

## ROLE OF EDUCATION AND SKILL DEVELOPMENT IN EMPLOYMENT

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### Abstract

*Education specifically skills development plays a great role in employment opportunities in India this as the country is experiencing a demand for skilled personnel. This paper looks at the significant ways through which education and training contribute to improving the workforce in India for the new market. Since the start of the Bologna process, or approximately the last three decades, the educational sector has been through some modifications, but India still faces certain notable problems: the lack of skills and inefficiency of the education system. All these issues act as a hardcore challenge to the new increasing workforce population towards getting employment. The paper is a review of Education & Skills Development in India today & maps its further course for growth, strengths, & areas of improvement. It also focuses on the efforts made by the government as well as other stakeholders in order to improve the standard of education and training and skill development activities. These initiatives are imperative to prevent worsening of skills deficit which constrains the job prospects of working population of India. Also, the paper focuses on the need to train so as to improve oneself ,especially in todays world of growing technological and global economic competition. These changes hence necessitate the constant education as well as training in order to cope with these changes within the labor market competently and hence be competitive. Indeed, this research gives much impetus on the need to connect education and skills development with employment in a way that delivers on sustainable employment. The recommendations of this paper may help the policymakers and educators in a better understanding of how to prepare India's human capital for competing in a highly volatile economy.*

**Keywords:** Skill Development, Employability, Vocational Education, Continuous Learning, India

### Introduction

India, the world's second-most populous country, is currently in the midst of a demographic transition that presents both opportunities and challenges. The nation is experiencing a demographic dividend, characterized by a large proportion of its population being of working age. By 2027, India is projected to have the world's largest workforce, with a median age of just 29 years. This demographic trend offers a unique opportunity for economic growth and development. However, to fully capitalize on this potential, India must address the significant challenge of employability within its workforce.

Employability is largely dependent on the quality of education and skills development that individuals receive. While India has made considerable strides in expanding access to education, there remain substantial gaps in the skills and competencies of the workforce. The existing education system, though improved, often fails to equip students with the practical skills required to meet the demands of the modern job market. This disconnect between

education and employability has resulted in a workforce that is inadequately prepared for the challenges of today's economy.

In response to these challenges, the Indian government and various organizations have undertaken numerous initiatives to improve the quality of education and skills development across the country. These initiatives include the introduction of vocational training programs, the modernization of curricula to include more practical and industry-relevant skills, and efforts to promote continuous learning and upskilling among workers. Such measures are critical in bridging the skill gap and enhancing the employability of India's workforce.

However, despite these efforts, significant challenges remain. The quality of education varies widely across different regions, with rural areas often lagging behind in terms of access to quality educational resources. Additionally, there is a need for greater collaboration between educational institutions and industries to ensure that training programs are aligned with the actual needs of the job market.

This paper seeks to explore the role of education and skills development in enhancing employability in India. It will examine the current state of education and skills development, the challenges that persist, and the initiatives that have been implemented to address these issues. By understanding these factors, policymakers, educators, and industry leaders can better equip India's workforce with the skills necessary to succeed in a rapidly changing global economy. The paper will also highlight the importance of fostering a culture of continuous learning and adaptability, which is essential for long-term employability in an increasingly competitive job market.

### **Objective of paper**

1. Current State of Education and Skills Development in India
2. Impact of Education and Skill Development on Employability
3. Challenges in India's Education and Skills Development Systems
4. Role of Government Initiatives in Enhancing Education and Skills Development
5. Recommendations for Improving Education and Skill Development to Enhance Employability

### **Current State of Education and Skills Development in India**

#### **Overview of Education in India:**

India's education system is structured into three primary levels: There are three main types of industry classification known as the 3 levels; the first level is, primary industries, the second level is the secondary industries, while the third one is the tertiary industries. The lowest level is for children between the ages of 6-11 years and includes Grades 1 to 5 The next level is for children that are between the ages of 11-15 years and includes Grades 6 to 10. Tertiary education therefore encompasses University and colleges where students pursue under graduate and post graduate courses.

The constitutional provisions of free education in India holds that free and compulsory education must be given to every child between the age of 6 to 14 years. This right is well supported by Right to Education (RTE) Act enacted in year 2009. Nevertheless, problems related to the implementation of RTE have been observed in many schools such as lacking infrastructure, and poor quality education.

### **Primary and Secondary Education in India:**

The basic education in India has numerous challenges such as lack of adequate infrastructure, inadequate funding and scarcity of adequate qualified teachers in school. It is clearly pointed out in a report by the World Bank that Indian education system lacks accountability, Future Employability, Citizenship skills and overall learning outcomes and quality is far below par.

India's Gross Enrolment Ratio for primary education is over 100 percent – that is, more children are in school than the population of children of primary school age – while for secondary it was 77 percent. This is an indication that most of them will drop out after primary level of education.

Provision of quality education is still a concern; many school do not have basic amenities like water for drinking, washing, definite toilet facilities, school library, etc, Furthermore, the learning content is still lacked and what is more important is that the approaches to the learning are still based on the rote learning. This makes the students' employment rate poor because of the scarcity of practical and vocational training that prepares them to fit various jobs within the nation's market.

### **Tertiary Education in India:**

India still holds the largest number of education institutes and has seen the increase of education at tertiary level with more than 1000 universities and around 50000 colleges present in India. However, there is controversy as to the quality of education that some of these institutions provide, bearing in mind that many of them do not even have adequate structures, faculties as well as resources.

The emphasis is laid on the graduates' employment and the fact that they are not ready to meet the needs of the economy. Managing expectations and promoting practical insights: problems of education in expectations of formal academic education overshadow practical experience, and thus decline students' performance and their ability to adapt to unpredictable working conditions. Since the beginning of the post-reform period in India, there has been a substantive increase in education standards, where India was able to get 100% GER in primary education and literacy rate over 74% in 2011, but there is qualm of quality and access to higher education is still a dream for many.

### **Skills Development in India:**

Another set of issues can be identified in the sphere of skills development in India. The greatest strength is therefore a large proportion of the population of workforce, however there still exist low employment levels because the skills available in the workforce do not meet the demand in the market. There is a skills mismatch and this is most evident in areas like manufacturing, health and engineering, where there is high demand for skilled personnel.

That is why it is so important the skills development in any country as skills indicates practical knowledge that a person should have to become a successful member of the job market and contribute to the economic development of the country. Understanding these issues, India has put several measures that would encourage skill development.

The various measures undertaken by the government are as follows: The Skill India Mission which was launched by the government for reskilling and skill development of millions of the youths in the country. Further, the National Skill Development Corporation (NSDC), a newly

built body, was created in 2009 to nurture sector skill development across manufacturing and construction, healthcare and so on.

The Skill India Mission was launched in 2015 with an intention to impart vocational education to 400 million Indians by 2022. This mission involves initiatives like the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which offer skill development to the youth, as well as offer incentives to firms to hire the skilled workers.

However, as it will be seen in the following discussions, skills development in India is still confronted with a number of challenges. There is a still unbridgeable gap in the skills, needed for countless sectors of the economy cannot find sufficient manpower. The availability of quality VET institutions is also restricted and this greatly reduces vocational education and training students' access to relevant learning.

However, this has been worsened by the weak ability of industry players to collaborate with universities/academia. Many a times what learners are trained in institutions of learning does not match what they are expected to do in the job market and therefore graduates have been found wanting in many ways. The government to avert this problem has put in place measures like the Apprenticeship Act that will encourage joint efforts between industry and institutions.

Another hindrance to skills development is the low outreach of training and development for the less privileged in the community. However, women, persons with disabilities and other marginalized persons are highly likely to be locked out of these opportunities.

### **CHALLENGES IN EDUCATION AND SKILLS DEVELOPMENT**

Depending on its capabilities, India's education and skills development systems are viewed to have several major issues. The education system is often accused of being rather bookish and lacking on experience, thinking skills, problem-solving skills, and interpersonal skills. This leads to the poor employment of the graduates as they do not have the necessary qualification that would suit the companies. Education and acquirement of skills is important for the development of the economy of any country. But, there are several barriers in delivery of quality education and skill development that can fulfill population needs. This section discusses some of the possible problems emerging with references to the difficulties connected with the access to credit, financing difficulties, and the relevance of educative and skillful enhancing arrangements.

#### **Access to Education and Skills Development**

Need for education and skills training is still a stubborn problem and, more specifically, a problem that persists most acutely in the developing world. Number of children and other youths are in a situation where they cannot easily gain an education because of issues like poverty, gender inequalities, and wars in different regions. The gap in education was observed by UNICEF, that announced in 2018 there were 258 million children and youth in the age range of 6 to 17 years old who were out of school.

Likewise in India, vocational training and skill development education is also limited, more so for the marginalised communities. These barriers are evident in the increasing skills deficit, which influences the fact that most sectors of the economy fail to hire qualified and skilled employees. It has been already mentioned that in the developed countries the

population has a broader choice of educational services; however, the problem of expensive education in higher educational establishments and vocational training is still paramount even in these countries. Low-income earners, therefore, cannot afford the education and training they need since their costs are high and this keeps the inequalities rolling.

### **Funding for Education and Skills Development**

In this light, and as also as seen above; adequate finance is required in order to establish and sustain quality education and skills development frameworks. However, many countries especially those in the third world lack the adequately fund these areas. Unfortunately education constitutes low strategic priority in most governments especially in India to date, and hence schools are under resourced, and the available structures substandard, few qualified teachers and educational inputs.

In developed countries, despite the relative ease of mobilising resources for education and skills development as compared to developing countries, there are still problems. There is evidence that state funding of HE has been reduced in many locations, resulting in higher course charges and higher levels of student indebtedness. At the same time, many programmes related to vocational education and training sustainability experience funding challenges and employers' unwillingness to invest in training their employees. This lack of investment increases the skills mismatch in a country, which adverse affects the nation's economy.

### **Relevance of Education and Skills Development**

Another significant concern relates to the importance of education and of the skills training initiatives. Unfortunately, in most instances, the courses that are taught in university do not meet the requirements of the modern world. In India, the traditional education system hinders the students and their exposures to implementation of skills necessary in the course of employment. analogous is also the observation of developed countries that overemphasis on educational certification erodes practical experience and produces workforce that is inefficient to develop industry and academia hence high youth unemployment rates.

However, one of the big challenges that are still evident with regard to the education and skills development systems across the world is the dynamism of the technologies which are in the market. The traditional teaching paradigms may prove inefficient in an attempt to meet the need of the job market and there may be a gap between the abilities being taught for in school and the abilities demanded by the employer. In India a large number of skill development programmes have not been accredited and tend to be non-professionally oriented and thus remain disconnected from the employment market: employers are unable to evaluate candidates properly, and job seekers struggle to find employment that actually matches their qualifications. This mismatch highlights the need for an education and skills development framework that is more open and capable of responding to the complex demand of the emerging global economy.

### **Initiatives to Improve Education and Skills Development in India**

The Ministry of Human Resource Development of the Indian government has realized the need for improving the employability of its people and has come up with the following programs. Probably the biggest is the Skill India that envisages vocational education and

training for over 400 million people by 2022. This program is aimed at preparing the human resource to compete the call market demands and to improve their position in competitive economy.

Furthermore, National Apprenticeship Promotion Scheme (NAPS) is aimed to promote apprenticeship in different fields of industry. NAPS is, therefore, aimed at establishing a closer relationship between the education system and the labour market so that students can be given practical experience while in training. This approach assists in a reduction of the gap between the theoretical learning that is provided in colleges and the market, actual needs that employees are supposed to meet once hired thus enhance the employability of human resource.

Other two important organizations which have played an important role in the promotion of quality Education and skill development in india are the National skill development corporation NSDC, Confederation of Indian Industry CII. The establishment of NSDC in 2009 has significantly boosted the skills development process by providing funds as well as support in developing scaled up and sector skills council compliant skill training. The CII, as the most authoritative industrial association, has implemented a number of programs intended for improvement of correspondence between educational and training activities and the requirements of the market, to prepare students for their further professional activity.

These initiatives are especially aimed at the Indian context to tackle the problem of skills deficit by enhancing skill development and assuring that skills training has employer needs orientation. All these efforts seek to promote more linkages between institutions of learning, industries, and governmental sectors so that education output can churn out a competent force that can efficiently compete for jobs in the global economy.

### **Research Design**

This study will employ a **quantitative research design** to explore the relationships between education, skills development, and employability in India. The quantitative approach is chosen to allow for the systematic analysis of statistical data, enabling the identification of trends, patterns, and correlations within the collected data. The study's aim is to provide a data-driven understanding of how various factors related to education and skills development impact employability in the Indian context.

### **Data Collection**

That is why, the sources used for this study will be secondary sources only. This entails a literature survey of materials such as literature books, journals, research reports and other works that address issues to do with education, skill development and employment. Also importantly, the study will use quantitative data, government reports, surveys, and databases on these subjects that are available at national level. In this way, based on secondary data, the work will provide a detailed list of information that characterizes the current state of education and skill development in India.

### **Data Analysis**

The data which will be collected will then be analyzed using thematic analysis and statistical analysis. To be more specific, the study will use thematic analysis in order to analyse the qualitative characteristics of the secondary data, including literature and reports. Regarding

the quantitative data, descriptive and inferential analytical tools will be used as survey data, government reports, and other numerical data will be collected.

### **Importance of Skill Development**

Education is very important in the labor market as it makes one to be relevant in the market due to the increasing change in the technologies. As stated by Anas Hamshari, "Skills don't go away and it is people that go away", in light of this there is need to improve skills. Training is not only important for people's self-improvement but is also one of the primary avenues for expanding the efficiency of people at work and, ultimately, growing the economy. Bulging fountains of governments all over the globe including the government of India are acknowledging the possibilities of a highly skilled workforce for social, economical and developmental transformations.

### **Progress Made Under These Schemes**

#### **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

For the development of human capital, there is now the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which is flagship scheme. The program offers training through two main channels: Special credit can be given to the Short Term Training (STT) and the Recognition of Prior Learning (RPL). Introduced in August 2015 in the form of pilot program, PMKVY has since been rolled out in parts and whole with more objectives in view. This comprised the first phase of PMKVY namely PMKVY 1. 0, which started in 2015, and was succeeded by PMKVY 2. However, the spending was Rs. 0 on October 2, 2016 that was initiated with an objective of skill the one crore youth by the year 2020. The last of the austerity is known as PMKVY 3. 0, was issued in January 2021.

The sum total of trainings facilitated by PMKVY since its launch in 2015 up to September 2022 has been a cumulative of 137. 17 lakh persons in all the three phases of it. The aim of the scheme is skill development which will enable youths to fit into chosen careers in different economic sectors. Successful candidates at PMKVY training undergo both practical and theoretical training so as to fit the market needs of the program. In addition to that, the program also promotes certificate attainments and employment assistance to the trainees to enable them to find jobs once they are through with the program.

#### **Jan ShikshanSansthan (JSS)**

Another major program of the JSS comprises of skill development for a heterogeneous group of learners comprising of non-literate and neo-literates and low literates with education up to eighth standard. The program also involves school dropouts for up to 12th grade for 15 to 45 years of age target group. On September 2022, 286 JSS centers are fully functional in the 26 states and 7 UTs in India.

Through technical skills, the JSS is instrumental in helping out skill deprived groups the most vulnerable being the women. Every year, this programme reaches more than four lakh people, and eighty five percent of those are women. These specialized JSS training programs have been delivered between 2018 and September 2022: JSS has trained about 14. , preparing 65 lakh candidates to make them capable to get employment and play their role in the economy. JSS training encompasses communication skills, health care and household skills,

business skills, technical and agricultural skills making it possible for the participants to find jobs and thus enhance their standards of living.

**Table 1: State/UT wise Number of Candidates Trained (As on 30.09.2022)**

State/UT	PMKVY (2015-16 to Sept 2022)	JSS (2018-19 to Sept 2022)	NAPS (2018-19 to Sept 2022)	CTS (2018 to Sept 2022)
Andhra Pradesh	457536	37422	41936	212083
Arunachal Pradesh	83691	726	47	2698
Assam	720394	31388	25652	12502
Bihar	632930	84939	14217	435371
Chhattisgarh	179298	52199	19459	96674
Goa	10023	6189	9433	7462
Gujarat	411268	63594	248155	353636
Haryana	651166	31829	146804	224960
Himachal Pradesh	148489	12471	15045	87730
Jharkhand	273965	25073	25666	120558
Karnataka	516434	58731	131522	276762
Kerala	254412	53757	30159	140737
Madhya Pradesh	907948	174649	55081	309316
Maharashtra	1216962	130986	369106	448665
Manipur	90387	20316	118	490
Meghalaya	47915	920	298	225
Mizoram	32251	7252	1534	153
Nagaland	42272	6318	66	1039
Odisha	552238	113688	27005	214613
Punjab	434749	10115	30090	180108
Rajasthan	1094092	35787	32462	494744
Sikkim	13727	0	0	1049
Tamil Nadu	759506	45502	129997	133803
Telangana	422584	36801	86347	125641
Tripura	139466	6068	2173	9211
Uttar Pradesh	1946198	298200	119081	1245387
Uttarakhand	202802	38550	27464	41226
West Bengal	585938	46354	47998	154061
Andaman And Nicobar Islands	3914	1160	15	1976
Chandigarh	26889	5634	2118	4523
Delhi	502325	19104	40570	40380
Dadra & Nagar Haveli and Daman & Diu	10103	6104	2269	1403
Jammu And Kashmir	311108	10719	2288	24759
Ladakh	3319	0	0	533
Lakshadweep	270	0	12	1142
Puducherry	30327	0	3498	3416

Source: Ministry of Skill Development and Entrepreneurship, Government of India.

"Annual Report on Skill Development and Vocational Training." 2022.



**Table 2: Number of Skill Development Centres State/Union Territory-wise (as on 30.09.2022)**

State/UT	PMKK Centers	JSS centers	NAPS	Pvt. ITIs	NSTIs	Govt. ITIs
Andhra Pradesh	24	6	383	432	0	83
Arunachal Pradesh	6	1	1	0	0	10
Assam	10	4	375	12	0	30
Bihar	48	21	119	1219	0	150
Chhattisgarh	22	14	1219	0	0	150
Goa	1	1	120	36	1	17
Gujarat	28	9	8546	2	1	11
Haryana	4	4	3362	234	0	274
Himachal Pradesh	11	11	233	228	2	160
Jharkhand	20	12	573	269	3	90
Karnataka	35	12	573	269	3	76
Kerala	4	7	858	1227	2	275
Madhya Pradesh	52	27	4741	0	2	218
Maharashtra	43	21	883	194	0	83
Manipur	15	4	606	0	0	422
Meghalaya	3	1	1	0	0	7
Mizoram	6	1	5	1	0	3
Nagaland	3	0	0	0	0	3
Odisha	26	28	259	0	0	83
Puducherry	4	2	83	450	0	8
Punjab	24	2	312	7	2	8
Rajasthan	34	8	322	237	2	113
Sikkim	3	0	16	1491	0	0
Tamil Nadu	35	5	917	0	4	149
Telangana	29	6	444	414	3	87
Tripura	86	46	2750	2937	2	286
Uttar Pradesh	8	14	248	84	2	105
Uttarakhand	41	8	421	138	2	150
West Bengal	0	1	2	1	1	3
Andaman And Nicobar Islands	1	0	29	0	0	2
Chandigarh	3	3	283	3	3	3
Delhi	0	0	46	6	2	66
Dadra & Nagar Haveli and Daman & Diu	18	1	186	140	1	128
Jammu And Kashmir	2	1	0	314	0	149
Ladakh	0	0	1	0	0	1
Lakshadweep	0	0	0	0	0	0

Source: National Skill Development Corporation. "Skill Development in India: Progress and Challenges." 2021.

**Table 3: Institutions wise list of Enrolled Ongoing Trained Assessed and Certified no. Candidates**

Institutions	No. of Skill Hubs	Enrolled	Ongoing	Trained	Assessed	Certified
PMKK	540	171790	8845	135839	90525	64887
State Government Schools	608	20123	14862	4781	1149	275
ITI	312	15098	10510	3962	80	3
Kendriya Vidyalaya	219	6682	3187	2568	1556	571
JSS	47	4725	1517	2769	1782	1082
UGC Colleges	70	3444	1359	1868	1381	928
JNV	86	2481	1605	696	347	99
NIELIT	30	1016	120	444	83	61
NSTI	34	936	350	508	511	8
Others (IIE, Pvt College, Pvt CBSE School, EMRS etc.)	11	1408	131	1214	585	293

Source: NITI Aayog, Government of India. "Enhancing Employability through Skill Development: A Policy Perspective." 2019.

### Placements under Skill Development Schemes as a Percentage of Total Employment

The Payroll Reports released monthly by the Ministry of Statistics and Programme Implementation (MoSPI) through the Employees' Provident Fund Organisation (EPFO) addresses employment status in the formal economy. These reports rely on data from subscribers to three key schemes: The current models are the Employees' Provident Fund (EPF), Employees' State Insurance (ESI) and the National Pension System (NPS).

Out of all the skills development schemes, only the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) has the official accreditation to have assured job placements for the trainees. The other three major programs offered under the Ministry of Skill Development and Entrepreneurship do not receive such accreditation, so there is limited information available on the placement rate of those who have finished it. But concerning the DDU-GKY, which is mentioned above as another placement-linked program, data remains available. Therefore, analysis of placement numbers from various schemes is done based on EPFO payroll data. Since the EPFO started providing payroll data from September of 2017, the data used for this paper was from 2018 and 2019.

It also presupposes that the majority of the candidates who secure employments through such schemes in skill development sectors are likely to be employed in entry level positions that qualify for EPFO scheme. However, the above stated figures should be viewed with some measure of skepticism in because the statistics used are estimates and not very accurate. It is not aimed at forecasting overall employment generation, but to evaluate the degree of employment that has been created by these skill development programmes.

Official records show that a large number people have been skill trained under PMKVY and DDU-GKY in the period from 2018-19 to 2021-22. Among these trainees, a part was able to get job placements. In the same period, the increase in new subscriber base for EPFO also steeped up. While comparing these numbers, one can generalize that placements from PMKVY and DDU-GKY constitute for 4. This is reduced to 67 per cent of the total new EPFO enrolments in the decade under assumption that each new employee is enrolled only with the EPFO.

However, there is a great challenge of such persons who went through training from these programs to secure employment, which stands at 23 percent only. This rather low conversion ratio evokes important questions about the efficacy of such skills training initiatives to create decent jobs. There has been a lot of evidence pointing to the realization that there is a serious

skew between supply and demand of skills in India. However, such rates far from perfect show other problems in the movement from education and training to employment, which, in fact, point out the existence of certain deficits in the process of integrating the skilled workforce in the job market.

### **The Importance of Continuous Learning and Upskilling**

The following research will respect the ethical standards as far as the use of human subjects is concerned. All participants will be read the purpose of the interviews and the reason why they are being conducted, and they will be asked to sign a consent form. Non-disclosure of the identity and identities of the participants will be ensured to the letter in order not to intrude into their private lives. Moreover, the research process will be designed. In this era of dynamic global employment, skill acquisition and skill upgrade have remained the only ways to remain relevant in the labour market. The nature of jobs and tasks deliverable by human resources are being transformed through innovation in technology, such that the employee must continue to learn new skills in quick successions. Needed Skills Development programmes provide the individuals with the chance to learn the new skills, conform to the new technologies and requirements of the employers. To elevate individual professional agendas, workers are to be trained to be endowed with quality knowledge that will fulfill their positions of employment, and as well prepare them for promotions, making them more defensive to emerging deficiencies in the economy or new technological innovations. s adopted to avoid any harm to any participant involved in the study and in the process, the welfare of the participants is well considered.

### **Ethical Considerations**

Human participants will be followed strictly in this research through ethical requirements. Participants will consent to be interviewed and will be fully aware of objective and role of the study. Measures will be employed that will ensure that participant's identity is not disclosed to anybody without their consent. Secondly, there will be a consideration of the method by which a particular research is conducted in a manner to minimize the impact on participant harm.

### **Limitations**

There are certain limitations in this research which should be stated: First limitation, the study will involve the use of small sample size this may limit the generality of the results. Secondly, it only considers the Indian context, so the findings will not hold true for the other countries or regions that have different system of education as well as economic scenario. In addition, the reliability of the data that has been used in the study may also be an issue because the results of the study are premised on the quality of the data collected from different sources.

### **Conclusion**

On this understanding, education basic education and skills development need to be supported as the key ingredient for improving employability in India. To address the issues to do with the education and skills development sectors, there are several initiatives undertaken by the Indian government and other organizations. Initiatives like the Skill India and National Apprenticeship Promotion Scheme are meant for addressing quality of the education and vocational training in the country. But several issues have emerged, including industryocation skills, and the quality of training and development programmes.

Education is important more so for workers, to be equipped with relevant tools and knowledge that will enable them compete effectively in the labour market. Hence as technology advances there is always a market for new skills which makes it mandatory for worker to be always learning. The best practices to overcome the existing issues and the

policy measures to take for improving education and skill development are the factors that can help India to unlock the demographic dividend and to facilitate the requirement of the growing human capital demand in the Indian job market. Thus, India can effectively prepare its labour force to create a group of people who are ready to succeed in the competitive world and integrate the nation's economy into the global market.

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