Strategy for the Success of Skill Development Programmes in India: Development of Model through Interpretive Structural Modelling and MICMAC analysis

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ABSTRACT:

The "Skill Development Programme" stands as a pivotal initiative in India's quest for socio-economic development through skill enhancement. This study employs Interpretive Structural Modelling (ISM) and Matriced' Impacts Croises Multiplication Appliqué and Classment (MICMAC) analysis to comprehensively evaluate and understand the intricate dynamics of this skill development programme in India. The research aims to unveil the hierarchical relationships between various factors critical to the Skill Development Programme. To classify factors based on their driving and dependence characteristics and to develop a comprehensive roadmap for strategically addressing the key factors influencing the program's effectiveness. The findings from this study will provide valuable insights for policymakers and stakeholders involved in skill development initiatives. By understanding the critical driving forces and dependent elements, they can formulate evidence-based strategies to strengthen the skill development programme and address any existing challenges and enhance the overall effectiveness of the programme in equipping the Indian workforce with the necessary skills to thrive in the evolving job market.

Keywords: Skill Development Programme, Interpretive Structural Modelling (ISM), MICMAC Analysis

1. Introduction

Employment generation is an essential component for a country's growth, and for this, a pool of skilled workers is required. India is currently in a vital phase of its development journey, where the need for a trained workforce is more pressing than ever before. Given the rapidly growing youth population and increased competition, this is essential to equip the workforce with modern job readiness skills. The

Government of India has launched and effectively applied several initiatives to bridge the skill gap and develop a modern, experienced workforce (Gupta & Dharap, 2024). These initiatives aim to fulfill the supply of skilled labor. In this line, the Skill India Mission was launched in 2015 by the The Ministry of Skill Development and Entrepreneurship (MSDE), Government of India, as an ambitious program directed to impart training to millions of youths to increase their skills, employability and self-reliance. The Mission will be strengthened by three institutions: National Skill Development Agency, National Skill Development Corporation, and Directorate General of Training, all of which will have horizontal linkages with the Mission Directorate. The Skill India Mission key schemes across India are Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Shikshan Sansthan (JSS), SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion) , National Apprenticeship Promotion Scheme, Pradhan Mantri YUVA (PM YUVA) Yojana, and many state-initiated schemes. PMKVY focuses on short-term development training programs for a wider young segment. JSS offers vocational training to underprivileged populations, and the Ministry of Education and MSDE plan to integrate vocational education into mainstream education. PM YUVA Yojana aims to create an enabling environment through entrepreneurship education and training. SANKALP, a World Bank-funded program, aims to develop a skilled and educated workforce to enhance India's economy. It is projected that 75% of new job possibilities in India will be skill-based. The country's demographic dividend could boost economic and social growth over a skilled workforce (Anuradha et al., 2024; Gupta & Dharap, 2024). Skill India program could be instrumental in rendering training and internship opportunities to youth (Gooptu, 2018). The youth training strategies have been aimed at productivity and economic growth, increasing employability and getting more young individuals into jobs. The government of India have taken initiatives like vocational training platforms, apprenticeships, and entrepreneurship development programs to reduce unemployment and growing workforce participation (Anuradha et al., 2024, Majumdar, 2016). At the forefront of India's skill development efforts, it tries to provide skill training to youth across various sectors like capital goods, logistics, beauty & wellness, plumbing, construction, healthcare and advanced technologies such as artificial intelligence, drones, and cloud computing) and enable them to secure sustainable livelihoods (PIB, 2024; Kumar & Hooda, 2024). However, the system is gripped with the lacuna of inadequate infrastructure and limited access to quality training (Meethal, 2014). Thus, a compelling requirement to investigate deeper into the effectiveness of skill development schemes is essential. Research to explore novel policies and practices for optimisation of the skill development program is vital. The current study adds to discussions regarding skill acquisition in India by explaining how formal skills training programs can achieve the needs of both industry and labour and how established learning paths influence entry and mobility in various upcoming sectors. Vocational Education and Training (VET) has been proposed as a potential solution to the youth employment crisis by addressing the skills mismatch and facilitating young people's transition from education to work by offering workforce-relevant practical skills. The goal is to quickly replace qualified workers in the sector while maintaining tight training quality standards. It also adopted a qualification framework to bridge vocational and tertiary education. It is India's most ambitious skilling program. However, skill enhancement and development is a challenging phenomenon and its success is influenced by varied factors related to trainees perception and expectations. Though past studies offer insights into the critical success factors of any training program, there is a knowledge gap concerning the motives perpetuating the real reason of training programs outcomes. Moreover, past studies have not analyzed the relative importance of factors for successful implementation and effectiveness of the skill training programs. Based on the above discussion, we argue that it becomes essential to examine the success of these short-term skill

training programs by considering the cumulative impact of all critical components. This way, the study tries to articulate theoretical frameworks to determine the association between various factors and the relative dynamics of factors that result in completing the training program. To overcome the above-mentioned gaps, the present study addresses the following research questions

RQ1. To examine the factors influencing skill development programme.

RQ2. To group the factors into different clusters for finding the comparative importance of the factors that lead to joining the short-term skill enhancement and employment opportunities.

To comprehend the dynamics and interrelationships within these short-term Skill Development Programmes, this study has employed ISM and MICMAC analysis (Talib & Rehman, 2017). The adopted procedures enable the researcher to identify crucial elements and obstacles within the skill development ecosystem, thus offering an understanding of its effectiveness for skilling youth. This methodology will help in developing a hierarchical structure to represent the association between short-term skill training and its effectiveness.

2.Literature Review

Recent studies have shown that skill development initiatives increase employment, self-esteem, academic performance, mental health, prosocial conduct, and life standard (Gupta, & Dharap, 2024). Skill development programs directly address the unemployment issue by providing labour market-relevant skills (Chen et al., 2024; Gooptu, 2018). This improves their prospects of getting work and overcoming poverty. Skills allow workers to earn more than unskilled workers (Juera, 2024). Thus, improving their standard of living ultimately contributes to increased purchasing power within the economy, stimulating additional economic activity (Gunarathna et al., 2024).

2.1 Effect of Skill Development Initiatives

Anuradha et al. (2024) and Gururaja & Osabuohien, (2024) delineate a conceptual framework elucidating skill development as a pivotal driver for inclusive growth and sustainable development, emphasizing its pivotal role in fostering economic empowerment and social equity. Gholap (2024) underscores the instrumental role of the Skill India Program in nurturing entrepreneurship, elucidating its transformative potential in fostering innovation and economic resilience. Exploring the informal hairdressing sector in South Asia, Gururaja and Osabuohien (2024) illuminate the dynamics of skill development, particularly within the Indian context, underscoring the sector's pivotal role in livelihood enhancement and economic empowerment. Rajendra (2024) delves into the nuances of skill utilization in seemingly 'unskilled' work contexts, unveiling the latent potential for skill enhancement and productivity improvement in Central India's waste management sector.

2.2 Indian efforts to promote skill development

After COVID-19, job opportunities for graduates have significantly reduced in traditional formats, whereas it has provided ample opportunities in digital platforms, which require transformation and policy intervention for skill upgradation. Digital transformation is fast-tracking, but labour force skills are not keeping pace; investment in digital literacy for youth employment is critical for economic growth. Yadav et al. (2024) comprehensive analysis of the challenges faced by artisans in India's handicraft industry offers insights into the barriers hindering skill enhancement and employability in this vital sector. The current economy focus on more towards Vocational training and education for better labour protections. Lim et al. (2024) provide a narrative review of Singapore's Skills Future Programme, offering valuable lessons for advancing lifelong learning in the digital age. Vageesha (2023) explores the youth empowerment agenda presenting a compelling case study of India's Skill India Mission and its implications for youth employment and economic development. These initiatives are considered an investment by students with poor academic records as a last resort for securing

employment offering acumens to enhance convenience and equity in skill dissemination.

A systematic literature review by Cabral and Dhar (2019) on skill development research in India explains key trends, gaps, and future research directions. The study underlines the need for interdisciplinary collaboration and policy coherence to address the complex challenges of skill development for economic growth and social development, particularly in emerging economies like India. Even with frequent initiatives by the government skill gaps continue across various sectors, hindering growth and progress (Parekh, 2024). The Skill India Mission(SIM) incorporates numerous schemes and initiatives aimed at enhancing employability and promoting entrepreneurship (PIB, 2024; Majumdar, 2016). While the SIM has made significant strides in expanding the skill development ecosystem, challenges related to program implementation, monitoring, and evaluation persist (Mukul et al., 2024). However, a need for a comprehend

sive approach to skill development that discourses issues of quality, relevance, and accessibility is widely acknowledged in the previous literature.

Skill India Mission focuses on short-term training opportunities for youth, thus enabling them to procure industry-ready skills (Rautela, 2018). The scheme emphasizes outcomes-based training and certification, linking skill development with job placement and self-employment (Mukul et al., 2024). However, previous literature has marked issues such as dropout rates, mismatch between training and market demand, and insufficient set-up (Meethal, 2014). This study has employed the analytical frameworks of ISM and MICMAC analysis to understand the dynamics of skill development initiatives.

3. Study Design

In this study variables are identified through te review of literature and their interconnected contextual interactions by using ISM and MICMAC techniques. ISM is a systematic way to establish the relationship among the variables (Sahu et al., 2021; Malek and Desai, 2019). Developing and validating a research model is accomplished using this method. The analysis is done through the following stages:

3.1. **Identification of Variables:** In the first step after carefully analysing the available literature, specific variables are identified which affect the skill development programmes in India.

1. Awareness: Awareness is developed among the youth to boost their enrollment in skill development programs through various ways like advertising, organising awareness programmes etc., including on digital platforms. This initiative helps to increase the pool of skilled people. (Singh and Sahu, 2021; Sahu et al., 2021)

2. Self-efficacy: Self-efficacy is an individual's belief in their ability to learn and participate in various activities. This belief influences them to interact with relevant tasks, which plays an important role in developing their skills. In the context of skills development, government interventions recognise prior learning among workers help to enhance self-efficacy, and thus improving their skill acquisition (Yadav et al., 2024; Massfeller et al., 2022).

3. Government Support: Government support is in the form of policy outlines, and the process can lead to the success of skill development initiatives. Studies have emphasised the need for sustained political commitment to drive skill development agendas (Yadav 2024; Gupta et al. 2021; Singh and Sahu 2020, 2021).

4. Innovative Idea: Innovation in program design and delivery methods is essential for fulfilling the needs of industries. Research has highlighted the importance of incorporating technology-enabled learning solutions and industry-relevant curriculum to enhance the effectiveness of skill development programs (Gururuja & Osabuohien, 2024; Yadav, 2024; Babu et al., 2022; Tripathi, 2021).

5. Trainers Quality: Initiating a program for Training of Trainers and leveraging AI-based tutoring & VR simulations to supplement in-person training can enhance the chance of skill upgradation. The government initiative on employing industry-experienced skilled trainers

to train the instructors, and acquiring advanced equipment for hands-on training as well as on minimising the expenditure on the education of these students (Singh & Singh, 2024). Instructions in the Local Language will make knowledge easier, especially for students from rural backgrounds, ensuring better understanding. (Singh et al., 2018)

6. Assessment and Certification: Rigorous assessment mechanisms and credible certification processes are essential for validating the skills acquired through training programs. Research has emphasised the requirement for standardised assessment tools and certification for the skill development programmes. (Ullah & Narain, 2021; Pilz & Regel, 2021).

7. Monitoring and Supervision: Monitoring and supervision mechanisms are vital for the smooth implementation and quality assurance of skill development programme. Studies have shown that regular progress reviews, and performance evaluations to enhance the success of program. (Lim et al., 2024 ; Rao & Varghese, 2009).

8. Post Training Support: Post-training support services, such as job placement assistance, career counseling, and entrepreneurship support, is important in facilitating the transition of trainees into employment or self-employment. (Singh and Sahu, 2020, 2021).

9. Training Centres Infrastructure: Adequate infrastructure facilities are required to provide quality training. Research has revealed the need for well-equipped training centres with modern amenities and technology-enabled classrooms to modern the learning experience (Rajendra, 2024; Juera, 2024; Vageesha, 2023; Babu et al., 2022; Singh and Sahu, 2020, 2021; Meethal, 2014).

10. Course duration and Completeness: The duration and comprehensiveness of training courses influence the depth of skill acquisition of candidates for the job. Studies have suggested that longer-duration courses with comprehensive curriculum coverage led to better learning outcomes (Stuart, 2012; Pilz & Regel, 2021; Goel et al., 2012; Singh, 2012).

11. Financial Support: Financial incentives, such as scholarships and stipends, can help the candidate to overcome financial barriers in skill acquisition, Research has shown that scholarship schemes can improve access to training programs and participation (Moorthy & Jeyadevi, 2023; Gupta et al., 2021).

12. Socioeconomic Factors: The socioeconomic stigma factors are for formal education among the youth, along with perceptions towards skill development programs in the society. Many researchers have highlighted the need for program designs that cater specifically to rural and local contexts, as well as targeted outreach strategies to increase involvement in skill development programmes. (Singh & Singh, 2024; Rajendra, 2024; Singh and Sahu, 2021; Sahu et al., 2021).

13. Usefulness: Perceived usefulness of skill development programs among stakeholders is significant for its adoption. Research shows the importance of the practical utility and relevance of training programs in meeting industry demands and enhancing employability (Venkatesh et al., 2003).

14. Employment Generation and Economic Growth: The Skill Development Programme enhances employability and economic growth through vocational training. Employment linkage is strengthened through placement drives like Rozgar Melas and industry tie-ups, yet placement rates remain low which shows a gap between training and job opportunities. (Sahu et al., 2021)

3.2 Structural Self-Interaction Matrix: an important stage, involves expert opinions to develop an inclusive understanding of the relationship among variables (Singh et al., 2019). Experts' opinions are used to construct the SSIM, which serves as the basis for further analysis, conversion in binary to form a Reachability Matrix, to create the levels of the variables.

3.3 Reachability Matrix: is developed from the SSIM and provides valuable of relationships among variables.

3.4 Partition of Variables: The variables are divided at several levels to further define their relationships after the Reachability Matrix has

been created. Each variable's reachability set is established, which helps to categorize the variables into different categories. A conceptually validated model that depicts the complex interactions between all variables is created based on the levels of the variables and their corresponding reachability sets. This model is a useful resource for comprehending the dynamics and effects of the skill development program.

3.5 MICMAC Analysis: In MICMAC Analysis, to evaluate the variables' dependence and driving force, a driving power-dependency diagram is created by grouping variables into four groupings according to their influence and reliance. Prioritizing variables according to their importance in shaping the evolution of India's skill development program is made easier by this analysis. MICMAC analysis offers important insights into the classification of factors and their various roles in influencing the mission's outcomes by analyzing the dispersed impacts utilizing matrix multiplication properties.

4. Data Analysis

Using ISM and MICMAC methodologies, the identified variables that are essential to the development of the Skill Development Program in India are rigorously analyzed. The Structural Self-Interaction Matrix (SSIM) is constructed by consulting experts, and it is then converted into a binary Reachability Matrix. This process identifies the levels of variables, leading to the development of a conceptually validated model that shows the reach and socio-economic impact of the skilled development programs in India.

4.1 Structural Self-Interaction Matrix

According to the ISM methodological, experts' opinions are taken through the use of brainstorming process (Singh et al, 2018; Hota, 2024). To achieve this , three proficient specialists are contacted who have extensive knowledge of the Skill Development Programme. The participants were tasked with determining the correlation between the many factors that impact the growth of the Skill Development Programmes in India. The four symbols V, A, X and O signify the existence of a correlation between the two variables (i and j) and the respective magnitude of the correlation.

The SSIM is prepared accordingly, as shown in Table 2.

Table 2: Structural Self-Interaction Matrix

		j													
i	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Awareness		V	V	A	V	V	A	V	V	V	V	V	V	V
	Self-efficacy			V	V	V	A	V	V	A	A	V	V	V	V
	Government Support				V	X	V	V	A	V	V	X	V	V	V
	Innovative Idea					V	V	V	V	V	V	X	A	V	V
	Trainer's Quality						V	V	V	V	V	V	V	V	V
	Assessment & Certification							V	V	V	V	V	V	V	V
	Monitoring and Supervision								V	V	V	A	X	V	V

	Post Training Support									V	V	V	V	V	V
	Training Centers Infrastructure										V	V	A	V	V
	Course duration and Completeness											V	V	V	V
	Financial Support												V	V	V
	Socio-Economic													V	V
	Usefulness														V
	Employment Generation and Economic Growth														

4.2 Reachability Matrix

The information compiled as SSIM given in Table 2, is transformed into Reachability Matrix (Table 3). This is done by replacing V, A, X and O by 1 or 0 as the case may be after following the rules of conversion, from Structural Self-Interaction matrix (SSIM) into the Reachability Matrix.

The transitivity analysis is performed on the reachability matrix, resulting in the evolution of the final reachability matrix. Table 4 displays the reachability matrix as well as the driving force and reliance of each variable. The driving force or reliance of a certain variable is the overall number of factors (including itself) that can contribute to its attainment.

Table 3: Initial Reachability Matrix

Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**Driving Power**
Awareness	1	1	1	0	1	1	0	1	1	1	1	1	1	1	12
Self-efficacy	0	1	1	1	1	0	1	1	0	0	1	1	1	1	10
Government Support	0	0	1	1	1	1	1	0	1	1	1	1	1	1	11
Innovative Idea	1	0	0	1	1	1	1	1	1	1	1	0	1	1	11
Trainer's Quality	0	0	1	0	1	1	1	1	1	1	1	1	1	1	11
Assessment & Certification	0	1	0	0	0	1	1	1	1	1	1	1	1	1	10
Monitoring and Supervision	1	0	0	0	0	0	1	1	1	1	0	1	1	1	8
Post Training Support	0	0	1	0	0	0	0	1	1	1	1	1	1	1	8
Training Centers Infrastructure	0	1	0	0	0	0	0	0	1	1	1	0	1	1	6

Course Duration and Completeness	0	1	0	0	0	0	0	0	0	1	1	1	1	1	6
Financial Support	0	0	1	1	0	0	1	0	0	0	1	1	1	1	7
Socio-Economic	0	0	0	1	0	0	1	0	1	0	0	1	1	1	6
Usefulness	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Employment Generation and Economic Growth	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Dependence Power	3	5	6	5	5	5	8	7	9	9	10	10	13	14	

Table 4: Final Reachability Matrix

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Driving Power
Awareness	1	1	1	1*	1	1	1*	1	1	1	1	1	1	1	14
Self-efficacy	1*	1	1	1	1	1*	1	1	1*	1*	1	1	1	1	14
Government Support	1*	1*	1	1	1	1	1	1*	1	1	1	1	1	1	14
Innovative Idea	1	1*	1*	1	1	1	1	1	1	1	1	1*	1	1	14
Trainer's Quality	1*	1*	1	1*	1	1	1	1	1	1	1	1	1	1	14
Assessment & Certification	1*	1	1*	1*	1*	1	1	1	1	1	1	1	1	1	14
Monitoring and Supervision	1	1*	1*	1*	1*	1*	1	1	1	1	1*	1	1	1	14
Post Training Support	1*	1*	1	1*	1*	1*	1*	1	1	1	1	1	1	1	14
Training Centers Infrastructure	1*	1	1*	1*	1*	1*	1*	1*	1	1	1	1*	1	1	14
Course duration and Completeness	1*	1	1*	1*	1*	1*	1*	1*	1*	1	1	1	1	1	14
Financial Support	1*	1*	1	1	1*	1*	1	1*	1*	1*	1	1	1	1	14
Socio-Economic	1*	1*	1*	1	1*	1*	1	1*	1	1*	1*	1	1	1	14
Usefulness	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Employment Generation and Economic Growth	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Dependence Power	12	12	12	12	12	12	12	12	12	12	12	12	13	14	

4.3 Formation of Level of variables

The reachability set is computed for every variable. Subsequently, the levels of the variables are determined according to the reachability set. The table designated as "Table 5" presents the variables at this particular level. A verified theoretical model is constructed by taking into account the number of variables and the Reachability set, which illustrates the connection between all the variables. Figure 1 illustrates this concept.

Table 5: Level of Variables

Sl. No.	Reachability Set (RS)	Antecedent Set (AS)	Intersection Set (RS) ∩ (AS)	Level
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
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8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	3
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13	13,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,	13,	2
14	14,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,	14,	1

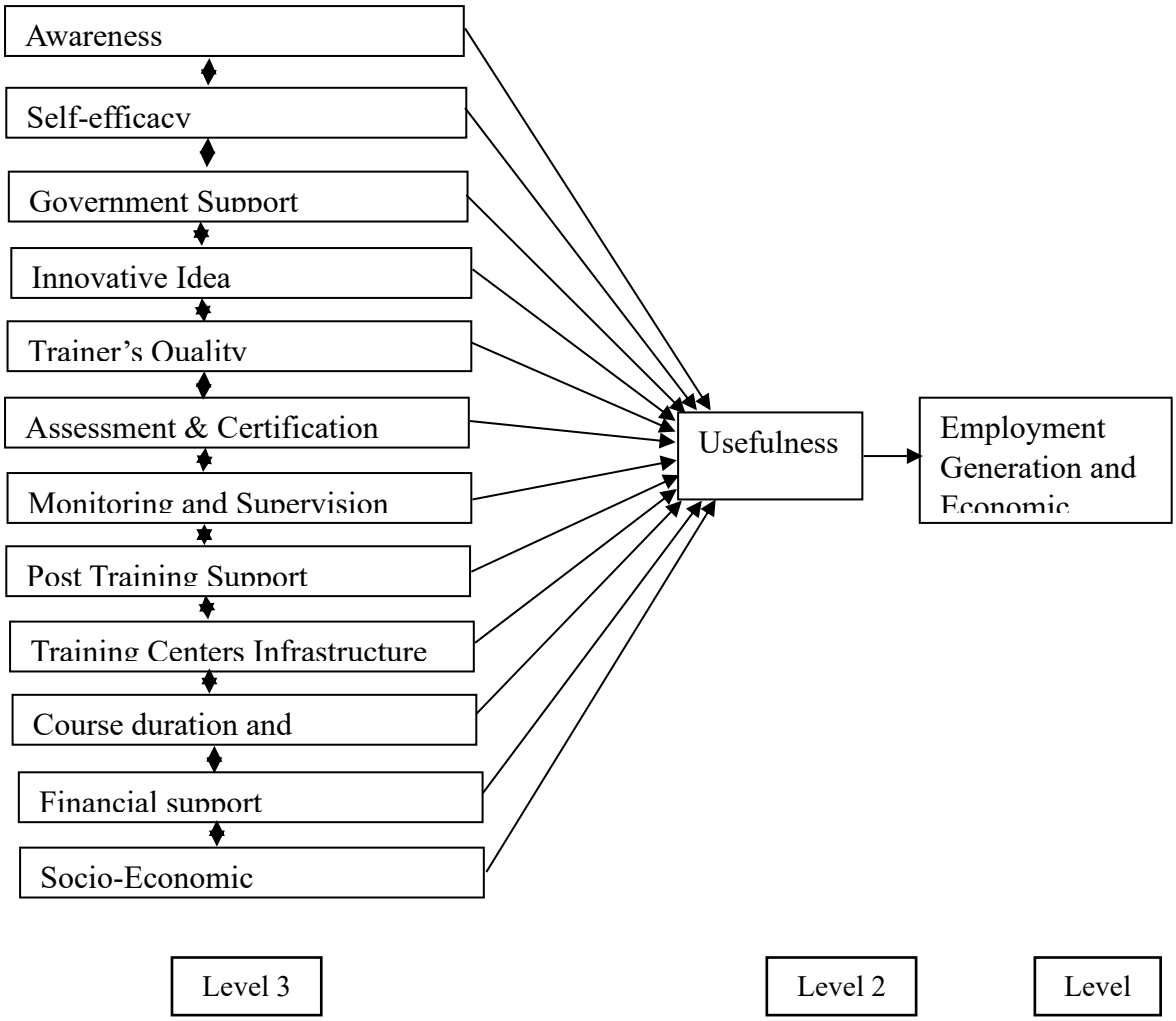

Figure. 1: Model for the satisfaction with Skill Development Programmes

4.4 MICMAC Analysis

MICMAC analysis examines the driving force and the interdependence of the variables. The variables are categorized into four groups, which are represented in the driving power - dependency diagram shown in Figure 2. The initial cluster comprises independent variables with minimal influence and minimal interdependence. These variables are isolated from the system. This cluster lacks any variables. The second cluster consists of dependent variables that have low explanatory power but exhibit high interdependence.

The presence of Variable 13 and 14 in this cluster indicates a strong correlation, suggesting a high level of dependency between these variables. The third cluster consists of linking variables that exhibit significant driving power and high interdependence. The interdependence of these factors results in their instability. The cluster contains the variables 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. The fourth cluster consists of independent variables that exhibit considerable driving strength but modest dependency. There is an absence of any variables inside this cluster. The lack of any variable in the first cluster indicates that no variable can be considered independent from the whole system. Therefore, all the variables under consideration have an impact on the Employment Generation and Economic Growth with the Skill development in India.

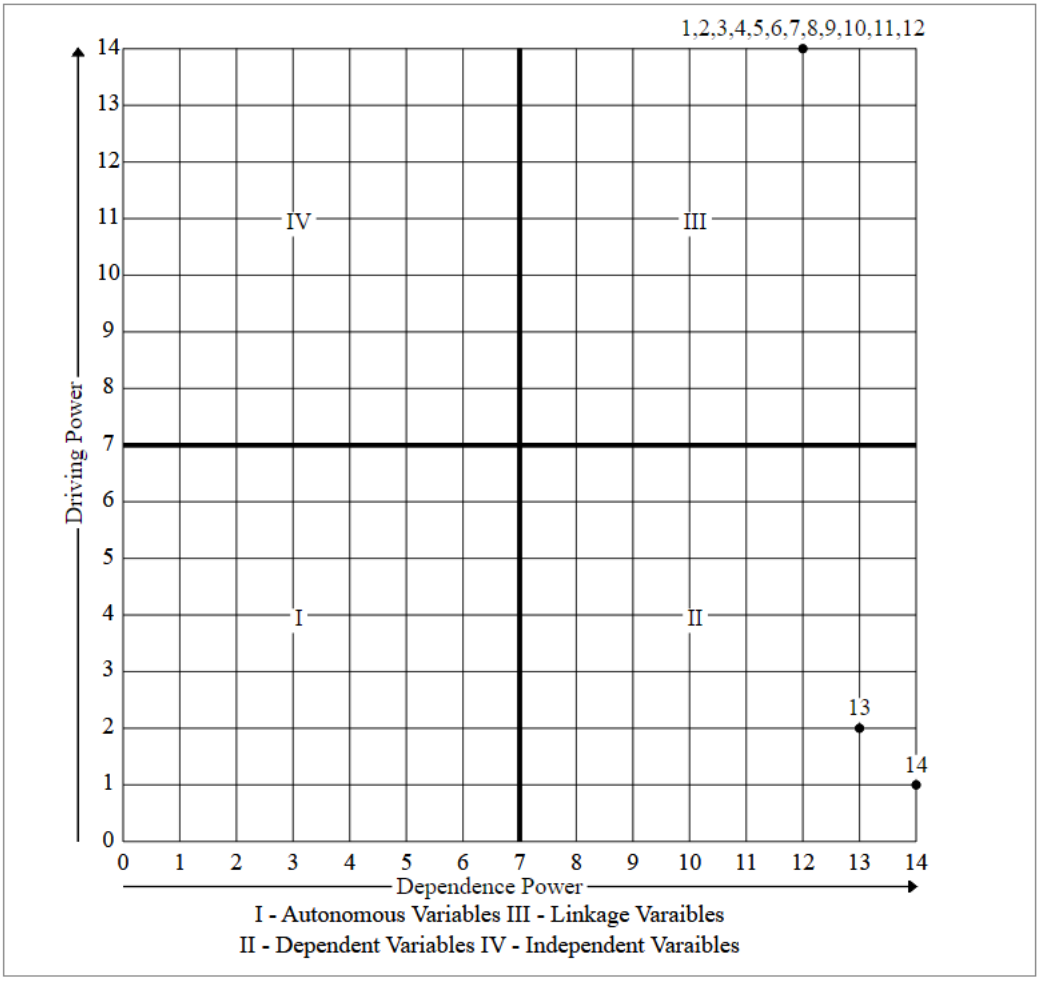

Figure 2: Driving Power Dependence Diagram

5. Discussion and Recommendation

This study identifies variables through literature examination that influence the Skill Development Programmes. Relationship among these variables is established using the Interpretive Structural Modelling. In this it is found that Employment Generation and Economic Growth is a dependent variable for all other variables. Usefulness is the intermediary variable, whereas Awareness, Self-efficacy, Government Support, Innovative Idea, Trainer's Quality, Assessment & Certification, Monitoring and Supervision, Post Training Support, Training Centres Infrastructure, Course duration and Completeness, Financial Support and Socio-economic are independent variables. Based on this, a conceptually validated model is evolved, as shown in Figure 1. This model shows the relationship among all the variables influencing the Skill Development Programme. This model shows that usefulness is the predictor of employment generation and economic growth, which indicates that satisfaction of trainees will increase with the Skill Development Programme if they find its usefulness. Awareness, Self-efficacy, Government Support, Innovative Idea, Trainer's Quality, Assessment & Certification, Monitoring and Supervision, Post Training Support, Training Centres Infrastructure, Course duration and Completeness, Financial Support and Socio-Culture are the predictor of usefulness which means that to improve the usefulness of the program these independent variables should be taken care of.

Further, using MICMAC Analysis, Figure 2 shows that no autonomous variable is seen in driving power dependence diagram. This means that no variable is disconnected from the system and Employment Generation and Economic Growth is influenced by all other variables shown

in Figure 1. Based on the above findings, following are the recommendations:

5.1 Recommendation for the organisations/ Training Centres

(1) Awareness: It is recommended that strategy should made for the awareness of end users about the skill development through Advertising, public relation, direct marketing and other promotional methods should be used in this process.

(2) Self-efficacy: Many trainees perceive that skill development programmes may not develop the required skills in them as compared to the traditional way of getting skills. Therefore, trainees should be educated about the benefits of the skill development programmes in their careers.

(3) Innovative Idea: The program designed in the for skill development training should be unique and innovative. To attract more trainees, the training programme needs to be creative and unique, which is not readily available in traditional training.

(3) Trainer's Quality: The quality of training given to candidates by the trainer's should provide the required employability and job readiness. The training quality should be modern and as per the requirements of the industry.

(5) **Assessment & Certification:** Assessment mechanisms should be of such type that it motivates the trainees for more learning and acquiring the skills which make him employable. After the completion of training trainees should be issued training completion certificate.

(6) **Training Centres Infrastructure:** Adequate infrastructure and learning facilities should be provided at the training centre to provide high-quality training. Training centre should be well-equipped with modern amenities and technology-enabled classrooms to enhance better learning.

(7) Course duration and Completeness: The duration of the course should be comprehensiveness to provide in depth training training for skill acquisition and the readiness of candidates for the job market.

5.2 Recommendations for the Government

(1) Government Support: Government support forms a strategy in the form of policy frameworks, funding, and institutional mechanisms for the success of skill development initiatives. Policies and an ecosystem should be developed for the wider implementation of skill development programmes.

(2) Monitoring and Supervision: The Government should have effective monitoring and supervision mechanisms for ensuring the smooth implementation and quality assurance of skill development programme. It will make the skill development programmes more effective and beneficial for the trainees.

(3) Post Training Support: Government should provide post-training support services, such as placement assistance, career guidance, and entrepreneurship support to help the trainees for employment or self-employment opportunities.

(4) Financial Support: Financial incentives, should be provided in the form of scholarships and stipends to help the trainees in the adoption of training skills. Scholarship is a major source of attraction for poor people who are looking to acquire skills.

5.3 Recommendations for the Trainees

(1) Socio-Economic: Socio-Economic factors, such as social stigma, and perceptions influence individuals' participation in skill development initiatives. Trainees should overcome these social stigmas and focus in acquiring skills.

(2) Usefulness: Trainees should understand the usefulness of the programme for therir employability. Training can bring a significant change in their skills and provide better job opportunity

6. Conclusion:

The Skill Development plays a pivotal role in driving the Employment Generation and Economic Growth of India. This research aims to identify and analyze the key variables influencing the development of the Skill in India. Fourteen variables have been identified, and the

Interpretive Structural Modeling (ISM) methodology is employed to elucidate the relationships among these variables. The model derived from the ISM methodology provides a structured understanding of the relationships among the identified variables (Figure 1). Notably, employment generation and economic growth is found to be influenced by the perceived usefulness of the Skill Development Programmes. Moreover, usefulness itself is influenced by several factors, including awareness, self-efficacy, government support, innovative ideas, trainer's quality, assessment and certification, monitoring and supervision, post-training support, infrastructure of training centres, course duration and completeness, financial support, and socio-economic factors.

Furthermore, a Matrix d'Impacts Croisés Multiplication Appliquée an Classment (MICMAC) analysis is conducted to assess the driving and dependence power of the identified variables (Figure 2). Interestingly, the analysis reveals that there are no autonomous variables in the driving power dependence diagram. This implies that all the variables identified in the model have a significant influence on the development of the Skill in India. The model developed in this study provides valuable insights into the complex interplay of factors shaping the success of the Skill Development Programme and the strategy needs to be designed based on the model. However, it is essential to empirically validate this model through further research and analysis. Such validation would contribute to a deeper understanding of the dynamics underlying skill development initiatives in India and inform more effective policy-making and program implementation strategies.

Declaration:

All authors declare that they have no conflicts of interest.

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