

Youth Empowerment through Skill Development: A Study on Skill Development Initiatives

Dr Pailla Surender

Assistant. Professor,

Department of Political Science,

Government Degree College, Zaheerabad

DOI:10.37648/ijrssh.v15i05.015

¹ Received: 01/11/2025; Accepted: 20/11/2025; Published: 25/11/2025

Abstract

India has a distinct advantage over advanced economies in having a larger percentage of a young workforce. However, the developed and the developing economies show a similar trend in the declining percentage of youth joining the workforce. For a large chunk of the youth, the lack of basic skills needed for employment after completing school or graduation does not present a rosy scenario. Some of the reasons could be a very dismal connection between formal and vocational education, meagre training facilities, under-qualified trainers and lack of infrastructural facilities. For countries like India sustained efforts have to be made by the successive Governmental and other agencies in the field of basic education and Skill development to provide basic education and enhance the skills of the un-employed youth. 'Skill' is the ability to do something well, and the current situation calls for a quick reorganization of the skill development ecosystem. It will act as a defining element in India's growth story by becoming an essential ingredient for future economic growth if India is to transform into a diversified and internationally-competitive economy. To improve Skill development ecosystem, Government of India has launched a programme 'Skill India' in 2015. 'Skill India' on par with 'Make in India' is a dream project of Prime Minister Narendra Modi. The main focus of this study is to analyze the skills required by the individuals for making themselves employable and training them on those skills to meet the requirements of the companies in various sectors. The paper also focuses on the various Skill Development initiatives taken by the Government of the India.

Keywords: 'Make in India'; 'Skill India'; Skill Development; Employability skills

1. Introduction

Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country. India has to develop an ecosystem which has to focus on the development of various skill required for getting employed. A **skill** is the learned ability to carry out a task with

¹ **How to cite the article:** Surender P. (November, 2025) Youth Empowerment through Skill Development: A Study on Skill Development Initiatives; *International Journal of Research in Social Sciences and Humanities*; Vol 15, Special Issue 5; 78-84, DOI: <http://doi.org/10.37648/ijrssh.v15i05.015>

pre-determined results often within a given amount of time, energy or both. In other words, the abilities that one possesses. Skills can often be divided into domain -general and domain-specific skills. For example, in the domain of work, some general skills would include time management, team management, leadership and self-motivation and others, whereas domain-specific skills would be useful only for a certain job. An individual to make himself employable should possess multiple skills. With respect to the various initiatives take by the government, an individual must acquire the skills necessary to do a job effectively and efficiently. One such initiative is 'Make in India' launched by Honorable Prime Minister Mr. Narendra Modi on 25th September 2014. **Make in India** is an initiative of Government of India, to encourage companies to manufacture their products in India. The major objective behind the initiative is to focus on 25 sectors of the economy for job creation and skill enhancement. Some of these sectors are: automobiles, Chemicals, IT, Pharmaceuticals, Textiles, Ports, Aviation, Leather, Tourism and Hospitality, Wellness, Railways, auto components, design manufacturing, Renewable energy, Mining, Bio-technology, and Electronics which would provide employment to the Indian educated young generation. To make the individuals acquire the skills to get themselves employed in various sectors mention, the government of India has launched a programme 'Skilling India'. **'Skilling India'** is a Government of India initiative, launched by Honorable Prime Minister Mr. Narendra Modi, in March 2015 as a multi-skill development programme on mission mode for job creation and Entrepreneurship for all socio-economic classes. CII has been supporting this initiative in providing the training on various skills to the individuals in various sectors to make them employable. CII is a National Assessing Body for Modular Employable Skills Scheme (30 sectors in all states) and Sector Skill Councils. CII has worked towards creation of PPPs to rejuvenate institutions such as ITI with CII members adopting and upgrading 390 of them and strengthening the system through implementation of recommendations as per CII's ITI study. CII has set up Skill Hubs in Chindwara, Madhya Pradesh; Bhiwadi, Rajasthan; Kendrapara, Odisha and Skill Gurukuls in association with Pan IIT (PARFI). CII is also working on various on ground initiatives with PSUs like HPCL, IOCL, NSFDC etc. CII is also doing on ground projects for corporate like Aditya Birla and agencies like European Union. CII has also organized various Job Fairs across India. CII has promoted Sector Skill Councils in Healthcare; Tourism & Hospitality; Logistics; Life Sciences; Beauty & Wellness; Infrastructure Equipment and BFSI. The goal of Skill India is to create opportunities, space and scope for the development of the talent of Indians and identify new sectors for skill development. It aims to set up 1,500 new ITIs and 5,000 skill development centers across the country as well as a National Vocational Qualification Framework for affiliations and accreditation in vocational, educational and training systems. CII has identified the skills necessary basic upon the important sectors of each state in India so the training can be given on those areas to develop the skills of the individuals.

2. Key Trends in Indian Workforce

As reported by the India Skills Report 2025, the trends in employability and workforce has undergone drastic changes from 2019 to 2025 (projected). Some of the key trends are:

- Employability will increase to 54.81% in 2025 as compared to 47.28% in 2019.
- Domains like B. Tech, MBA, B. Sc and B. Pharma will be at the forefront of bringing more talent to the workforce by 2025.
- Sectors like Information Technology (IT), Computer Science (CS) and Electronics and Communication Engineering are expected to employ maximum talent.
- States like Maharashtra, Delhi, Andhra Pradesh, Kerala, Uttar Pradesh, Karnataka and Gujarat have the highest employability.

- The distribution of the workforce between men and women is expected to be 53.46% men to 47.53% women in 2025, a major improvement from 2019 rates.

3. Skill – Types of Skills:

India has one of the youngest populations in the world and a very large pool of young English-speaking people. Thus, it has the potential to meet the skills needs of other countries and also cater to its own demand for skilled manpower. Ironically, most industries in India are struggling with scarcity of skilled labor. As an immediate necessity that has urgently arisen from the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods.

4. Employability Skills:

An individual should possess multiple skills like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioral skills, job and employability skills (like skills on Tourism and Hospitality; Logistics; Infrastructure Equipment; Furniture and Fitting; Healthcare etc.), apart from their basic educational qualifications required to fulfill the eligibility criteria for getting employed. The kind of skills that are possessed by an individual will make him employable. The main focus of this study is to analyze the skills required by the individuals for making themselves employable and training them on those skills to meet the requirements of the companies in various sectors. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. People need a broad range of skills in order to contribute to a modern economy. There are 16 basic skills that employees must have to be able to change with it. They are:

Labor skills: Skilled workers have long had historical import as electricians, masons, carpenter, blacksmith, bakers, brewers, coopers, printers and other occupations that are economically productive. Skilled workers were often politically active through their craft guilds.

Life skills: Life skills are problem solving behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via learning (teaching) or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

People skills: According to the Portland Business Journal, people skills are described as: understanding ourselves and moderating our responses, talking effectively and empathizing accurately, building relationships of trust, respect and other productive interactions. A British definition is “the ability to communicate effectively with people in a friendly way, especially in business. The term people skill is used to include both psychological skills and social skills, but is less inclusive than life skills.

Social skills: Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is socialization.

Soft skills: Soft skills is a sociological term relating to a person's ‘EQ’ (emotional quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

Hard skills: Hard skills are any skills relating to a specific task or situation. These skills are easily quantifiable unlike soft skills which are related to one's personality.

The skills an individual possess plays an important role in getting employed in various organizations. So the empowerment of the skills required play a major role and important concern with respect to the present scenario. The skill development will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the global market.

5. Literature Review:

Government of India has long recognized the critical importance of skill development in promoting economic growth, enhancing employability, and fostering inclusive development. Several skill development initiatives were implemented, building on previous years' efforts to address challenges such as unemployment, underemployment, and the changing demands of the global job market. The literature on skill development programs in India highlights their diverse scope, objectives, challenges, and outcomes. This review synthesizes key findings from various studies and reports to provide a comprehensive understanding of the state of skill development in India. Several skill development initiatives by the Government of India were pivotal in shaping the skill development landscape.

6. Prime Minister's National Council on Skill Development

National Skill Development Co-ordination Board

National Skill Development Corporation: The National Skill Development Corporation is a non-profit company under the Companies Act 1956 with an appropriate governance structure. The head of the Corporation is a person of eminence/reputed professional in the field of Skill Development. The Corporation would constitute Sector Skills Councils with following functions:

- a) 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.
- b) Development of a sector skill development plan and maintain skill inventory.
- c) Determining skills/competency standards and qualifications.
- d) Standardization of affiliation and accreditation process.
- e) Participation in Affiliation, accreditation, examination and certification.
- f) Plan and execute Training of Trainers.
- g) Promotion of academies of excellence.
- h) Establishment of a well-structured sector specific Labour Market Information System (LMIS) to assist planning and delivery of training.

National Council for Vocational Training: (NCVT): The main functions include:

- a) Design, development and maintenance of NVQF which inter alia includes:
 - i) Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification.
 - ii) Setting up a framework for affiliation and accreditation of institutions.
 - iii) Quality control mechanism.
- b) Labour market information system and dissemination of information at the national level.
- c) Monitoring and evaluation on the effectiveness and efficiency of national skill development efforts through appropriate reporting and communication mechanism.

The National Education Policy (NEP) 2020 underscores the importance of skilling to enhance employability and drive economic growth. Its key interventions to promote skill development and entrepreneurship include:

- Introducing vocational education in schools from the 6th grade, along with internships.
- Establish vocational education centres equipped with modern technologies and infrastructure.
- Encouraging the establishment of incubation centres at educational institutions to support entrepreneurship and self-employment initiatives.
- Ensuring equitable and inclusive education, with a special focus on socially and economically disadvantaged groups (SEDGs).
- Establishing Multidisciplinary Education and Research Universities (MERUs) to foster holistic skill development and enhance employability.

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a flagship scheme implemented by the National Skill Development Corporation (NSDC) to provide industry-relevant training and employment opportunities. Its components—Short-term training (STT) and Recognition of Prior Learning (RPL)—target school and college dropouts and the unemployed, offering industry-focused training. The scheme now focuses on in-demand skills such as coding, AI, robotics, mechatronics, IoT, 3D printing, drones, and soft skills to prepare talent for Industry 4.0.

The Pradhan Mantri Kaushal Kendra (PMKK) facilitates the establishment of district-level model training centres to standardise infrastructure and training delivery under PMKVY. PMKK aims to transform the short-term training system into a sustainable education model for every district. It also provides financial support of Rs. 70 Lakhs as a soft loan to improve training infrastructure.

The Jan Shikshan Sansthan (JSS) is an autonomous body established to facilitate vocational education and skill development. Its primary objective is to impart technical knowledge and occupational skills to illiterates and individuals with low levels of education.

The National Apprenticeship Promotion Scheme (NAPS) was launched in 2016 to provide financial support to organisations undertaking apprenticeship training, particularly MSMEs. The government reimburses 25% of the prescribed stipend (up to Rs. 1500/- per month per apprentice). The Union Budget for 2023-24 introduced Direct Benefit Transfer (DBT) to transfer stipends directly to around 47 Lakh youth over three years.

SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion) is an initiative by the Ministry of Skill Development, supported by the World Bank. It aims to impart short-term skill training by strengthening institutions at the central, state, and district levels, ensuring the quality of skill development programs and extending benefits to marginalised populations.

The Skill Loan Scheme was launched to provide institutional credit to individuals pursuing skill development courses aligned with National Occupation Standards and the National Skills Qualification Framework (NSQF). All member banks of the Indian Bank's Association (IBA) and other banks approved by the RBI are eligible to offer this scheme. No collateral is required from beneficiaries.

The Deen Dayal Upadhyay Gram Kaushal Yojana (DDU-GKY), initiated by the Ministry of Rural Development, is part of the National Rural Livelihood Mission (NRLM). It funds skill training programs across over 250 trades such

as hospitality, retail, health, automotive, construction, electrical, leather, plumbing, and gems. Since 2012, DDU-GKY has committed an investment of over Rs. 5,600 crore under the Skill India campaign to enhance rural youth employability.

The Deendayal Antyodaya Yojana – National Urban Livelihoods Mission (DAY-NULM) aims to provide urban poor households with access to skill-based employment opportunities to reduce poverty. It also conducts regional workshops to support urban street vendors and the homeless, enhancing their entrepreneurial skills.

The Mahatma Gandhi National Rural Employment Guarantee Act (NREGA) guarantees wage employment for at least 100 days to rural households willing to undertake unskilled manual work. It aims to empower rural women, protect the environment, reduce rural-to-urban migration, and promote social equality.

The National Rural Livelihood Mission (Aajeevika Skills), launched by the Ministry of Rural Development under NRLM, aims to increase the rural youth's income by understanding their professional aspirations. Key features include food and transport support during training, assured placement, and post-placement support. The scheme encourages the private sector to establish training institutes, fostering self-employment.

7. Conclusion

It is clearly evident that skill development is essential for driving employment growth and strengthening the nation's economy. Skill development schemes and programs have played a key role in identifying and engaging youth from rural and socially disadvantaged communities, equipping them with industry-relevant skills to enhance their employability across the country. While these programs have been effective, there is still a need for targeted interventions to improve the quality of training and expand access to broader sections of society. An individual need to possess multiple skills apart from their basic educational qualifications to get employed in any organization. Any organization which is recruiting an employee is looking out for multiple skills and imitateness in those employees. The skill development programs conducted by the Government of India marked a significant step forward in addressing the country's growing need for a skilled workforce. With an emphasis on both traditional and emerging sectors, these initiatives aimed to enhance employability, foster entrepreneurship, and ensure inclusive growth, particularly for marginalized groups such as women, rural youth, and differently-abled individuals. The expansion of digital learning platforms like Skills Build India and the growing focus on sectors such as renewable energy, artificial intelligence, and electric vehicles reflected India's proactive approach to preparing its workforce for the future. Despite these advancements, challenges remain, particularly in the areas of quality control, industry alignment, infrastructure gaps, and addressing the digital divide. To ensure the continued success of these initiatives, there is a need for continuous feedback, better alignment with industry demands, and the establishment of stronger monitoring frameworks to track the effectiveness of training programs. The skill development programs are a crucial part of India's broader economic and social development goals. They not only help reduce unemployment but also contribute to building a workforce that is capable of meeting the demands of a rapidly evolving global economy. With the right investments in infrastructure, inclusivity, and quality, these programs have the potential to transform India into a hub for skilled talent and innovation.

References

- Anita Swain, & Sunita Swain. (2020). *Skill Development in India: Challenges & Opportunities*. *International Journal of Scientific Research and Engineering Development*, 3(6), 238–245.
- Arora, R., & Chhadwani, M. (2019). Analysing the impact of Skill India as a tool for reshaping Indian economy. *International Journal of Research and Analytical Reviews*, 6(1), 392–396.

- Chenoy, D., Ghosh, S. M., & Shukla, S. K. (2019). Skill development for accelerating the manufacturing sector: The role of 'new-age' skills for 'Make in India'. *International Journal of Training Research*, 17(suppl. 1), 112–130. <https://doi.org/10.1080/14480220.2019.1639294>
- Chou, P.-N. (2018). Skill Development and Knowledge Acquisition Cultivated by Maker Education: Evidence from Arduino-based educational [study]. *EURASIA Journal of Mathematics, Science and Technology Education*, –(–), —
- Dash, C. S., & Dash, S. (2020). Skill Development Mission and the Skill Landscape of India: An empirical study. *International Journal of Innovative Science and Research Technology*, 5(10), —.
- Ganguly, K., Gulati, A., & von Braun, J. (2019). Skill Development in Indian Agriculture and Food Processing Sectors: A scoping exercise. *ZEF Working Paper Series*, 183. <https://doi.org/10.2139/ssrn.3454420>
- Krishnamoorthy, A., & Srimathi, H. (2019). Skill Development – The Future of India. *International Journal of Scientific & Technology Research*, 8(7), 663–667.
- Patil, S. C., & Charantimath, A. B. (2021). Employability through Skill Development Programmes: An overview of significance of employability skills. *International Journal of Creative Research Thoughts*, –(–), —.
- Rani, G. S. (2016). Skill Development Training Programmes for Reducing Gender Inequality in India. *PARIPEX – Indian Journal of Research*, –(–), —.
- Press Information Bureau. (n.d.-a). <https://pib.gov.in/PressReleasePage.aspx?PRID=2082686>
- Press Information Bureau. (n.d.-b). <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2093272>