

# ANALYTICAL STUDY ON IMPACT OF SKILL DEVELOPMENT PROGRAMME ON EMPLOYMENT

PRAVEEN RAI

*Research Scholar, Dept. of Management,*

*Sri Satya Sai University of Technology & Medical Sciences,*

*Sehore, Bhopal-Indore Road, MadhyaPradesh, India*

*Dr. Indrajit Singh Yadav*

*Research Guide, Dept. of Management,*

*Sri Satya Sai University of Technology & Medical Sciences,*

*Sehore, Bhopal Indore Road, Madhya Pradesh, India*

## Abstract

Skill development strategy is a fundamental piece of comprehensive financial, work and social arrangements and projects. A design for better harmonization among different Ministries, States, industry and different partners is perceived through association between Government, enterprises, state governments, foundations and all likely skill suppliers. The people looking for skill training and the business/foundations that utilize them are the immediate partners of skills development. Different partners incorporate the different focal and state services occupied with giving and additionally allowing assets for giving skill training, National Skill Development Agency, National Skill Development Corporation, Sector Skill Councils and other certificate offices and the skill training suppliers, both public and private just as monetary organizations. The main aim of the study is to the attitude of On-going students towards Facilities available and Curriculum in the state of Goa and the contribution of Skill Development Programmes conducted by various skill training institutes and its impact on Employment and Self-employment in Goa.

**Key Words:** Development Agency, enterprises, state governments...

## Introduction

Skills Development is the cycle of (1) distinguishing your skill gaps, and (2) creating and sharpening these skills. It is significant in light of the fact that your skills decide your capacity to execute your arrangements with progress. Skill Development implies creating yourself and your skill sets to add an incentive for the association and for your own profession development. Cultivating a mentality of appreciation for deep rooted learning is the way to work environment achievement. Ceaseless acquiring and building up one's skills requires distinguishing the skills required for versatility and afterward effectively searching out training or hands on promising circumstances for building up those skills. Building up your skills starts with evaluating which skills are significant for your ideal profession development. The profession coaches can assist with distinguishing the kinds of skills that will assist you with pushing ahead in your vocation. Your development ought to observe the 70-20-10 standard: 70% of your development should come from hands on exercises and activity learning. This incorporates development encounters like dealing with a venture; serving on a cross-utilitarian group, taking on another errand, work shadowing, position turn, and so forth 20% of your development should come from collaborations with others. It incorporates having a guide, being a tutor, training, taking an interest in networks of work on, filling in as a pioneer among the staff, association, and so on 10% of your development should come from training, including classes, courses, online classes, digital recordings, gatherings, and so on.

## SKILL DEVELOPMENT INITIATIVE IN INDIA

At present the limit of skill development in India is around 3.1 million people for every year India has ability to 15 million every year. India has focus of making 500 million skilled laborers by 2022. Accordingly, there is a requirement for expanding limit and capacity of skill development programs.

The skill development activities will harness inclusivity and diminish divisions, for example, male/female, country/metropolitan, coordinated/sloppy employment and conventional/contemporary working environment. The skill development activities uphold the stockpile of prepared laborers who are flexible powerfully to the changing requests of employment and advancements. This arrangement will advance greatness and will meet the prerequisites of information economy. The skill development activity doesn't segregate between private or public conveyance and spots significance on results, users' decision and rivalry among training suppliers and their responsibility.

The skill development activities uphold employment age, financial development and social development measures. Skill development strategy will be a necessary piece of complete financial, work and social strategies and projects. A system for better coordination among different Ministries, States, industry and different partners will be set up.

### SKILL PROGRAMMES:

States are being urged to make State Skill Development Missions (SSDM) similarly of National Skill Development Mission structure. Numerous States have just settled SSDMs and different states have previously moving a necessary way. A model system is coursed for redid appropriation by States. The hierarchical construction of the State Skill Development Mission should be chosen by the particular State. It is anyway attractive that the most elevated body taking care of the Development Mission is adequately engaged. Public Mission is running after engaging State Missions through monetary and specialized help. Public Skill Development Mission comprises of seven sub-missions under which could be revised according to the choice of Governing Council led by Hon<sup>ble</sup> Prime Minister. The Secretary of MSDE issues nitty gritty rules of each sub-mission and each sub-mission are going about as a structure square to achieve the general targets of the Mission. The significant regions of the sub-mission incorporates tending to the long haul and present moment skilling necessities through patch up of existing institutional training structure and shaping new foundations, start area explicit skill training activities, ensure intermingling of existing skill development programs, influence existing public framework for skilling, training of mentors, help abroad employment, and backing practical livelihoods. Each sub-mission is going by a Joint Secretary or Director assigned as CEO, public or private area who has a decent history of actualizing projects and accomplishing focuses on a convenient way.

### Literature Review

**Swarupa(2019)** India appreciates the segment preferred position of having the most youthful labor force with normal age of 29 years in examination with the high level economies. It tends to be the Human Resource Capital of the world by fittingly skilling its childhood lump and convert its bit of leeway into a profit. Notwithstanding, skilling this gigantic workforce is a test given the low degrees of professional training in India, high extent of school-dropouts, tremendous casual labor force, low quality of training and so forth The inquiry isn't just of crisp skilling yet additionally up skilling/re-skilling of the current laborers to make them viable with the changing requirements of the business and market requiring a Mission mode approach (NITI Aayog Report, 2015). The hidden standards for the National Employment Policy may incorporate upgrading human resources through skill development; making adequate number of nice quality positions for all residents in the formal and casual areas to assimilate the individuals who are accessible and ready to work; fortifying social union and value in the work market; intelligibility and combination in different activities taken by the public authority; supporting the private area to turn into the significant speculator in gainful ventures; supporting independently employed people by reinforcing their abilities to improve their income; guaranteeing representatives' essential rights and building up a schooling training and skill development framework lined up with the changing prerequisites of the work market.

**Singh and Kaur (2018)** directed an examination named "A Study on Skill Development of Paint and Coating Industry". This examination expects to recognize the purposes behind deficiency of skills in paint industry and to decide how to manage skill gap among painters. Essential information sources were utilized for the investigation. A self – controlled survey was utilized to gather information from 130 painters working in Kurukshetra locale. The discoveries of the examination demonstrated that absence of formal training and lacking arrangements for the training of painters are the principle purposes for the deficiency of skills in paint industry. The aftereffects of the current examination demonstrate that there is deficiency of skilled labor force in paint industry. Skills are constantly appeared in the nature of work. Low quality of works could be the consequences of the absence of skilled painters. Unskilled painters produce low quality of works. Training has a positive and critical impact on execution of labor force. The outcome shows that painters need formal training. They don't have formal endorsement or recognition through proper training. Indeed, even the adolescent entering this occupation don't secure proper training for their work. Painters need adequate information and skills. They used to get casual training from their loved ones. Because of these reasons their presentation are not good. Besides, the current degree of information and skills are lacking to utilize the new equipment's and methods in artwork work. There is a skill gap in paint industry. There are different issues looked by the painters. Painters face trouble in getting work. They don't get ideal installment for their work. The painters work on statures and there is no arrangement for their security against hazard. To diminish the danger there ought to be the protection of painters.

**Ansari and Khan (2018)** directed an examination on "Part of Education and Skill Development to Promote Employment in India". The goals of the examination were to break down and feature the status of contemporary schooling concerning skill development and to give a few proposals dependent on the perceptions and investigation of the examination. The examination depends on optional information gathered from distributed reports, reviews, books, conspicuous destinations, media reports and so forth Investigating prerequisites of the goals of the examination the exploration configuration utilized for the examination is of expressive sort. It is reasoned that to summarize skill development for India is basic from both the financial and segment perspectives. It is a significant instrument for diminishing destitution, upgrading seriousness and employability and to advance the self-business among adolescents. With this new methodology, our economy can most likely accomplish its focused on outcomes. In India, around 12 million youth enter the labor force each year, with helpless training and immaterial work skills, on the off chance that they are jobless because of absence of skills, monstrous social distress could emerge. Presently the time has come to quit spending on that defective methodology and completely grasp the worldwide demonstrated training based model. Specifically, to move further into an information based economy, to elevate mechanical development and to accomplish high financial development, it should build its interest in schooling and training for youth with an appropriate harmony between them.

**Shrivastav and Jatav (2017)** directed an examination named "An Analysis of Benefits and Challenges of Skilling India" The primary point of this paper was to contemplate the possibilities and difficulties for skilling in India. The particular targets of the investigation were to contemplate and dissect the Indian experience of skill development in India and examine the difficulties looked for skill development in India regarding monetary assets. Information has been assembled from the auxiliary hotspots for the investigation. The information basically gathered from the Ministry of Micro, Small and Medium Enterprises (MSME), sites of the particular new businesses organizations, sites of the different Government offices and their yearly reports. The examination uncovered how the various sorts of projects dispatched by Government of India can create open positions in India with new Industrial skill necessity. The examination discovers the general status of Skill limit accessible, skill necessity, skill gap and activities taken by Government of India for Skill Development. The current skill development strategy in India needs a dire treatment. The institutional construction needs disentanglement with more prominent interest in training foundation and an accentuation on supporting an easy going workforce that should be went with motivators for private area investment as well.

## SOURCES OF DATA COLLECTION

The information needed for the investigation was gathered from primary just as secondary sources as there was an extension for the two kinds of information in the examination.

### 5.1.1 PRIMARY DATA

The primary information was gathered on multistage irregular sampling technique from different Present Students, Past students and Industrialist through an organized survey and eye to eye meet.

### 5.1.2 SECONDARYDATA

The secondary sources incorporate books, diaries, handbooks, papers, handouts, notices, working papers, reports, sites and Government divisions. The secondary information was gathered from books, magazines, reports, government offices, Websites, Educational foundations, different government Directorates, and so on.

### 5.2 SAMPLING METHOD

The different statistical strategies are utilized to choose test are Salant and Dillman, Taro Yahman, Raosoft, Wald technique for the binomial circulation, and so on are utilized by the analysts across the world. Among the four unique strategies the analyst utilized Priscilla Salant and Don A. Dillman strategy to decide the example size for the examination.

The examination and translation of the different feelings given by the different respondents which were gathered from the past students are appeared as tables beneath.

### 6.2.1 SOCIAL PROFILE

The underneath tables shows the social profile of the respondents overviewed for the examination based on gender, district and taluka wise.

**Table 6.5: Gender**

Sr No	Institution	Particulars		Total
		Male	Female	
1	HS (NSQF)	18 (54.5%)	15 (45.5%)	33 (100%)
2	HSS (VOC)	82 (47.4%)	91 (52.6%)	173 (100%)
3	UNID	11 (44.0%)	14 (56.0%)	25 (100%)
4	ITI	149 (94.9%)	8 (5.1%)	157 (100%)
5	HRDFS	26 (38.8%)	41 (61.2%)	67 (100%)
6	EDP	0 (0.0%)	8 (100%)	8 (100%)
7	GHRSDC	18 (72.0%)	7 (28.0%)	25 (100%)
8	TrCPC	0 (0.0%)	38 (100%)	38 (100%)
9	ApprT	31	7 (18.4%)	38

		(81.6%)		(100%)
10	OITSG	19 (31.7%)	41 (68.3%)	60 (100%)
<b>TOTAL</b>		<b>354 (56.7%)</b>	<b>270 (43.3%)</b>	<b>624 (100%)</b>

Table 6.5 features the information of the quantity of past students gathered (gender wise) from the province of Goa. A large portion of the respondents are males (56.7%) and the minority (43.3%) of the past students is females. The greater part of HS, ITI, GHRDC, ApprTi.e.54.5%, 94.9%, 72.0%, 81.6% are males while majority of the students from professional, UNID, HRDFS, EDP, TrCPC, and OITSG for example 52.6%, 56.0%, 61.2%, 100%, 100% and 68.3% are overwhelmed by females. It tends to be seen from the above table that the students at lower level for example in the schools are overwhelmed by males however as it ranges to more significant level of training the pattern of male students is lower than females. It clarifies that females are overwhelming males as it goes upward for advanced education. The trainees for EDP, TrCPC streams female students are 100% who take affirmation for the course.

Table 6.8 portrays the time taken by the students to land their first position or to go into business. The analyst has caused an endeavor to see if students to have joined "before long" the course. "a half year" "1 year", "2 years" and "3 years" to land their first position after finish of the course.

**Table 6.8: getting employed period**

Sr No	Course	Particulars				Total
		6 months	1 Year	2 Year	3 Year	
<b>A. NSQF</b>						
1	IT	-	-	-	-	(0)
2	HealthCare	-	-	-	-	(0)
3	Automobile	-	-	-	-	(0)
4	Retail	-	-	-	-	(0)
5	<b>Total</b>	-	-	-	-	<b>(0)</b>
<b>B.Voc</b>						
1	Catering	7(100)	-	-	-	7(100)
2	OSS	6(50.0)	5(41.7)	1(8.3)	-	12(100)
3	Automobile Eng.	4(44.4)	4(44.4)	1(11.2)	-	9(100)
4	CGDM	3(75.0)	1(25.0)		-	4(100)
5	Insurance	7(41.2)	7(41.2)	3(17.6)	-	17(100)
6	Ac and Auditing	-	2(100)	-	-	2(100)
7	Marketing, Salesmanship	-	3(100)	-	-	3(100)

8	Computer Techniques	8(66.6)	2(16.7)	2(16.7)	-	12(100)
9	Travel Tourism	4(80.0)	-	1(20.0)	-	5(100)
10	<b>Total</b>	<b>39(54.9)</b>	<b>24(33.8)</b>	<b>8(11.3)</b>	-	<b>71(100)</b>
<b>C. UNID</b>						
1	MCA	13(100)	-	-	-	13(100)
2	MFS	8(70.0)	3(30.0)	-	-	11(100)
3	<b>Total</b>	<b>21(87.5)</b>	<b>3(12.5)</b>	-	-	<b>24(100)</b>
<b>D. ITI</b>						
1	Electrician	11(73.3)	3(20)	1(6.7)	-	15(100)
2	COPA	6(85.7)	1(14.3)	-	-	7(100)
3	Plumber	26(76.5)	8(23.5)	-	-	34(100)
4	COE	7(77.8)	1(11.1)	1(11.1)	-	9(100)
5	Fitter	10(83.3)	2(16.7)	-	-	12(100)
6	Diesel Mechanic	4(66.7)	2(33.3)	-	-	6(100)
7	Hotel Management	18(72.0)	7(28.0)	-	-	25(100)
8	Electronic Mechanic	2(25.0)	2(25.0)	4(50.0)	-	8(100)
9	<b>Total</b>	<b>84(72.4)</b>	<b>26(22.4)</b>	<b>6(5.2)</b>	-	<b>116(100)</b>
<b>E. HRDFS</b>						
1	Comp App	-	-	-	-	(0)
2	Business App	3(75.0)	1(25.0)	-	-	4(100)
3	DTP	10(76.9)	3(23.1)	-	-	13(100)
4	Home Nursing	3(50.0)	2(33.3)	1(16.7)	-	6(100)
5	Refrigeration	2(40.0)	3(60.0)	-	-	5(100)
6	Beautician	3(75.0)	1(25.0)	-	-	4(100)
7	<b>Total</b>	<b>21(65.6)</b>	<b>10(31.3)</b>	<b>1(3.1)</b>	-	<b>32(100)</b>
<b>F. EDP</b>						
1	EDP	7(87.5)	1(12.5)	-	-	8(100)
2	<b>Total</b>	<b>7(87.5)</b>	<b>1(12.5)</b>	-	-	<b>8(100)</b>

<b>G. GHRDC</b>						
1	GHRSD	25(100)	-	-	-	25(100)
2	<b>Total</b>	<b>25(100)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>25(100)</b>
<b>H. TrCPC</b>						
1	Tailoring, Embroidery	12(63.2)	7(36.8)	-	-	19(100)
2	<b>Total</b>	<b>12(63.2)</b>	<b>7(36.8)</b>	<b>-</b>	<b>-</b>	<b>19(100)</b>
<b>I. ApprT</b>						
1	Diesel Mech.	1(100)	-	-	-	1(100)
2	Welder	3(75.0)	1(25.0)	-	-	4(100)
3	Electricals	5(100)	-	-	-	5(100)
4	Lab Asst.	2(100)	-	-	-	2(100)
5	CNC	5(62.5)	3(37.5)	-	-	8(100)
6	PLC	2(100)	-	-	-	2(100)
7	Hotel Management	3(75.0)	1(25.0)	-	-	4(100)
8	Fitter	2(100)	-	-	-	2(100)
9	<b>Total</b>	<b>23(82.1)</b>	<b>5(17.9)</b>	<b>-</b>	<b>-</b>	<b>28(100)</b>
<b>J. OITSG</b>						
1	Agriculture	16(84.2)	3(15.8)	-	-	19(100)
2	Animal Husbandry	5(55.6)	4(44.4)	-	-	9(100)
3	Urban Development	8(72.7)	2(18.2)	1(9.1)	-	11(100)
4	<b>Total</b>	<b>29(74.3)</b>	<b>9(23.1)</b>	<b>1(2.6)</b>	<b>-</b>	<b>39(100)</b>
<b>Grand Total</b>		<b>261(72.1)</b>	<b>85(23.5)</b>	<b>16(4.4)</b>		<b>362(100)</b>

The above table 6.8 shows that the vast majority of the past students (72.1%) landed position inside a half year followed by 1 year (23.5%) and the rest inside 2 years (4.4%). There were no NSQF students who joined for business or self work so no students reacted for above inquiry. The professional students unveiled that majority of them required a half year for example 54.9% to land their first position where some different students uncovered that they required 1 year for example 33.8% and remaining students said they needed to stand by 2 years for example 11.3% to land their first position. It tends to be likewise seen that students who got first occupation inside a half year from professional investigations are Insurance 41.2% PC strategies 66.6% and travel and the travel industry 80%. Majority of students got inside one year are from A/c and examining, advertising and charisma for example 100% each. Greatest number of students from UNID have gotten their first occupation inside a half year for example 87.5% and rest of the students required one year for example 12.5%. Of the UNID students, MCA students landed their position 100% inside a half year and

majority of MFS students for example 70% got inside a half year and rest 30% landed positions following one year.

## Conclusion

In the current examination a different hypothesis were shaped for every target which were orchestrated in discrete parts aside from first target no hypothesis were outlined. Every hypothesis was then investigated and tried independently with the assistance of an appropriate statistical apparatus to reach the determination.

From the united information it very well may be reasoned that "skill development programs are inconsistent conveyed" in view of area, district and taluka. The portion of organization is one of the critical explanation because of which trades and enrolment in various streams, region, district and taluka are additionally not similarly dispersed in the territory of Goa.

The variable utilized for curriculum were Teachers/Faculty of the Course, Instructors for entry level position/training places, Theory educating in the class, Practical training in the establishment, Syllabus outlined for the course and Overall Curriculum of the course.

The hypothesis shaped was "Impact of Skill Development Programs on work and self-business is irrelevant" regarding streams and Trades. The statistical devices, for example, single direction ANOVA, Coefficient test, Chi-square test and Multinomial Logistic relapse test were utilized to break down the information and to test the hypothesis.

## References

- [1]. Dilip Chenoy (2019)," Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India'",
- [2]. Dinesh JadavbhaiMorvadiya, "Human Resource Management in PGMCL (Paschim Gujarat Vij Company Limited)", submitted to Jagdish Prasad JhabarmalTibrewala University, Rajasthan, 2012.
- [3]. Dr. Deepa Gupta (2018)," SKILL DEVELOPMENT INITIATIVE- LITERATURE REVIEW", Inspira-Journal of Modern Management & Entrepreneurship (JMME) 319 ISSN : 2231-167X, General Impact Factor : 2.5442, Volume 08, No. 02
- [4]. Dr. Esha Sharma (2015)," Skill Development: Opportunities & Challenges in India", GIAN JYOTI E-JOURNAL, Volume 5, Issue 1
- [5]. Dr. Neetu Mishra (2016)," Skill Development and Employment Generation in India", International Journal of Engineering and Management Research
- [6]. Dr. RAJNI ARORA (2018)," Analysing the impact of skill India as a tool for reshaping Indian economy", International Journal of Research and Analytical Reviews, VOLUME 6, ISSUE 1
- [7]. Dr. Shankar Chatterjee (2017), "Skill Development for Youths: Recent Initiatives in Karnataka", International Journal of Management & Social Sciences, Vol.07 (2), pp302-308.
- [8]. Dr. Syed Wajid ali Shah, Syed Muhammad Amir, Dr.Raisat Ali and Dr.Sajjad Hayat Akhtar (2012), "Analysis of the Dropout Trend in Government Girls Primary Schools in District Mardan", An International Multidisciplinary Research Journal, Vol 2 (10), pp71-80.
- [9]. Edge Okpenge and Enechojo Grace (2013), "Relationship between Counseling and Entrepreneurship Development Skills of Nigerian Final Year Undergraduates", Procedia journal of Social and Behavioral Sciences, Vol 84, pp 120 – 127.
- [10]. Gunjan Gaur (2017)," Skill India Programme", Imperial Journal of Interdisciplinary Research (IJIR) Vol-3, Issue-3