill improvement, and these skills must be relevant to the evolving market situation, which will aid in transforming our economy toward advancement. Only 2.3% of Indian workers have formal skill training, compared against 52% in the United States, 68% in the United Kingdom, 75% in Germany, 80% in Japan, and 96% in South Korea. As a result, there seems to be an immediate need to teach skills in a more effective manner. To contribute to the growth of the Indian economy and start competing with other developed countries around the world, it is necessary to ensure that the entire process of the skill India campaign, from schooling to job transmission rate, proper skill acquisition and implementation rate is carried out in an effective manner.

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