

Performance Evaluation of Skill Development Schemes in India and Status of Women in the Growth Agenda

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Abstract

The government may revamp its umbrella framework for skilling in India, after undertaking a review of the National Policy for Skill Development and Entrepreneurship launched in 2015 with a focus on improving productivity to match global standards.

The idea is to create a pool of skilled workforce to accommodate to new investments being made under the government's incentive scheme for various sectors.

The National Policy on Skill Development (NPSD) was introduced in 2009, which sought to enhance individual's employability through rapid and inclusive by setting a target of skilling 500 million workers by 2022. The policy was eventually outdated by the National Policy for Skill Development and Entrepreneurship (2015), which similarly targeted to achieve the comprehensive skills education and training programme to complete the set target of skilling 402 million workers by 2022. The aim of the policy is to cater to the growing demand for skilled and semi-skilled workers, particularly in the unorganized sector and the National Policy for Skill Development and Entrepreneurship 2015 targeted to meet the challenge of skilling in India at scale with speed, standard (quality) and sustainability. It was framed to be an umbrella framework for all skilling activities being carried out within the country so as to align workforce to common principles and link skilling with demand centers but it is often lagging behind to in some ways to complete the target with challenges ahead. This paper focuses over the advantages and shortcomings of Skilling schemes and government initiatives so far.

Keywords: *Skill Development, challenges, Entrepreneurship, Skill gap; skilled manpower; initiatives.etc*

Objectives

- To classify Government Agenda for Skilling
- To Depict Major Changes in development scenario
- To identify people participation in Skilling
- To study current situation of underprivileged section under skilling schemes
- To recognize vital roadmaps for betterment of socio economic growth through entrepreneurship

Methodology:

The proposed study mainly is descriptive in nature. The research done is based on secondary data. Here, the data collected from many research journals, websites and articles are collected in order to understand the impact of skill development schemes.

Introduction:

In India, there are a so many skill development schemes and models and government-funded programmes that fully or we can say partially subsidize training/apprenticeships, market-led trainings, market-led apprenticeships and industry-led/on-the-job training. Consequently National Skill Development Corporation (NSDC) was set up as a public-private partnership (PPP) to encourage private sector participation in the Indian skill development sector. The main responsibility of the NSDC is to provide lasting development funding to organizations to build for-profit vocational training initiatives also works closely with the Ministry of Skill Development and Entrepreneurship (MSDE) to put into practice all the government grant-based vocational training programmes, where infrastructure is generally set up by private providers and training costs are supported financially by the government.¹

The Skill India Mission is a government scheme which was launched in 2015. It is a main scheme which has many skilling schemes and programmes under it. The key objective is to empower the youth of the country with enough skill sets that will enable their employment in relevant sectors and also helps in improving their productivity.²

Why Skilling is important?

Demographic dividend: The major economies of the world have an aging population therefore India, with a favourable amount of its demographic dividend, can take hold of this opportunity and serve the nation. But, for this adequate skilling is to be provided to up the employability. The percentage of the workforce receiving skill training is merely 10% in India which is very small compared to other countries – Germany (75%), Japan (80%), and South Korea (96%).³

Sectoral mobilisation: As productivity improves in agriculture due to increased mechanization, there will be fewer people required in the farming sector. There will consequently be a shift from this sector to other secondary and tertiary activities.⁴

Skill India rationale

The intention of the Skill India Mission is to provide market-relevant skills training to more than 40 crore young people in the country by the year 2022.⁵

- The mission intends to produce opportunities for the development of talents in Indian youth.
- It aims to expand those sectors which have been laid under skill development for the last several years, and also to distinguish new fledged sectors for skill development.
- This mission depicts to close the gap between skill required by the industry and skills possess by people for employment generation.
- Poverty reduction.
- To boost the competitiveness of Indian trade.
- To make sure skill training imparted is significant and of quality.
- Train people to take on the world manpower/resources market.
- Expand the existing skill development programmes to meet the challenges.
- To build actual competencies sooner than giving people simple qualifications.
- To offer opening for constant learning of developing skills.
- Enhance better and lively engagement of social partners and building a strong public-private partnership in skill development.

Aspects of Skill India

There are many aspects of the Skill India Mission that makes it diverse from the preceding skill development programmes.⁶

- The attention is on to perk up the employability of the youth so that they get employment and also to boost entrepreneurship among them.
- The scheme offers guidance, training, and support for all conventional form of employment like weaving, cobblers, carpenters, welding, masons, blacksmiths, nursing, etc.
- New realm will also give emphasis to real estate, transportation, construction, gem industry, textiles, banking, jewellery designing, tourism, and new sectors where the level of skill is insufficient.
- An important feature is the creation of a new hallmark 'Rural India Skill'.
- The customized need-based programmes would be started for specific age groups in communication, life, and positive thinking skills, language skills, behavioural skills, management skills, etc.
- Training imparted would be of global standard so that India's youth get jobs not only in India but also overseas where there is demand.
- The route methodology would also not be unusual and would be pioneering. It would engross games, group discussions, brainstorming sessions, case studies, etc.

Does India really in need for skills development programme?

India's formally skilled workforce is just 2% moreover; there is a massive diffuseness of employability among the educated labor force of the country. The lack of vocational or professional skills makes it even more complicated for the youth to adapt to varying demands and technology of the marketplace. The sky-scraping level of unemployment is due to the rigid system to get jobs and also because of the lack of capability and training.⁷

- Informal workers, who composed of 90% of the labour force, are inadequately skilled as they do not get sufficient training and the existing vocational training programmes do not meet their demands.
- There is a dilemma of social competence when it comes to vocational education. Vocational courses are looked down upon and it needs to be changed as sooner as possible.
- The study by the Skill Development Council (NSDC) specifies that there will be a need for around 12 crores of skilled manpower by 2022 across 24 key sectors.⁸
- Other factor that acts as barrier for skill development in India is the innumerable labour laws. However, the government has started simplifying and codifying the labour laws with some uncomplicated laws as practicing skill development should be easier.
- The major problem is the lack of proper infrastructure in the current training institutes.
- There is also a problem of poor quality of trainers offering training resulted students trained by such trainers do not get job opportunities in any industry.
- The rising advancement in technology is a huge challenge and opportunity for the labour force. Employees will have to steadily advance their skills if they need to remain applicable in the job market.
- A big question on the standardization of skills in the country has been evolved. However new schemes are designed to resolve this issue by having nationwide standards that also stand up to global standards.

Associated-schemes under Skill India:

Skill India is a main mission under which there are numerous schemes and programmes with specialized focus areas. The sub-schemes are as follows:-⁹

National Skill Development Mission (NSDM)

The NSDM was launched for generating union across a range of sectors and assorted states with regard to activities involving skills training. The mission, apart from consolidating and coordinating skilling efforts, would also facilitate the decision making across sectors to accomplish quality skilling on a large scale.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

The PMKVY is a skill certification scheme which targeted to sway the young population of the country to take up training which is industry-relevant and builds them in skill development this scheme contains many specialized mechanism such as the National Skills Qualifications Framework (NSQF), Recognition of Prior Learning (RPL), Kaushal, and Rozgar Melas so on.

Indian Skill Development Service

The Indian Skill Development Services (ISDS) is a new central government service which is created particularly for the training directorate of the Ministry of Skill Development and Entrepreneurship. It is a Group 'A' service and is likely to give a boost to the government's skilling initiatives by considerably advancing the efficiency and effectiveness of the various schemes in this domain.

National Policy for Skill Development and Entrepreneurship 2015

The chief objective of this policy is to match the challenge of skilling at scale with speed, standard (quality), and sustainability. This scheme intends to recommend an umbrella outline to all skilling activities carried out within India, to support them to common standards and connect skilling with demand centres. Additionally putting down the objectives and expected outcomes, the policy also recognizes the largely institutional framework which will act as a means to attain the expected outcomess. ¹¹

Skill Loan Scheme

Under this scheme the loans ranging from Rs.5000 to Rs. 1.5 lakhs will be provided for those who are probably looking for attending skill development programmes. The idea behind the scheme is to take away the financial barrier for people who really wants to improve their skills and learn advanced skills.

PM-YUVA: It is a centrally-sponsored scheme related to entrepreneurship education and training main objectives of the scheme as follows:

- The development and education of entrepreneurship to all citizens will be free of cost through Massive Open Online Courses (MOOCs) and eLearning systems.
- The scheming of assessment and certification mechanism for the alike.¹²
- To endow institutes or organizations to facilitate that they deliver entrepreneurship educational programmes of international standards.
- Moreover to spotlight on social entrepreneurship promotion.
- The creation of an online web-based proposal that will connect entrepreneurs, investors, financial institutions, and business services such as legal, accounting, HR, and technology services.
- The establishment of a national mentor network for budding entrepreneurs.
- To create an association of incubators, credit agencies, business service providers, and accelerators.
- The establishment of a National Entrepreneurship Resource and Coordination hub to direct and support entrepreneurship development programmes.
- The starting of traditions of self-motivated entrepreneurship by way of the media and branding.
- To uphold entrepreneurship research and promotion.
- To include social entrepreneurship awareness programmes for the minor sections like SC/ST and minority.

Apprenticeship Protsahan Yojana:

This scheme has refurbished the Apprenticeship Act, 1961 to make the legal framework conducive to both the industry as well as young people.¹³

Role of Women under Skill India:

Women's economic participation and empowerment are primary to increase the women's rights and enabling them to have power over their lives and wield influence in the society. The economic empowerment of women is a precondition for sustainable development. The empowered women and gender equality and are therefore catalysts for multiplying development efforts.¹⁴

A third spotlight area for us is to take in hand the challenge of lower female participation in the labour force. The analysis of labour force survey data suggests that of the country's labour force of 395.2 million, only 91.6 million are women.

The skilling initiatives complement by a wider thrust towards empowerment through gender sensitization, economic and social support and creation of economic opportunities and it can be used to lift up this number by providing residential facilities for women trainees, set in mentoring and coaching in skills programmes and also providing social support through mechanisms such as local workshops have all been explored.¹⁵

The recent data suggested only 2.3% of the workforce in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in the USA, 80% in Japan and 96% in South Korea. Conversely, according to a existing survey, 48% of Indian employers reported difficulties filling job vacancies due to skill deficiency. Accordingly the CMIE reports the more educated Indians are, the more likely they are to stay unemployed too and the preceding PLFS for 2018 revealed that 33% of the formally trained 15-29-year-olds were jobless.¹⁶

Initiatives taken by Government:-

- **Nodal Ministries:** Currently 17 ministries of the Government of India are working on the skill development initiatives, with a collective target of developing 530 million skilled people by 2022 among all these, the Ministry of Human Resource Development and the Ministry of Labour and Employment are the nodal ministries for skill development which play a significant role in managing the various divisions of the Skill Development Mission. All the aspects of higher education including vocational courses, comes under the responsibilities of the Ministry of HRD whereas, the vocational training infrastructure, including government and private Industrial Training Institutes comes under the Ministry of Labour and Employment's Directorate General of Employment and Training.¹⁷
- **Government of India has recognized the need for a well-defined framework for skill development** and accordingly has formed various organizations at central and state levels to take up the responsibility of skill development mission. Numerous agencies — national agencies, 17 ministries, several sector skill councils ,35 state skill development missions, and some other industry bodies are functioning to accomplish the national skill development mission.
- **Prime Minister's National Council on Skill Development** The apex coordinating institution, Prime Minister's National Council on Skill Development, was set up for policy direction and review purpose. This council is chaired by the Prime Minister with ministers for Human Resource Development, Finance, Rural Development, Heavy Industries, Labour & Employment and Housing & Urban Poverty Alleviation as members. The Council has a target of generating 500 million skilled people by 2022 through skill systems, which must be dynamic and highly comprehensive. The Council is responsible to lay down the policy objective, governance models, financing and strategies related to skill development. It also reviews

the development of the plan and directs the mid-course modifications, manages the inclusion and termination of any section or entire programme or scheme, and coordinates the initiatives of public/private.

- **National Skill Development Coordination Board (NSDCB)** chaired by the Deputy Chairman of Planning Commission would assist the Prime Minister's National Council and manage the action for skill development. The responsibility of the board is to identify the strategies for implementing the decisions of the Council on skill development and formulate suitable operational guidelines to meet the objectives of skill development. It is expected to develop strategies and solutions to deal with the various issues associated to regional imbalances, socioeconomic concerns, lack of quality teachers, gender gaps and develop a framework of institutionalize such measures. The board evaluates the regional skill gaps and formulate action plans overcome such gaps. It also ease and coordinates to relocate the employment exchanges as the outreach points for accumulating and providing information on skill development and employment and endorse them to function as career counseling hubs. The board is as well responsible to ensure, assess, and evaluate the outcomes of the different skill development programmes.¹⁸
- **National Skill Development Corporation (NSDC)** The third stage of the institutional association on skill development is National Skill Development Corporation, which is a non-profit company with an appropriate governance composition under the Companies Act. It works as a public-private partnership (PPP) together with industry alliances and corporate representatives to build up the training institutions and advance the delivery of vocational training. As declared by the National Policy on Skill Development, NSDC is expected to put together the periodic and annual reports of its strategies and actions and keep them in the public sphere. NSDC is also supposed to assemble the requirements of the labour market, along with the desires of the unorganized sector. The Central Government had formed a National Skill Development Fund with the preliminary investment of Rs 995.10 crore for assisting the activities of NSDC and it is also intended to congregate capital from central & state government, public and private sectors. NSDC has a vision to train about 150 million people by 2022 under the National Skill Development Policy. National Policy on Skill Development, since the Government of India has a target of skilling 500 million people by 2022, so as to comprehend this, the Ministry of Labour & Employment has formulated a National Policy on Skill Development. The Policy outlined the roles that diverse stakeholders like central and state government, industries, trade unions, and the society would need to play for the establishment of a skill culture in India. The Policy specified that the government should set off the initiatives of skill development in private sector and emphasized the need of immediate and industry-relevant courses. Besides it advocated that infrastructure should be developed for apprenticeship and on-the job trainings and existing employment exchanges be reformed into career guidance centres to channelize the applicants to training, apprenticeships and jobs. The Policy also called for the concern of an effective evaluation and consistent certification system and publicizing information on the upshot of training institutions to make sure transparency.
- **State Skill Development Missions:** The majority of the state governments or union territories have formed their own State Skill Development Missions for focused skill development in their respective states. State Skill Development Missions play an essential role in promoting skill development by identifying the major sectors for creation of jobs and working with appropriate government institutions and industry & private training organizations. Each and every state has executed a SSDM outline that best fits its state level necessities and the visualization for skill development. Whereas some states have formed their SSDM as a corporation under the Chief Secretary or Chief Minister, others have placed it under the suitable state government departments' for instance human resource development, labour or planning. Besides this, some state governments have started allocating budget and setting annual targets for skill development.

- **“Skill India” programme** aims to train a minimum of 300 million skilled people by the year 2022 and **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**, a part of skill India under which the training fees were paid by the government. Its main rationale was the “short-term training”, which could last between 150 and 300 hours, and which incorporated some placement assistance by Training Partners upon successful completion of their assessment by the candidates.
- In 2014, **Ministry of Skill Development and Entrepreneurship** was created to go with the training processes, assessments, certification and outcomes crucially to develop Industrial Training Institutions the building blocks of this endeavor however it faced some shortcomings in the desired Outcome as the target of Skill India was to reach out to 300 million young people by 2022, but merely 25 million had been trained under this scheme by the end of 2018. This is **partly because of the negligence** and partly due to **not spending existing funds** because of shortage of candidates. Even those who have been trained under Skill India and PMKVY are incapable to hit upon jobs. The number of those who have benefited from the Skill India scheme has been amplified, from 3,50,000 in 2016-17 to 1.6 million in 2017-18, but the percentage of those who could find a job upon completion of their training has dropped from more than 50% to 30%. Under PMKVY scheme, merely 15% of those trained got a job.¹⁹

Challenges while framing Skill Development Programme: For long term Skill India will not be adequate if government expenditures in education remain short and if the ground wouldn't be prepared for proper training. The Government allocation for school education has fell down from 2.81% of the budget in 2013-14 to 2.05% in 2018-19 which is extra alarming situation.

The leading challenges faced by the government while implementing the skill development programs in India is mobilizing adequate funding so as to sustain the existing skill development projects. As of, the 12 million people joining labor force annually, the incompetent labor force accounts for the foremost mass of this section. It is therefore essential, that a base of the pyramid approach be taken into consideration as they delineate a major part of the skilling competence. However our skill development system has been more of supply driven rather than market driven therefore, even though the country is taking pleasure in a demographic dividend and a larger emphasis by government on the skill development, the industries are remain experiencing scarcity of skilled labor force in the country. These issues would be resolved in majorly 2 ways: a) to have common national framework for VET curriculum, which also separate the learners who wish to attain academic based training and those who need skill based training. b) Convincing and cheering companies, to boost their input in developing potential employees and to make them industry ready. This would be an ideally an upright recruitment chain system, where a company itself plays a crucial part in shaping its potential employees.²⁰

There is very well-built gender favoritism in the enrolment of skill development courses. The streams have been traditionally allied with a gender, consequently marring the talent based on merit. The explanation lies with NGOs and Panchayats to inform women and their families regarding VET, and help existing women candidates organize into self-help groups. To understand what a learner wants and we need to first spot that who the learner is? In the milieu of skill development, a learner is someone who is capable enough to absorb skills in accordance with the country's skill delivery framework. But if we really realize the suitable requirements and expectations of the learner's right through the country, subsequently the nation may solve the demand supply gap in the skill development programs. Consequently, besides the curriculum, it is crucial to educate candidates the 'hows' and 'what's' of job searching, and also how to identify the employability skills when planning to apply for another job. This would surely facilitate them in preparing accordingly and it will also develop the knowledge and trends in different industry.

Challenges for Skill Development

- **Scarce training capacity:** The training is not adequate to ensure a job for those who got the training – and this is because the employability rate remains very low down.
- **Lack of entrepreneurship skills:** As government expected that some of the PMKVY-trainees would create their own enterprise, merely 24% of the trainees started their business. And among them, no more than 10,000 applied for MUDRA loans.²¹
- **Lower down industry edge:** The majority of the training institutes have low industry edge as an effect of which the performance of the skill development sector is deprived in terms of placement records and salaries offered.
- **Low student enlistment:** Enrolment in the skill institutes like ITIs, and polytechnics, remains short comparatively to their enrolment capability. This is because of low awareness level among youths about the skill development programmes.
- **Employers' unwillingness:** India's joblessness concern is not only a skill problem; it is representative of the lack of desire of industrialists and SMEs for employing.
- **Admissions without assessment:** One of the major causes for low quality of training is the low rate of pre-assessment or entrance tests before admitting students to the skill training institutes. Erratically choosing training courses may direct to a inconsistency between the wellbeing and the abilities of the students as an effect of which students are incapable to deal with the route requirements and thus drop-outs take place.
- **Lack of consistency:** There is no consistency of the course curriculum or training delivery systems as a result of which it is not likely to evaluate courses across diverse training institutes which also creates uncertainty among the student about skills which will be imparted under a specific course at some training institute. There is a shortage of standardized approach for measuring and evaluating the competence outcomes.
- **Skills importance:** Course curriculum of some of the courses of skill institutes do not provide training that matches the industry necessities as a result of which they have poor placement records. Thus such outdated and inflexible curriculum makes some training programs entirely superfluous leading to supply of explicit skills beyond their demand, And Regular updating the course curriculum and consequently upgrading training infrastructure is multifaceted and expensive.
- **Career Counseling:** There is a lack of proper career supervision to the students by reason of the scarce placement statistics and pathetic industry linkages of the training institutes. The institutes are over and over again set up in rural areas but the jobs offered to the trainees are generally in urban areas. The lack of information on the nature and location of the job leads to uninformed skill acquisition choices.
- **Elevated Cost:** The cost of training is high which is usually not affordable by a lot of students aspiring for training. Accordingly the estimates of Planning Commission, approximately 80% of the individuals who comes into the workforce don't have the chance for training. Besides, due to substandard placement records and low salary offers after the training completion, high training cost does not appeal the target population.
- **Demand & Supply Mismatch:** In India some portion of workforce is actually undergoing for formal training. It has seen that there are more people than the existing jobs at the low skills level, while there are more jobs at the high skills level than those offered for such jobs.

- **Poor Infrastructure:** NSDC has forecasted an incremental requirement of 347 million skilled personnel in India by 2022 however the country has faced with a major skill development challenge as over the next decade, every year around 12 million people are expected to join the workforce. Contrary, the country has a whole training capacity of around 4.3 million, thus grudging every year approximately 64% newcomers of the opportunity of the skill development training. It is a foremost challenge of devising such enormous infrastructure complex to bridge this gap. ²²
- **Low down industry edge:** Industry-interface is very indispensable for any education/training institute as it helps in the assessment of demand for skills in the local area or a region and thus updating of course content, Industry linkages have an significant role in helping an educational or training institutes to build a strong image in the minds of the students as it ensures them that the course curriculum is in relevance with the practical industry requirements. The majority of the training institutes have low industry interface as a result of which the performance of the skill development sector is poor in terms of placement records and salaries offered.
- **Low Student Mobilization:** The enrolment in skill institutes like ITIs, and polytechnics, remains low as compared to their enrolment capacity. The foremost reason for this problem is the student mobilization to get trained because of the conventional thinking, unenthusiastic to move around and low salaries at opening level. The vocational training is not considered pleasing by the students and they favor a regular degree because it is more appreciated than a certificate, other things being the same.

Suggestions

- **Evaluation of Training Institutes:** The NSDC should also expand some methods to assess the performance of training institutes and cheer them to perform better.
- **Skills survey:** The surveys can be conducted to find out the exact skill requirements from the employers. Study of such surveys would definitely aid in designing course structures of the training programs and consequently the standardized course curriculum or training delivery systems can be developed.
- India really needs to **discover from technical and vocational training/education models in countries like China, Germany, Japan, Brazil, and Singapore**, who had related challenges in the long-ago, together with learning from its own experiences to take on a comprehensive model that can bridge the skill gaps and make sure employability of youths.
- **Evaluation of Training Institutes:** There is a burning need to offer quality training to the students so improve their employability. Besides providing allowances to training institutes, NSDC should also develop some techniques to appraise the performance of such institutes and persuade them to perform better. There can be initiatives like to give incentives to training institutes based on their performance which can be evaluated based on certain principle .Grants can also be provided to such institutes. This would also help in increasing competition among the institutes to offer class training and to get more and more students placed.

Conclusion:

The foremost rationale of this study is to observe the opportunities and challenges of skill development in India. An effort is made to evaluate the skill gap and finding of the study clearly tells that India will face a foremost challenge of bridging the skill gap in next few decades. Despite the fact that Government of India has recognized the need for

a well-defined agenda for skill development and has formed various organizations at national and state levels to take the liability of skill development, there is a need to place many more efforts to enlarge skill culture in India. The skill gap can have a forbidding impact, not only on the employers, but also on the economy as a whole. One of the main concerns is the failure of productivity and revenues as the lots of of the jobs remain vacant for noteworthy time because of lack of skilled workforce. The study also focuses on how important it is for the government and other stake holders to work together mutually so as to produce skilled workforce to bridge the skill gap and boost up the economic development.

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