



SKILL DEVELOPMENT: EMPLOYMENT OPPORTUNITIES FOR THE YOUTH OF INDIA

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This article discusses the current state of education, skills development (SD), and employment for Indian youth, as well as the difficulties confronting India's Skill Development system. Globalization and technological disruption present both challenges and opportunities for economic growth and job creation. The country can become a productive, imaginative, and competitive economy with competent human potential. Skill development can widen one's outlook and work opportunities by cultivating abilities and honing skills and information. It is a tool for enhancing effectiveness and helping people to function more efficiently. The researcher aimed to understand how skill development training influences employability in the country. It has been discovered that focusing solely on education while ignoring skills and career advice, or on employment while ignoring skill education, would not produce the desired results. It is vital to work hard in order to get technical and transferable skills. Skills training should supplement but not replace a basic education level.

Keywords: Skill Development (SD), Employment Opportunities (EO), Youth, India

I. INTRODUCTION

INTRODUCTION

An economy's employment structure may promote or diminish inequality. Sustainable employment redistribution. Understanding the country's employment situation is key to improving it. CMIE predicted India's jobless rate would reach 53 million by 2022¹. India's demographic rewards set it apart from wealthy countries with aging populations. China, the US, Western Europe, Japan, and many other countries are aging. India's average age is 29, and its middle age is much lower than China's and the "Organisation for Economic Co-operation & Development." By 2025, 70% of India's population will be of working age². A big, employed, trained, and productive population may easily capitalize on the demographic dividend and contribute to sustainable growth. A large, unemployed, untrained, and unproductive population can turn demographic rewards into liabilities. Emerging countries like India have a skilled workforce shortage. Developing-country businesses and manufacturers are increasingly linked to global value chains, compelling them to fulfill quality and efficiency ideals worldwide. Therefore, workers need more skills. Skill training prepares workers for specific job requirements. It teaches newly hired personnel and re-educates the present workforce on new processes or technology to prepare them for future needs. The nation becomes productive, imaginative, and

competitive with skilled workers. Globalization and technological disruption threaten economic growth and job creation.

Patil and Charantimath (2021)¹ conducted a study on "Employability through Skill Development Programmes - an Overview of the Significance of Employability Skills" to understand the significance of employability skills and determine the gap between expected skills and skills instilled. The research indicated that effective engagement of stakeholders such as candidates, governments, education institutes, and training partners might improve the rate of employability. Improvements to infrastructure and curriculum, as well as industry-institute collaboration, are necessary. The public-private collaboration may guarantee that skill development initiatives are properly funded, controlled, and reviewed.

Swain and Swain (2020)², in their research "Skill Development in India: Issues and Opportunities," highlighted challenges encountered by Indian youth and government programs like "Pradhan Mantri Kaushal Vikas Yojana" and "Deen Dayal Upadhyaya Grameen Kaushalya Yojana." India has a demographic dividend but must exploit it to benefit. It might boost the economy and assist 'Make in India' by training a skilled workforce. Young people must be aware of government programs to benefit from skill training and become more employable.

Krishnamoorthy and Srimathi (2019)³ carried out research titled "Skill Development - The Future of India" to examine current practices in different accessible skill sets and recommend a course of action. The research indicated that although India may have the finest youthful labor in the next two decades, this alone would not be enough. This achievement cannot be accomplished via arbitrary rules. It necessitates a rigorous examination of global labor requirements and appropriate actions for teaching vocational and associated skills as required by industry.

Chenoy et al. (2019)⁴ conducted a study titled "Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India' " and concluded that Industry 4.0 could provide many benefits such as lower costs, increased efficiencies, safety, faster delivery, and so on, which can boost the manufacturing sector and increase competitiveness in the global market. However, the success of 'Make in India' is inextricably linked to the achievement of the 'Skill India Mission.' It is a massive task to build a skilled workforce and drive the Make in India mission. Thus collaboration between the government and industry partners is essential, and so on may enable improved execution of programs such as apprenticeship and 'Recognition of Prior Learning.

Furtado (2018)⁵ carried out work on the "Impact of Skill Development at Entry Level Job Candidates in India" to understand the gap between job applicants' performance level and job expectations at various stages of one's life and the employability of candidates at entry-level jobs. The research found that, despite the various services provided by the government, it is also necessary to ensure that competitiveness is established along its real reach to applicants in entry-level positions. However, this is lacking, resulting in losing the youth's potential.

Based on the above literature review, the following objectives can be deduced.

1. To examine the present status of SD and opportunities for employment for the youth in India.
2. To understand the challenges in SD and opportunities for employment for the youth in India.
3. To study the impact of SD initiatives and employment opportunities on the youth in India.

SD and Employment Opportunities in India

Skill denotes the capacity to perform something exceptionally well or correctly, while development means to grow by adding something new. This skill growth entails adding to our existing talents and moving them forward to continue progressing. In this ever-changing world, skill growth is critical to success. The importance of skill development for economic and social progress cannot be overstated. India's demographic growth necessitates providing job possibilities for more than 12 million young people joining the labor force each year.³ To create an employable workforce in the future, kids must be provided with the required skills and knowledge. The nation is now facing a twofold challenge: a severe shortage of highly qualified, quality workers and the non-employability of substantial segments of educated employees with little or no job skills. The “National Skills Qualification Framework” helps the “Ministry of Skills Development and Entrepreneurship” and other ministries with their skill development activities.

Employability skills are often assessed as necessary education for many jobs and have become mandatory for an individual's employment success at almost any level within business background. Employability skills are a collection of skills, actions and attitudes required for all jobs. “Soft skills, beginning skills, work-readiness, and job-readiness skills” are all terms used to describe employability abilities. Employability abilities allow you to communicate with colleagues, solve difficulties, understand your place in the group, make responsible decisions, and take command of your career. Personal characteristics, behaviors, and attitudes all affect how we connect with others. Employers appreciate employability skills because they are related to how well employees and customers get along, job performance, and career success.

Challenges faced by Skills Development efforts

Young job-seekers face stricter entry criteria. Second, crises in a global economy and other trends have forced companies and industries to reorganize, resulting in smaller amount of new job prospects and increased unemployment among youth. Internationally, two-hundred million individuals are unemployed, with seventy-five million of them under the age of 25. (World Bank, 2012)⁶. Third, technological progress, especially the advancement of “information and communication technology (ICT),” is happening at an extraordinary rate, necessitating workers to possess greater and more sophisticated cognitive abilities than ever before. In addition, the worldwide economy is becoming more knowledge-based (OECD, 1997)⁷, necessitating a higher level of knowledge and abilities to complete one's work. Fourth, (Standing, 1993)⁸, global labor marketplaces are becoming more casualized and adaptive. Companies are becoming more flexible in their hiring methods. An increasing number of employees, particularly those new to the labor market, are now forced to work as

casual laborers, with no job security or steady career possibilities. Lastly, as more people move through national borders in search of work, youngsters from emerging economies are more exposed to global labor markets, where they compete with employees from other nations who have better skills, knowledge, competencies, or qualifications or work for cheaper salaries.

Simultaneously, most developing nations' SD systems are ill-equipped to tackle these difficulties and provide adolescents with the necessary employment skills. Because it crosses organizational borders, serves varied consumers, and includes numerous delivery modalities, SD is the most challenging sub-sector to structure and administer in the educational sector. Its market features are always changing (Asian Development Bank, 2008)⁹. Furthermore, initiatives at skill development must often achieve many goals, such as decreasing poverty, providing another opportunity for dropouts, and serving as a reservoir to keep children who aren't interested in academics off the streets and away from social problems. Because of these various aims, governments find it difficult to develop clear and targeted plans and actions.

Policy Initiatives for Generating Employment for Youth

The “National Council for Skill Development (NCSD)” of 2005 targeted SD as a major national policy. The GoI, through planned investment in SD, hopes to realize a demographic dividend.

1. Right to Work

According to Article 41 of the IC, "The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education, and public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want." “Article 38” declares that the state must seek to enhance welfare of people; “Article 43” states that the state should strive to provide a livable salary and a fair standard of living for all employees. These pledges are included in the Directive Principles of State Policy of IC.

2. Employment Exchange (EE)

The “Federal Ministry of Labour's Employment Exchange” organization operates over nine-hundred individual EE to better match demand and supply regarding job possibilities. Job seekers sign up for these job exchanges and are alerted when a position in the govt sector fits their profile. According to the “Employment Exchanges (Compulsory Notification of Vacancies) Act of 1959,” before filling any vacancy in any establishment in the public sector in that state or region, the employer in that establishment must announce such vacant position to such EE as may be specified.

3. Vocational Training (VT)

In the face of a massive imbalance between skill demand and supply, India has taken the initiative to develop a VT system. Young people are given skill-related training under the system. Under the auspices of the “National Council of Vocational Training, the Directorate General of Employment and Training” of the GoI formulates policies, establishes norms and standards, and conducts trade examinations and documentation of

VT. The scheme's major goal is to teach marketable skills to school leavers, current employees, and IT graduates.

4. Employment Generation Programmes (EGP)

EGP has developed as a significant employment policy instrument recently, especially in emerging nations like India. This policy package covers a broad variety of initiatives aimed at increasing demand for labour (e.g., direct job creation), improving labour supply quality (training and retraining), or improving worker-job matching (job search assistance). These policies are predicted to have significant environmental and socio-economic advantages. Lately, the rationale for EGPs has emphasised the possible social advantages of productive work, such as inclusion and engagement. EGPs may support equality goals, particularly when programs target vulnerable and underprivileged communities. The “Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Swarnajayanti Gram Swarozgar Yojana (SGSY), Swarna Jayanti Shahari Rozgar Yojana (SJSRY), and the Prime Minister's Employment Generation Programme” are the key programs now in operation in India (PMEGP).

MATERIAL AND METHOD

Study Design

The current study is based on descriptive design and is qualitative.

Data Collection

The research is based on the secondary data method. The desired data have been gathered from different sources such as research papers, articles from newspapers, magazines and journals, and publications from the Ministry of Commerce, Govt. of India portals, FICCI, Skill India etc. and other such websites. After a thorough study of the significant websites, the researcher downloaded the appropriate information and analyzed the same to meet the research study's objectives.

Data Analysis

The CRAAP test was used to evaluate the secondary data collected. The criteria outlined below were used to determine the usefulness of the data collected and whether it fits the purpose of the research.

1. When was the information published or posted?
2. Does it relate to the topic and its needs?
3. Who is the source of information?
4. Is the information true and accurate?
5. Why does the information exist?

CONCLUSION

Bridging this gap with skill development programs might convert India into a global powerhouse for skilled labour, creating a 47-million-person surplus by 2025 (FICCI)¹⁰. Despite considerable efforts and resources,

the system is flawed. As a fast-rising economy, India needs grey collar-knowledge employees with ICT, problem-solving, analytical, and effective communication abilities, as well as rust collar-skilled workers in unorganised and un-benchmarked industries such as construction agriculture, and allied commerce. Government and industry leaders introduce fresh skill development programmes but don't reach India's casual employees. A systems approach is needed to solve the root issue, not just the symptoms. The long-term commitment may boost work performance. Education alone is inadequate; skills and job counseling must also be emphasised. Focusing on employment and labour market outcomes is inadequate; the education-to-skills continuum must be evaluated. Training programmes must create technical and transferable skills. Skills training supports, not replaces, fundamental education.

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