

Skill Development Opportunities and its Influence on Employability of Students

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Abstract

Skill development brought a huge revolution in India. With the introduction of the concept of skill India, the opportunity to develop skills in an individual is at boom. The concept of Skill India and transform India focuses to acquire new age skills that are best suited to meet market demand. There is growth in employment with the implementation of skills in an individual. In this research paper we explore the categories of skill development programs available to students and understand the perceptions and expectations of students who have enrolled onto a skill development program and determine their level of satisfaction with such programs. A structured questionnaire was designed and data was collected from participants (students) and Administrator (teacher). The data was analysed and interpreted by applying descriptive statistics. The study will help students in deciding whether after acquiring skills of students are able to get jobs. This study aimed to investigate the relationship between skill development opportunities and students' employability, shedding light on the factors that bridge the gap between academic learning and practical job requirements.

Keywords: Revolution, Skill India, Employment, skill development programs, perceptions and expectations.

Introduction

Skills may change people's lives and increase the economic productivity of both individuals and society as a whole. People with lower skill levels are more likely to struggle because they are more likely to be unemployed or to be locked in low skill, low income positions. Since they give people the ability to do acceptable employment and enhance their well-being, skills can have a profound impact on social behaviour. Skills and knowledge are the driving forces of economic growth and social development for any country. In fact, investment made in skills can make countries to invest in social welfare programmes. Lack of the appropriate skills in the workforce can have serious negative impacts on people, societies, and countries. The key that unlocks equitable opportunity for the disadvantaged and underprivileged segments of society can be skilled. The neglected and underprivileged segments of society can move up to the social ladder with equal access to education, training, and work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In today's rapidly evolving job market, employers seek candidates with not only academic

knowledge but also practical skills that align with industry requirements. While they are working research in this area can provide insights into the types of skills that are in demand and how skill development opportunities can bridge the gap between education and employment.

Key skill development initiatives of the government:-

- Establishment of 1,500 new ITIs through the DGET
- Establishment of 50,000 Skill Development Centres through the DGET
- Setting up of PM National Council on Skill Development (already operational)
- Setting up of the National Skill Development Coordination Board (already operational).

The Prime Minister of India stated that "skill development should be accompanied by a spirit of 'Shram-evJay ate' - giving dignity to labour." One of the major priorities of the government is entrepreneurship and skill development. Shri Narendra Modi delivers first address to Lok Sabha, talks about Centre's commitment to serve the poorest of the poor. Thus, for the first time an autonomous ministry has been established to carry out the task. It is crucial that the intended recipients of the skill development programme enrol in training programmes with a desire to study and become independent so they can lead better lives.

Graduates face challenges when they transitioning from education to employment. Effective skill development opportunities can empower students with the skills needed to excel in their chosen careers, thus enhancing their employability and reducing unemployment rates. Institutions can use research findings to refine their curriculum and teaching methodologies. By understanding which skill development initiatives positively impact employability, educators can design more relevant and practical educational programs. Governments and educational institutions often invest in skill development initiatives. Research can inform policy decisions by highlighting the most effective approaches for improving students' employability, leading to more targeted and impactful policies. A skilled workforce contributes to economic growth and stability. When students are better prepared for the workforce, they are more likely to secure meaningful employment, contribute to economic development, and reduce the burden on social welfare systems. Skills mismatch occurs when there is a disparity between the skills possessed by job seekers and the skills demanded by employers. Research can help to identify the specific skills that are lacking and guide educational institutions to focus on relevant skill development. Skill development opportunities can play a key role in promoting diversity and inclusion in the workforce. Understanding the impact of these opportunities on different demographic groups can help to create more equitable employment outcomes.

Skills acquired through development opportunities can contribute to long-term career success. Research can provide insights into how certain skills acquired during education can lead to higher job satisfaction, career advancement, and overall professional growth. Countries that prioritize skill development and employability have a competitive edge in the global market. Research can shed light on best practices from around the world, enabling countries to learn from one another's successes and challenges. Keeping in view the great importance of skill development opportunities acquiring the students through the vocational education programmes and getting better employment at different industries, organisations, enterprises, workshops. We propose this study entitled "Skill development opportunities and its influence on employability of students".

Objectives of the Study

The main objective of this study is to find out the skill development opportunities and compare its impact on employability of the students.

- To explore the categories of skill development programs available to the students.
- To understand the perceptions and expectations of students who have enrolled onto a skill development programs and determine their level of satisfaction with such programs.
- To suggest the factors which will influence the effectiveness of skill development programmes for enhancing the employability.

Review of Literature

The literature review is basically a belief on the collection of information that the researcher has learned from others and build our own beliefs based on the work and knowledge of other researcher. The researches provide that the conclusions drawn today's researches are being made similar efforts in past researches. Literature review by different authors shows that they had an in-depth grasp on the key words skill development practices, challenges, issues and prospects which are as under:

Patil & Charantimath (2021) conducted a study on “Employability through Skill Development Programmes - an overview of significance of Employability skills” with the objective to understand the importance of employability skills and ascertain the gap between Expected Skills and Skills inculcated. The study concluded that the rate of employability can be bettered with effective involvement of the stakeholders such as candidates, Government, Educational Institutes and Training Partners. Focus is required on improving the infrastructure facilities, curriculum upgradation with industry-institute interface. The public-private-partnership can ensure proper funding, controlling and reviewing of the skill development programs.

Sanjeeb & Hazarika (2021), conducted a research on the topic Skill Development for Rural Entrepreneurship: A study on State Institute of Rural Development (SIRD), Assam. The purpose of this research is to investigate the various skill-development resources offered by the State Institute of Rural Development for rural entrepreneurship as well as the motivational value of the training that the institution offers in Assam. The area covered was Assam and data was collected from the district of Assam and analysis was done and it was found that a progressive growth in the rural area as people got skilled and subsequently got employment.

Swain & Sunita (2020), conducted a research on “Skill Development in India: Challenges & Opportunities” with aim of highlighting various challenges encountered by Indian youth as well as various Government schemes like Pradhan Mantri Kaushal Vikas Yojna (PMKVY) or otherwise known as Pradhan Mantri Youth Training Program is a skill development initiative scheme of the Government of India for recognition and standardisation of skills., Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) aims to skill rural youth who are poor and provide them with jobs having regular monthly wages or above the minimum wages. It is one of the cluster of initiatives of the Ministry of the Rural Development, Government of India that seeks to promote rural livelihoods. It is a part of the National Rural Livelihood Mission(NRLM) - the Mission for poverty reduction called Aajeevika. The scheme will benefit more than 55 million poor rural youth who are ready to be skilled by providing sustainable employment.

This scheme derives importance from its potential to reduce poverty. It is also designed to be a major contributor to the Prime Minister's 'Make in India' campaign. And analysing the data sourced from National Skill Development Corporation. The study concluded that India is blessed with a 'demographic dividend' but it has to utilize it for reaping the benefits. It can add value to the economy and also support the 'Make in India' drive by ensuring more skilled workforce. The Skill India initiatives need focus on developing more entrepreneurship skills amongst the workforce for greater job generation in the country. Awareness of various government schemes like PMKVY, DDU-GKY, skill India is required to draw attention of the youth & the target audience for benefiting from such skill trainings and being more employable.

Paul Benell (2020), "Opportunities for Rural Youth" according to this study, cooperation between the public and commercial sectors as well as a multi-sector approach are particularly important for helping rural youngsters find work. The International Fund for Agricultural Development plays a significant part in creating jobs and revenue. The importance of the role that policy development and implementation play was also emphasised. Vocational education helps in understanding the opportunities of Rural youth and generates employment for them.

Singh & Kaur (2021), conducted a study entitled "A Study on Skill Development of Paint and Coating Industry". The purpose of this study is to establish ways to close the skill gap among painters and to pinpoint the causes of the skills deficit in the paint business. For the study, primary data sources were employed. The findings of the study indicated that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skills in paint industry. The results of the present study indicate that there is shortage of skilled workforce in paint industry. Skills are always shown in the quality of work.

Arora & Chhadwani (2019) conducted a study on "Analysing the impact of skill India as a tool for reshaping Indian economy" for analysing the essence and impact of skill India mission in reshaping the economy of the country. The study concluded that to enhance the momentum proper implementation of the Skill India Mission is required. The government has set an ambitious target of skilling around 400 million people by 2022, but it has been seen that the pace is much slower and the training/skilling to job/placement transition rate is not meeting expectation. In its first phase, the target was to train 2.4 million but only 1.97 million people were trained. There is acute shortage of trained workers in India with just 2.3% of workforce having formal skill training compared to South Korea (96%), Japan (80%), Germany (75%), United Kingdom (68%), and United States of America (52%). This emphasizes an immediate focus on skilling people and effective implementation of the entire process of skill India Mission.

Research Methodology

Research Design

The study attempts to gain insights and capture the skill expectations, perceptions and aspirations of the students who are capable of joining the workforce after undergoing skilling programs and therefore the study aims to fulfil the parameters of analytical and descriptive research in nature.

Data Collection

Primary data is collected with the help of questionnaire from students and teachers or trainers at skilling centres. Stratified Random sampling method was applied and samples are

Various statistical tools were applied in this research paper. In this study, a review of secondary sources like government reports, newspaper/ news channels, vocational magazines have also been used for comparing the information collected from the respondents in primary data.

Result and Analysis

The research on "Skill Development Opportunities and its Influence on Employability of Students" holds significant importance due to several compelling reasons:

- Addressing Workforce Needs
- Enhancing Graduates' Employability
- Optimizing Education Strategies
- Informing Policy Decisions
- Social and Economic Impact
- Reducing Skills Mismatch
- Diversity and Inclusion
- Long-term Career Success
- Global Competitiveness
- Academic Contribution

The research contributes to the academic understanding of the complex relationship between education, skill development, and employability. By addressing research gaps, scholars can build upon existing knowledge and develop new theories in this field. Overall, the research on skill development opportunities and their influence on students' employability is crucial for creating a symbiotic relationship between education and the job market. It aligns education with practical needs, ensures that graduates are well-prepared for the workforce, and contributes to societal and economic growth.

The findings have come as a big shock for policy-makers as the rate of vocational training had barely increased between 2004-05 and 2011-12. Another disturbing revelation is that about 2.4% people in the age-group of 15-29 years received formal vocational training during 2004-05 and the percentage remained the same for 2011-12 as reflected in the report. According to the survey, among the person who received or receiving vocational training, about 58.3% were employed, 5.9% unemployed and 35.8% were not in the labour force these were gone higher education. It found that in rural areas, among the persons who received or receiving formal vocational training, nearly 54.6% were employed, 7.9% unemployed and 37.5% not in labour force, while in urban areas, nearly 60.9% were employed, 4.5% unemployed and about 34.5 per cent not in labour force.

For this present study the data was collected and analysed on two aspects first is from the students and second is from teacher's, to explore the categories of skill development programs available to students and to understand the perceptions and expectations of students who have enrolled onto a skill development program and determine their level of satisfaction with such programs.

(1) Students (skill development program participants) Information

Data was collected from 30 students (skill development program participants) and on the basis of their responses data was analysed.

a. Best way to acquire skills by students

Table 1: Best way to acquire skills

	Frequency	Percent
Learning online	1	3%
Internships	1	3%
On the job training	1	3%
Vocational Training	27	91%
Total	30	100%

The above chart depicts the best method through which an individual can acquire skills. 91% of students responded that Vocational training helps an individual to acquire skills and help them to grab employment skills easily. 3% of participants said learning through online mode as the best method, 3% are in favour of internship as the method through which an individual can learn, 3% consider that on the job training is the best way to acquire skills.

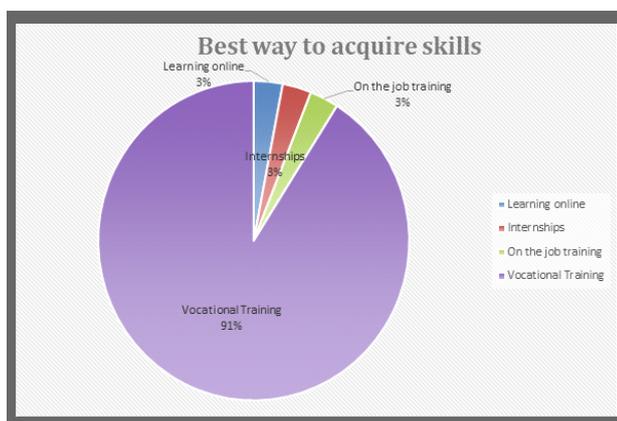


Fig. 1: Best way to acquire skills

b. Skills required by the students for getting employment

Table 2: Skills required by an individual in today's context (Employment)

	Frequency	Percent
Digital Skills	1	3%
Social and Communication Skills	1	3%
Trending Skills (whatever is trending at the market)	2	6%
Subject related Vocational skills	26	88%
Total	30	100%

The above graph shows the skills required by an individual in today's context which help them in getting employment. As the environment is dynamic in nature, an individual must update himself/herself to survive in this competitive world for getting the job. Out of four skills, 88% of participants responded that subject related capacity skills are essential to be there in an individual to survive in the market. 3% of participants responded that the digital skills to be an important factor for an individual.

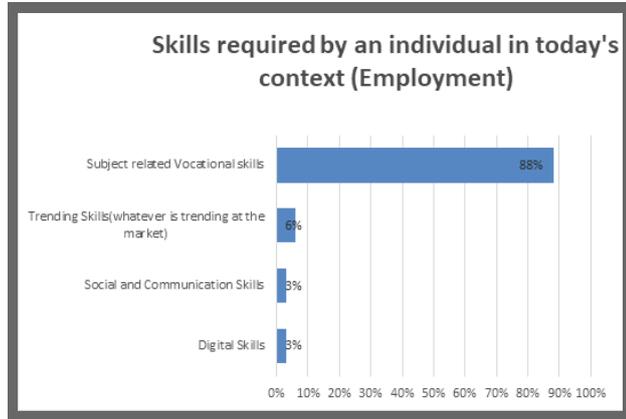


Fig. 2: Skills required by an individual in today's context (Employment)

3% of participants said that Social and communication skills play an important role as they help in getting employment. 6% of participants opined that the trending skills as per the market requirement they need to adapt themselves.

c. Age group for getting the job

Table 3: Age group for getting the job

	Frequency	Percent
13-18	5	17%
18-23	24	80%
23-28	1	3%
Above 28	0	0%
Total	30	100%

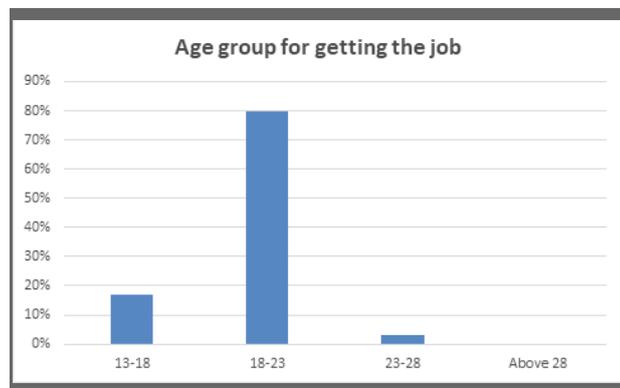


Fig. 3: Age group for getting the job

The above graph shows the age group for getting the job. The concept of skill helped them in their upcoming life. 80% of participants were belong from the age group of 18 years to 23 years. 17% of the participants were from the age group of 13 years to 18 years. Only 3% of participants from the age group of 23 years to 28 years. There were no students in the age group of above 28 years.

d. Factors which are influencing while pursuing this course

Table 4: Factors which are influencing while pursuing this course

	Frequency	Percent
Interest on Job oriented courses	8	27%
Awareness about the Vocational courses	10	33%
Subject Knowledge	11	3%
Practical Skills	1	37%
Total	30	100%

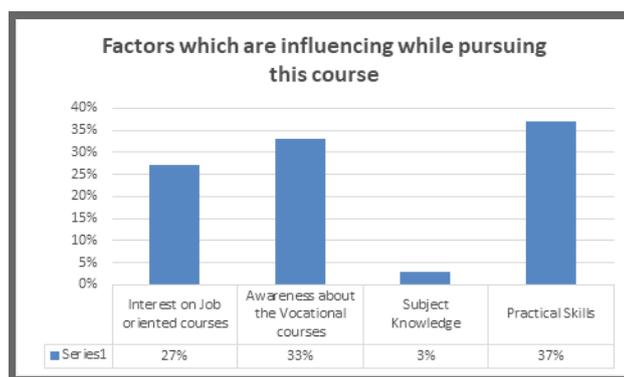


Fig. 4: Factors which are influencing while pursuing this course

The above chart shows the factors which are influencing students while pursuing the course. 27% of participants were in favour that they are interested on job oriented courses, which means the students are opting that course which provide job after they complete school education. 33% of respondents were in favour that many students were aware about the course as in many school's vocational curriculum is running. 3% of respondents believe that subject knowledge is essential for pursuing the course and 37% of respondents consider influencing factor is practical skills they get through the curriculum of Vocational education focuses more on practical skills rather than theoretical knowledge.

- e. For improving skill development system there are lot of factors which are influencing. The following are the factors which are very much required while studying vocational education programme for developing the skills.

These skills may help for getting the jobs in industries and organizations etc.:

- Practice skills as per the subject.
- Training providing in the concern area.
- Writing and designing skills for visualise the aspects.
- Mentoring skills for getting guidance about career prospects.
- Management and leadership skills for managing the visits for learning hands on experiments.
- Visualizing data for future course of action.
- Teaching skills by the teacher to explain the concepts among the students.
- Professional and ethical conduct for improving the performance and delivering the ethics.
- Presentation skills for attending job interviews.
- Networking skills for building the relationship with stakeholders.
- Get feedback on what they have performed to complete the task and assess your progress, identifying areas where you have improved and areas for continued growth.

- f. Schemes launched by government for skill development

Table 5: Government initiatives to enhance skill development in India

	Frequency	Percent
Schemes & Initiatives through NSDC	9	30%
Schemes & Initiatives through DGT	5	17%
Schemes related to Entrepreneurship Development	10	33%
Other Schemes and Initiatives	6	20%
Total	30	100%

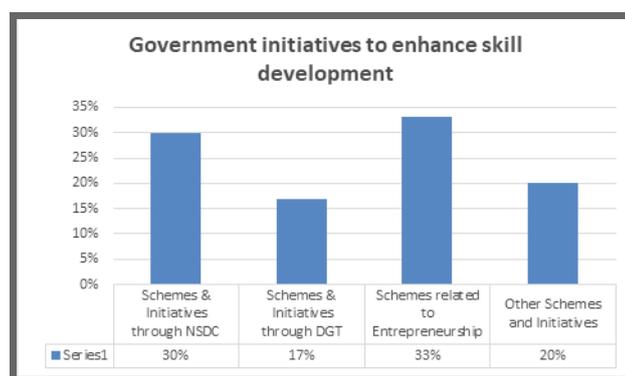


Fig. 5: Government initiatives to enhance skill development

The above chart shows that the Government's initiatives to enhance skill development in India. 30% of respondents said that NSDC schemes and initiatives helps govt, schmes include Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Rozgar Mela, Pradhan Mantri Kaushal Kendras (PMKK), Capacity Building Scheme, Udaan, School Initiatives and Higher Education, India International Skill Centres (IISCs), Pre Departure Orientation Training (PDOT). 17% of students think that Schemes & Initiatives through DGT like Craftsmen Training Scheme (CTS), Crafts Instructor Training Scheme (CITS), Apprenticeship Training under the Apprentices Act, 1961, Advanced Vocational Training Scheme (AVTS), Vocational Training Programme for Women, Schemes for Up gradation of it is, Flexi MoUs, STRIVE, Initiatives in the North East and Left Wing Extremism(LWE) Regions, Trade Testing, Current Initiatives in the DGT Landscape, Dual System of Training (DST), Polytechnics. 33% of respondents opined that the schemes related to entrepreneurship called Pradhan Mantri 'YUVA' Yojana helps in enhancing the skills. 20% of respondents consider for Other Schemes and Initiatives which includes Skill Loan Scheme, Indian Institute of Skills (IISs) , SANKALP, Academic Equivalence to Vocational Qualifications, Aspirational Districts, Swachh Bharat Abhiyan, Technology Initiatives.

Information from Administrators/ teachers at Skilling Centres

Data was collected from 15 Administrators/ teachers at skilling centres or institutes and on the basis of their response data was analysed.

a. Admission of students

Table 6: Students get admission in your Skill Centre/Institute

	Frequency	Percent
Direct with percentage of Previous Study	11	73%
Entrance Examination	3	20%
Other Pattern	1	7%
Total	15	100%

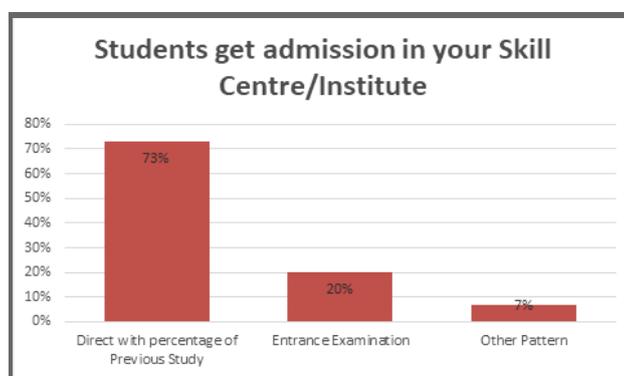


Fig. 6: Students get admission in your Skill Centre/Institute

The above chart shows how students are enrolled and get admission in their institute. 73% of respondents are in favour that there is direct admission based on their percentage of previous course in their institute and students get enrolled in vocational courses directly. 20% of the teachers opined that they conduct examination to enrol in vocational course and 7% of teachers said that through other sources admission is done in their institute that means through creating awareness or convincing parents to be a part of admission in the vocational course.

a. Students abilities

Table 7: Sincerity of participants for Course

	Frequency	Percent
Yes	12	80%
No	3	20%
Total	15	100%

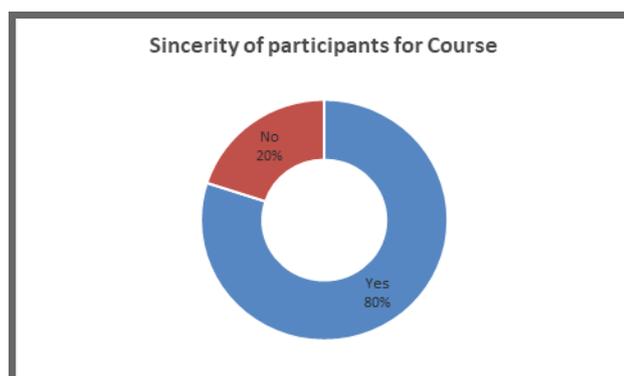


Fig. 7: Sincerity of participants for Course

The above doughnut chart shows the sincerity of students who have enrolled themselves for Vocational Course. Out of total respondents, 80% of respondents are in favour that students are serious for the vocational courses they are pursuing as they need a job after the completion of the course. 20% of the teachers opined that not only seriousness but also they need other aspect to learn more practical skills.

a. Participants eventually choosing Vocational course

Table 8: Participants eventually choosing Vocational course

	Frequency	Percent
Employment	6	40%
Going to higher education	7	47%
Horizontal education	2	13%
Total	15	100%

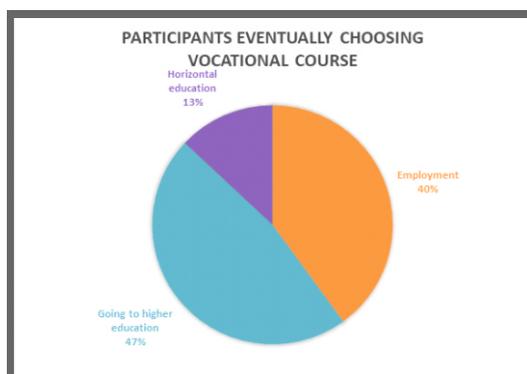


Fig. 8: Participants eventually choosing Vocational course

The above chart depicts that the participants eventually take up employment after the completion of the Vocational Course. 47% of respondents are in favour that students get employment after completing the course. 40% of respondents said that the students chose vocational course because they go for higher education vocational courses and 13% of teachers opined that the students opt for getting horizontal education which include ITI, etc.

a. Factors influencing for getting Employment

Table 9: Factor motivate participants to be a part of this Vocational Course

	Frequency	Percent
Getting Wage Employment	5	34%
Practical Experience	1	6%
Financial Benefit though their own business	9	60%
Total	15	100%



Fig. 9: Factor motivate participants to be a part of this Vocational Course

The above chart shows that the motivation factor for the students to get enrolled themselves for this Vocational Courses. 34% of the total, respondents are in favour of enrolling themselves because of they get wage employment as they get a job after completion of the course. 6% of teachers said that for getting practical experience as a motivation factor to them and 60% of teachers were of the opinion that for financial getting financial benefit they establish their own venture to generate income.

Findings of the Study

Overall we revealed the study based on the students or on the learner's opinions on the various aspects.

1. 91% of them said that vocational training helps an individual to acquire the skills which will help them to get the jobs in different industries or organisations.
2. About 88% of the students responded that the subject related vocational skills should impact to capture the jobs in the market.
3. The major 80% of the students opined that 18 years to 23 year age group is very much suitable for getting the jobs.
4. Most of the students said that the factors like practical skills, awareness about vocational courses and interest on job oriented courses are influencing. For pursuing their education.

We revealed the study based on the responses of the administrators or teachers on various aspects:

1. As per Government initiatives to enhance the skill development programmes in India the majority of the teachers responded that to introduce schemes related to entrepreneurship development 33% and Schemes and initiatives through NSDC is 30%.
2. The basis for getting admission of students the 73% of administrators or teachers opined that the direct admission based on percentage get in their previous class studies.
3. As per the student's abilities the 80% of the administrator or teachers said that the students are very seriously pursuing their vocational courses with all the aspects.
3. For choosing the vocational courses there are various factors which are influencing the students about 60% of administrators or teachers responded that the financial benefit through establishing their own ventures after seriously, pursuing Vocational Courses for acquiring the suitable skills.

On the whole we find out through this study Skill development opportunities influencing learners to get the wage employment after they completed suitable courses as well as they may also establish their own ventures, start-ups, enterprises in their area of concern.

Conclusions and Suggestions

The research paper on "Skill Development Opportunities and its Influence on Employability of Students" has explored a crucial intersection between education and workforce readiness. The change should be brought from the education system which needs to be renovated and restructured. The young population even after having a degree is not able to fit in the industry due to a lack of skill expertise to compete. Students should be made industry ready by making the curriculum for professional courses which are in a way that provides complete on the job training. The standard quality of training needs to be upgraded. Soft skills training along with vocational and technical skills will bring desired results.

Even with a degree, the young population struggles to integrate because they lack the competitive skills they needed. Vocational training ought to begin in high school and continue up to the postgraduate levels.

The data was analysed from both aspects and a conclusion was drawn that due to lack of awareness of students were not able to join these courses. The students are satisfied with those who have joined in the vocational or skill oriented course and get employment and good salary after the completion of the course as compared to traditional courses.

However, it is important to note that the effectiveness of skill development programs is contingent on several factors. The quality of training, relevance to industry needs, and continuous updating of content should influence the outcomes. Additionally, equitable access to these opportunities should be ensured to prevent any disparities in employability outcomes among different demographic groups. With the implementation of National Education Policy (NEP) the concept of vocational education in school education is a game changer for students. They can study their textbooks and can learn vocational skills, which can help them to get jobs easily in the market. They have a bundle of skills in their hands for completion of work in their practiced area and are ready to do the work in a standard way. Furthermore, this study highlights the importance of aligning educational curricula with industry needs. By integrating skill development initiatives into academic programs, educational institutions can ensure that graduates possess the practical competencies required by employers. The research also emphasizes the role of guiding students toward suitable skill development paths, aligning their interests and strengths with the demands of the job market.

In conclusion, the findings of this research underscore the significance of skill development in enhancing students' employability prospect as well as establishing their own ventures. The analysis revealed that well-structured skill development programs play a pivotal role in preparing students for the demands of the contemporary job market. These programs not only equip students with industry-specific skills but also nurture transferable skills such as communication, problem-solving, and teamwork. Consequently, individuals who engage in such opportunities are better positioned to secure meaningful employment and contribute effectively to their respective fields.

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