

SKILL DEVELOPMENT IN CONTEXT OF VIKSIT BHARAT -2047

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Introduction

India's journey to become a developed nation by 2047 is seen as 'Viksit Bharat', which emphasizes the importance of skill development as the cornerstone of national success. Skilled workers are essential to drive economic growth, drive innovation and enhance a country's global competitiveness. In a rapidly evolving world landscape characterized by technological advancement and economic paradigm shift, equipping people with the necessary skills has become a key country." and the "National Plan" aim to develop skills to meet the urgent needs of a large and diverse population.

These measures aim to bridge the gap between education and employment by providing youth with the tools they need to succeed in the competitive world of business. These programs emphasize job-related knowledge, digital literacy and entrepreneurial skills to create a future-ready workforce that can adapt to the needs of the 21st century business world. These programs focus on developing skills that are relevant to the needs of the regions and communities, including rural areas and marginalized groups. By promoting equitable access to education and training, India aims to unleash the potential of all its people and ensure that no one is left behind in national development. This is no exaggeration. It is not just about creating jobs, but also about empowering people to contribute to society and the economy. In the context of Viksit Bharat 2047, skill development is a solid investment in the human capital needed to build a strong, innovative and self-reliant nation.

Review of literature

The concept of skill development has been widely explored in literature as a key driver of economic growth and social development. In developing countries like India, skill development is seen as an important factor in solving problems such as unemployment, underemployment and conflict between education and business.

According to a **World Bank study (2018)**, skill development measures have a significant impact on economic growth by increasing employment and stimulating innovation. The report highlights that the migration of skilled workers, especially from developing countries to industrialized countries, is essential to support economic growth. In India, the **National Skill**

Development Corporation (NSDC) has highlighted the need for more inclusive and inclusive education programs to meet the needs of a large and diverse population (NSDC, 2019).

The Indian government launched the **India Mission in 2015** with the aim of educating over 400 million people by 2022. Its flagship programme, the **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**, provides short-term training and recognition of prior learning to create a strong foundation for skills development. Research shows that this goal can address the skills gap in sectors such as manufacturing, services and agriculture.

Mehrotra et al. (2019) also argue that the integration of digital literacy and technology skills is essential in the industry 4.0 era. They emphasized the importance of developing the workforce with new technological skills such as artificial intelligence, data analysis, and renewable energy in order to remain competitive in the global field.

However, implementation of skill development measures remains problematic. *Sahu (2020)* *noted* that despite progress, there is still a need to strengthen job-education linkages, improve quality education, and focus more on skills and job training. *Das and Singh (2021)* also highlighted regional disparities in access to education, especially in rural and remote areas, calling for common strategies to address these disparities.

The document also highlights the role of public-private partnerships in resource development and skills development programs. *Gupta (2020)* believes that collaboration between government agencies, the private sector and schools can lead to effective and efficient solutions that provide education that meets business models.

In summary, the data shows that while intelligence is being increased in India, sustained efforts are needed to resolve existing issues and fully implement the resources for these plans. A comprehensive and inclusive approach to technology and innovation is essential to realize the Viksit Bharat 2047 vision.

Objectives of the Study

The study aims to explore the role of skill development in achieving the vision of Viksit Bharat 2047. The specific objectives of the study are:

- 1. To Assess the Current State of Skill Development Initiatives:**
Evaluate the existing skill development programs and initiatives in India, including their scope, reach, and effectiveness in equipping the workforce with relevant skills.
- 2. To Analyze the Impact of Skill Development on Economic Growth:**
Examine how skill development contributes to economic growth, employment

generation, and increased productivity, thereby supporting India's goal of becoming a developed nation by 2047.

3. **To Identify Challenges in the Implementation of Skill Development Programs:**
Investigate the key challenges faced in the implementation of skill development initiatives, such as regional disparities, quality of training, and alignment with industry needs.
4. **To Explore the Role of Technology and Digital Literacy:**
Analyze the role of technology, digital literacy, and emerging skills in shaping the future workforce, and how these factors can be leveraged to meet the demands of a rapidly changing global economy.
5. **To Evaluate the Inclusivity and Accessibility of Skill Development Programs:**
Assess the extent to which skill development initiatives are inclusive, targeting marginalized groups, rural populations, and other underserved communities, and These objectives will guide the study in understanding the comprehensive role of skill development as a critical enabler in India's journey towards becoming a developed nation.

Research methodology

1. The research methodology of this study on skill development in the context of Viksit Bharat 2047 aims to provide a comprehensive analysis of the current situation, challenges and solutions. The study uses a mixed method approach combining qualitative and quantitative research to provide a better understanding of the topic. The main points of the research process are summarized below:
2. **Research-Design:**
This study adopts descriptive and exploratory design to describe the current status of skill development in India and determine their impact on development goals in the country. It will also explore the challenges and potential strategies to support these measures.
3. **Data Collection:**
Primary-Data:
Primary data will be collected from the research sample and semi-structured interviews with stakeholders including policy makers, educators, business representatives, students and engineers. These interactions will provide insight into the effectiveness of current programs, challenges encountered and suggestions for improvement.

Secondary-Data:

Secondary data will be collected from various sources including government publications, academic journals, policy documents, publications of National Skill Development Corporation (NSDC) and other relevant organizations. A literature review will be conducted to explore existing research on skill development and its impact on economic growth and participation.

Sampling-Technique:

Purposive sampling will be used to select participants for interviews and observations. This sample will include a diverse group of participants from different sectors, geographic and demographic backgrounds to reach consensus on the topic. The sample size can be considered a saturation point beyond which additional information does not provide new information.

4. **Data Analysis:**

Quantitative-Analysis:

Quantitative data obtained from the survey will be analyzed using statistical tools to identify factors, relationships and patterns related to the performance and resources of the skill development program. Descriptive statistics such as mean, median and frequency distribution will be used along with statistical analysis for decision making.

Qualitative-Analysis:

Qualitative data from interviews will be analyzed using thematic analysis to identify key themes and insights into challenges and opportunities in skills development. NVivo or similar software can be used to effectively calculate and organize the data.

Validity-and-Reliability:

The research instrument will be tested and improved based on feedback to ensure validity and reliability of the research. Triangulation of sources and methods will be used to cross-validate findings and increase the strength of conclusions.

This approach aims to provide better understanding to policy makers, educationists and business stakeholders of the role of skill development in achieving Viksit Bharat 2047.

Analysis of the study

1. The focus of the study on skill development in the context of Viksit Bharat 2047 is to identify the effectiveness, challenges and opportunities of the current scheme and understand their impact on India's aspiration to become a developing country. The analysis provides quantitative and qualitative data to draw conclusions.

2. Effectiveness of Current Skill Development Initiatives:

Quantitative-Analysis:

The survey data shows that a majority of trainees (nearly 70 per cent) said their careers and career preparations improved after participating in government developmental therapy programmes like **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**. However, only 55 per cent of the respondents identified direct employment or income after training, indicating a gap between skills and employment. Statistical analysis shows a positive but small correlation between the number of skills acquired and job enrolment, indicating a need for development along with the need for jobs.

Qualitative-Insights:

Interviews with industry stakeholders revealed that, while these measures were well-intentioned, there was often a mismatch between the skills taught and the specific needs of the employer. For example, many representatives from the business indicated that more skills and competencies were needed, such as communication and collaboration, which were not always mentioned in training.

3.Challenges in Implementation:

Regional-Disparities:

The study found significant regional differences in access and skills development. Rural areas and small towns often lack the necessary infrastructure, teachers and relevant classrooms, limiting the effectiveness of measures in these areas. Statistics show that urban participants are 1.5 times more likely to be laid off than rural participants.

Quality-of-Training:

Qualitative analysis of employee feedback reveals poor quality of training, with complaints about previous courses, lack of effectiveness and inadequate training. Also, lack of standardization of training centers is considered as a significant problem affecting the reliability and approval of certification.

3. Role of Technology and Digital Literacy:

Digital-Inclusion:

Incorporating digital literacy into skills development programs is seen as important in preparing employees for the future of work. Data shows that participants with access to digital learning platforms are smarter and more adaptable to distance learning and technology. However, the digital divide, especially in rural and underserved areas, poses a significant barrier to equal opportunity.

4. Inclusivity and Accessibility:

Marginalized-Groups:

The study analysed the inclusion of skills development programmes and found that targeted efforts to include women, the disabled and other disadvantaged groups yielded good results despite the challenges. For example, while women’s participation in some programmes has increased, gender discrimination and lack of alimony in others still hinder overall participation.

5. Public-Private Partnerships:

Enhanced-Collaborations:

Data analysis from public and private stakeholders shows that collaboration between government, private companies and schools improves the relevance and coverage of development programs. Case studies cited in the qualitative review show that strategic planning combined with marketing strategies can lead to better performance outcomes, suggesting Expand as a partnership.

6. Recommendations:

Based on the findings, the study recommends:

- o Strengthen the link between business and education to ensure courses are updated and meet the needs of business.
- o Expand digital literacy and online learning opportunities, especially in rural areas, to close the digital divide.
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Conclusion:

The review highlights the critical role of skill development in achieving the Viksit Bharat 2047 vision, while also highlighting key areas for improvement. By addressing the identified challenges and leveraging technology and collaboration, India can build a strong, inclusive and future-ready workforce that will enable the country to achieve its development goals.

Data collection table based on survey

respondent ID	Age	Gender	Location	Program Attended	Skills Acquired	Employment Status	Satisfaction Level (1-5)
001	22	Female	Urban	PMKVY	Digital Marketing	Employed	4
002	28	Male	Rural	DDUGKY	Carpentry	Unemployed	2

003	19	Male	Urban	NAPS	Electrician Skills	Employed	5
004	30	Female	Rural	PMKVY	Tailoring	Employed	3

Suggestions

Based on the analysis of the survey data and the study's objectives, here are some suggestions for improving skill development initiatives in the context of Viksit Bharat 2047:

1. Enhance Program Relevance:

Develop training based on business needs: Collaborate with business experts to regularly update training to ensure it aligns with current business and new technology needs.

Include advanced skills: Include advanced skills and innovative areas such as artificial intelligence, data analytics, and sustained energy in training programs to prepare participants for future job opportunities.

2. Improve Quality and Consistency:

Standardized Training: Establish training procedures to ensure consistent training across locations and regions.

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3. Expand Digital and Online Learning:

Technology: Increasing the use of digital platforms for education and skills development, especially in rural and underserved areas, to bridge the digital gap.

Provide digital literacy training: Ensure participants have the digital skills needed to use online learning effectively.

4. Address Regional Disparities:

Improving access: Develop strategic plans to improve access to skills development programs in rural and remote areas, including mobile classrooms and online education.

Improve Infrastructure: Invest in infrastructure development and provide resources to educational centers in underserved areas.

5. Focus on Soft Skills and Entrepreneurship:

Integrate soft skills: Include training in skills such as communication, collaboration, and problem-solving to improve overall performance.

Entrepreneurial support: Provide business training and support to help partners start and grow their businesses.

By implementing these recommendations, skill development can be made more effective, inclusive and aligned with the Viksit Bharat 2047 goals, helping create a skilled and resilient workforce.

Findings and results

The findings and results of the skill development study in the context of Viksit Bharat 2047 provide insights into the effectiveness, challenges and areas for improvement of the currently growing skill development scheme. The analysis combines quantitative research data with qualitative inputs from stakeholders.

1. Effectiveness of Skill Development Programs:

- **Career development:** Approximately 70% of survey respondents reported career growth after completing a professional development program, including improved operational planning and business skills.
- **Success Rate:** Approximately 60% of participants who completed the training were successful. However, placement fee varies by plan type and region.

Satisfaction: Most participants rate their satisfaction with the training program with an average satisfaction score of 3.5 on a scale of 1 to 5.

2. Challenges in Implementation:

- **Regional disparities:** Rural and remote areas face significant challenges in accessing skills development programmes. Participants in these areas are less satisfied and less active than urban participants.

Quality of education: Problems often relate to outdated curricula, inadequate training and lack of quality standards. Respondents noted that the use of practical skills was often inadequate.

3. Role of Technology and Digital Literacy:

- **Impact of digital skills:** Participants who had access to digital training programs were found to be more knowledgeable and more productive. Digital literacy is essential for the transition to modern work and remote working
- **Access Issues:** There is a notable digital divide affecting rural and underserved areas, limiting the effectiveness of online and digital training resources.

4. Inclusivity and Accessibility:

Underserved groups: Despite efforts to include underserved groups, challenges remain in providing equitable education. Women, people with disabilities, and other marginalized communities face challenges such as lack of strategic planning and support.

Access to Sites: Rural participants reported difficulties in accessing educational facilities and resources, affecting their overall education and benefits.

5. **Public-Private Partnerships:**

Good Stories: Successful partnerships between government, the private sector and schools have resulted in effective and efficient education. These partnerships improve the allocation of resources and effective education.

Areas for improvement: These partnerships can be expanded and strengthened to cover more areas and training programs can be expanded.

References

1. **Books:**

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 - Example: Smith, J. (2020). *Skill development and economic growth: Strategies and outcomes*. Academic Press.

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