



Perspective of Skill Development Courses: A Study on Dayalbagh Educational Institute's Student

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ABSTRACT

This study explores the perspectives of students at Dayalbagh Educational Institute (DEI) regarding skill development courses, focusing on their satisfaction, career alignment, and job placement effectiveness. The objectives of the research are threefold: (1) to examine the satisfaction level among students enrolled in skill development programs, (2) to assess the relevance and career-oriented aspects of these courses, and (3) to evaluate the program's effectiveness in facilitating job placement and career advancement. Data collected through surveys from a sample of students provide insights into their views on course quality, curriculum relevance, hands-on learning opportunities, and overall career support. The findings indicate a high level of satisfaction with the courses and their alignment with career goals, as well as positive feedback on job placement support. However, there are areas identified for improvement, such as class sizes and certain aspects of student services. Overall, the study highlights the program's effectiveness in preparing students for the job market and emphasizes areas for enhancing its impact.

Keywords: Skill development, student satisfaction, career alignment, job placement, Dayalbagh Educational Institute, curriculum evaluation, career support, program effectiveness.

BACKGROUND

In today's rapidly evolving world, skill development has become a crucial aspect of education. As industries continue to advance with technological innovations and global competition increases, the demand for a skilled workforce is more pronounced than ever. This has led to an increasing focus on skill development courses in educational institutions to prepare students for the dynamic job market.

The Dayalbagh Educational Institute (DEI), renowned for its emphasis on value-based education and holistic development, has been at the forefront of integrating skill development into its curriculum. DEI's approach to education is not merely academic but also focuses on the overall development of students, ensuring they are well-equipped with the necessary skills to excel in various fields.

This study aims to explore the perspectives of students at Dayalbagh Educational Institute regarding skill development courses. It seeks to understand how these courses impact their academic journey, career aspirations, and overall personal growth. By examining student perceptions, this research will provide insights into the effectiveness of skill development initiatives at DEI and identify potential areas for improvement.

Understanding the student perspective is essential as it reflects the real impact of educational policies and curricula. Students' experiences and feedback can offer valuable information for educators and policymakers to enhance the quality and relevance of skill development programs. This study, therefore, not only contributes to the academic discourse on skill development but also serves as a guide for institutions aiming to implement similar programs effectively.

HISTORY & BACKGROUND

Skill India is a government initiative aimed at equipping India's youth with valuable skills to enhance employability and productivity. With a vast working-age population, India recognizes the need to harness this demographic dividend by offering training across 40 sectors aligned with industry and government standards through the National Skill Qualification Framework. The program focuses on practical skill delivery, enabling individuals to be job-ready from day one, reducing the burden on companies to provide extensive training. Launched in 2015, Skill India has gained momentum under the leadership of ministers Dharmendra Pradhan and Rajeev Chandrasekhar, with over one crore youth joining annually. This initiative led to the establishment of the Ministry for Skill Development & Entrepreneurship (MSDE), a significant step toward enhancing youth employability. Various reforms and policies have revitalized India's workforce and prepared them for domestic and international job opportunities. The flagship scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), has skilled millions of people, and over 720 Pradhan Mantri Kaushal Kendra (PMKKs) have been established with advanced technology and teaching methods to support skill development infrastructure. Skill India is pivotal in building a more skilled and employable workforce for India's future.

The Ministry of Skill Development and Entrepreneurship (MSDE) plays a pivotal role in transforming India's workforce and economy. Through its Recognition of Prior Learning (RPL) program under PMKVY, MSDE acknowledges and certifies skills acquired informally, facilitating the transition from the unorganized to the organized sector. Over 50 lakh individuals have received formal recognition through this initiative, contributing to skill development. Skill India, under MSDE's purview, ensures uniformity in skill development programs across the country, enhancing standardization and alignment. The integration of the ITI ecosystem further enhances vocational education and training outcomes. Significant reforms to the Apprentices Act 1961 grant the private sector greater control, enabling industry-specific standards to meet market needs. The National Apprenticeship Promotion Scheme (NAPS), introduced in 2016, promotes sustainable skill development and industry engagement, with over 7 lakh apprenticeships conducted. The Pradhan Mantri Yuva Yojana (PM-YUVA) encourages potential entrepreneurs, linking them to government schemes like MUDRA for initial funding. These initiatives collectively drive skill development, entrepreneurship, and economic growth in India. Skill India is expanding its reach beyond the domestic market, collaborating with countries worldwide to provide international opportunities. With India's youthful population, a skilled workforce can meet both domestic and global market demands, fostering the success of the nation and offering advantages to its youth. This initiative aims to create a prosperous and dignified society through skill development.

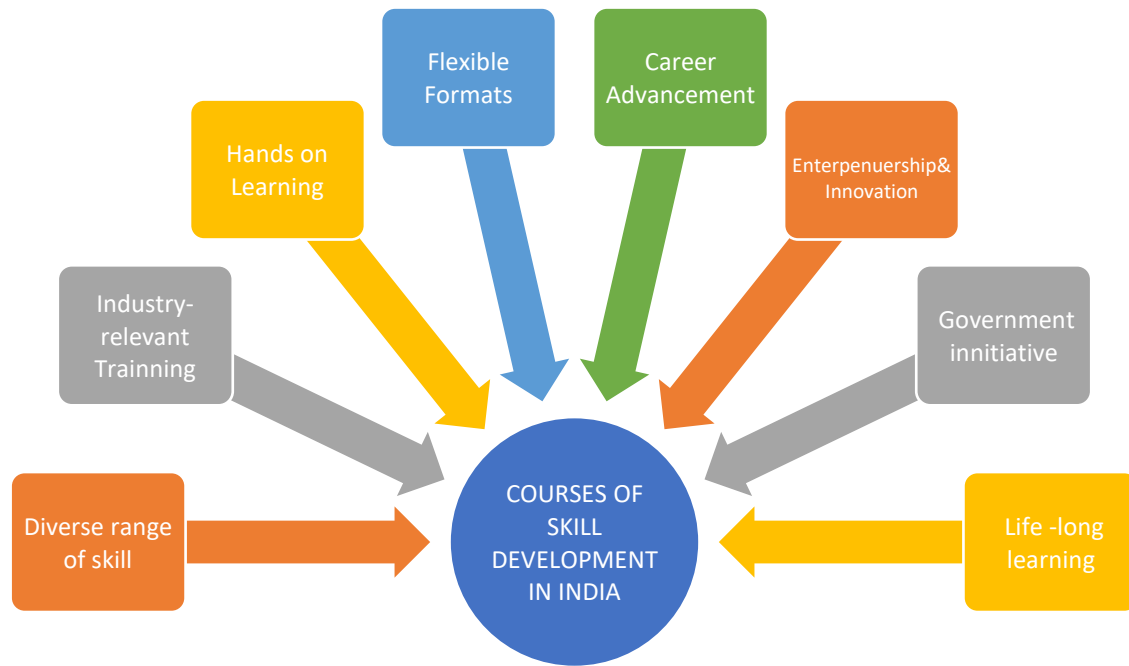
Pradhan Mantri Kaushal Vikas Yojana (PMKVY):-Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youths to take up industry-relevant skill training that will help them in securing a better livelihood.

National Apprenticeship Promotion Scheme (NAPS) :-India now has a very liberal apprenticeship regime - very similar to German and Swiss Vocational Educational Training. National Apprenticeship Promotion Scheme (NAPS) is incentivize the corporate to train and hire apprentices even in non-technical/service/staff level jobs by reimbursing 25% stipend per month per candidate (up to INR 1500/-), in turn helping them meet their long-term workforce requirement by creating a pool of skilled manpower across different sectors. NAPS will directly link the Job Roles to Jobs to create a mutual value addition spiral for the candidates (skills levels) and the employer (business income).

Skill development courses in India encompass a wide range of abilities, spanning technical, vocational, soft skills, and leadership training. These courses are customized to cater to the diverse needs and interests of individuals, allowing them to specialize in their chosen fields. They provide industry-relevant education that can adapt to the ever-changing demands of the job market, with a strong emphasis on hands-on learning for practical skill mastery. These courses are delivered through various methods, such as traditional classroom settings, online platforms, workshops, and apprenticeships, ensuring accessibility to a wide audience of learners. They serve as a catalyst for career advancement, offering support for budding entrepreneurs and fostering innovation. Many skill development initiatives also receive government support and backing, further bolstering their impact. Importantly, skill development is not limited by age or career stage; it is a lifelong pursuit that benefits individuals at all points in their professional journey. It serves as an invaluable resource for personal and professional growth, contributing significantly to individual success and the overall development of the nation.

Skill development courses play a pivotal role in enhancing employability, fostering entrepreneurship, and bridging the gap between education and industry needs. They empower individuals with practical, job-relevant skills, enabling them to adapt to evolving market demands. For economies like India, such courses are essential in addressing unemployment, particularly among youth and marginalized communities. Furthermore, they contribute to national growth by cultivating a more competent and dynamic workforce. A well-structured and inclusive approach to skill development ensures long-term socioeconomic benefits, promoting both individual advancement and collective prosperity.

Figure 1:



COURSES OF SKILL DEVELOPMENT IN INDIA

LITERATURE REVIEW

The studies reviewed collectively highlight the critical importance of skill development in addressing India's employability challenges and its potential to contribute to the country's economic growth. Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021) underscore the significance of employability skills and recommend bridging skill gaps through training, education, and short-term courses, aligning these efforts with India's government initiatives such as "Make in India" and "Atmanirbhar Bharat." Vidhyadhar T. Banajawad & Dr. Mukta S. Adi (2020) emphasize the need for skill development in rural India, arguing that skill-based training, alongside industry linkages, is vital for real rural development. Anita Swain & Sunita Swain (2020) point out that India's demographic dividend, due to its large youth population, can be a tremendous asset, provided that skills are developed in areas such as entrepreneurship to support initiatives like "Make in India." Dr. Chandra Sekhar Dash and Shilpa Dash (2020) acknowledge the government's efforts through the "Skill India Mission," but highlight persistent challenges such as gender inequality and sector imbalances that hinder the effectiveness of skill development programs. Dr. Rajni Arora & Manoj Chadwani (2019) critique the slow progress of the "Skill India" campaign, noting the low skill-to-job transition rate and the significant shortage of formally trained workers in India. Mukti Gill (2015) stresses that the gap between educational outcomes and industry needs exacerbates youth unemployment and calls for reforms in vocational education to enhance employability. Gawade Santosh Bhiwa further discusses India's low human development index despite its G20 membership, highlighting the need for substantial investments in education and skills to tap into the potential of its vast working-age population. Aya Okada (2012) concludes that while India offers ample educational opportunities, high dropout rates leave many youths unskilled, stressing that the success of India's demographic dividend hinges on a successful skill development mission.

In addition to these findings, newer literature highlights emerging trends and challenges in skill development. Kumar et al. (2023) examine the growing importance of digital literacy in equipping Indian youth for the future workforce, stressing the need for digital skills amid technological advancements. This research advocates for public-private partnerships to offer scalable training in technologies like AI, blockchain, and data science, which are critical for the modern job market. Sharma and Singh (2024) discuss the crucial role of soft skills, such as communication, leadership, and teamwork, in enhancing employability. Their study emphasizes that while technical skills are important, the soft skills gap among Indian youth has become a significant barrier to global job market integration, necessitating more focused efforts on developing these capabilities. This underscores the need for a balanced approach that addresses both technical and interpersonal skill development to prepare India's youth for the evolving workforce demands.

RESEARCH GAP

Research has been done to find out what is the potential of students from skill development courses and how much is their growth increases, in financially and personal development terms. How many jobs placements have they got or what is the status of their monthly yearly income.

OBJECTIVES

- To examine the satisfaction level among the selected students.
- To examines the carrier aspects of the courses.

- To evaluate the effectiveness and compatibility of program in job placement.

NEED OF THE STUDY

These students represent a significant segment of the institute's population engaged in courses that emphasize both theoretical and practical skills necessary for success in the business world. By targeting this specific group, the study aims to gain valuable insights into how skill development courses are perceived by students who are preparing for careers in business and management. Their feedback has been crucial in understanding the effectiveness of these courses in enhancing their employability and aligning with industry requirements. Through this focused approach, the research will contribute to a deeper understanding of the impact of skill development initiatives within the context of business education at Dayalbagh Educational Institute.

RESEARCH METHODOLOGY

The research for this study employs a descriptive design aimed at understanding the perspectives of students at Dayalbagh Educational Institute regarding skill development courses. Primary data has been gathered through questionnaires distributed to students, capturing their experiences, satisfaction levels, perceived career impact, and suggestions for improvement. Secondary data has been sourced from journals, magazines, research papers, and websites to provide contextual background and validate the primary data. The study spans the 2023-2024 period, focusing on students from the Engineering Faculty, specifically those enrolled in the Bachelor of Vocational (B. VOC) courses in AI & Robotics and Digital Manufacturing. A total of 150 students have been selected as respondents, with 75 students from each branch. To analyze the data, statistical tools such as averages and percentages will be used.

Data Analysis

Table 1: Student Satisfaction

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I am satisfied with the overall quality of the courses offered.	45	70	23	10	2	150
Percentage	30%	46.67%	15.33%	6.67%	1.33%	100%
The course materials (textbooks, online resources, etc.) are helpful and up-to-date.	54	60	25	10	1	150
Percentage	36%	40%	16.67%	6.67%	0.67%	100%
The teaching quality of the instructors is satisfactory.	55	65	18	10	2	150
Percentage	36.67%	43.33%	12%	6.67%	1.33%	100.00%
The campus facilities (library, labs, etc.) support my learning needs effectively.	40	75	30	5	0	150
Percentage	26.67%	50%	20%	3.33%	0%	100.00%
I feel supported by the student services (counselling, academic advising, etc.).	45	72	20	10	3	150
Percentage	30%	48%	13.33%	6.67%	2%	100%
The class sizes are appropriate for effective learning	50	60	25	10	5	150
Percentage	33.33%	40%	16.67%	6.67%	3.33%	100.00%

Interpretation

The data from Table 1 on Student Satisfaction reflects generally positive feedback across the board, with a few areas showing room for improvement. A majority of respondents expressed satisfaction with the overall quality of courses, course materials, and teaching quality, as indicated by the high percentages of "Strongly Agree" and "Agree" responses (30% to 46.67%). However, there is some variation in specific areas. The campus facilities were highly rated, with 50% of respondents agreeing they support learning needs effectively. In terms of student services, 48% felt supported, but a small percentage (2%) expressed dissatisfaction. Class sizes also received favorable ratings, although 10% felt they were not ideal for effective learning. Overall,

the results show strong satisfaction with the courses, materials, and support services, but there is a consistent need for minor improvements, particularly in class sizes and certain aspects of student services.

Table 2: Career Aspects of the Courses

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The courses offered are relevant to my career goals.	43	70	33	2	2	150
Percentage	28.67%	46.67%	22%	1.33%	1.33%	100.00%
The curriculum has equipped me with skills that are relevant to the job market.	57	60	30	3	0	150
Percentage	38%	40%	20%	2%	0%	100%
I believe the courses are aligned with industry standards and practices.	48	75	25	0	2	150
Percentage	32%	50%	16.67%	0%	1.33%	100%
The course content challenges me and encourages critical thinking.	59	65	22	1	3	150
Percentage	39.33%	43.33%	14.67%	0.67%	2%	100.00%
The program offers sufficient opportunities for hands-on learning (e.g., internships, projects).	47	65	34	3	1	150
Percentage	31.33%	43.33%	22.67%	2%	0.67%	100.00%

Interpretation

The responses to the career aspects of the courses suggest a generally positive perception among students. A significant majority feels that the courses are relevant to their career goals (75.34% strongly agreeing or agreeing) and align with industry standards (82% in agreement). The curriculum is also viewed as equipping students with job market-relevant skills (78% positive responses). Additionally, most students believe the courses challenge them and promote critical thinking (82.66% agree), and the program offers ample hands-on learning opportunities (74.66% agree). However, a small percentage expressed disagreement or neutrality, particularly regarding the adequacy of hands-on learning and course content that truly challenges them. Overall, the feedback suggests that the courses are generally effective in preparing students for their careers.

Table 3: Effectiveness in Job Placement

Particular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The program provides adequate support for job placement or internships.	55	64	27	3	1	150
Percentage	36.67%	42.66%	18%	2%	0.67%	100.00%
I am confident that the program will help me secure a job after graduation.	55	65	20	5	5	150
Percentage	36.67%	43.34%	13.33%	3.33%	3.33%	100.00%
The program offers networking opportunities with industry professionals.	50	64	30	5	1	150
Percentage	33.33%	42.67%	20%	3.33%	0.67%	100.00%

The career services office has helped me with resume building, interview preparation, or job search.	46	65	32	3	4	150
Percentage	30.67%	43.33%	21.33%	2%	2.67%	100.00%
I feel that my program is well-regarded by employers in my field.	50	60	30	5	5	150
Percentage	33.34%	40%	20%	3.33%	3.33%	100.00%
Graduates from this program are employed in relevant fields shortly after graduation.	55	69	20	1	5	150
Percentage	36.67%	46%	13.33%	0.67%	3.33%	100.00%
The program's alumni network has been helpful in providing career guidance and job opportunities.	48	74	25	1	2	150
Percentage	32%	49.33%	16.67%	0.67%	1.33%	100%

Interpretation

The data on job placement effectiveness indicates strong student confidence in the program's support for career success. A majority of students feel that the program provides adequate support for job placement or internships (79.33%) and are confident that it will help them secure a job after graduation (80.01%). Additionally, most students believe the program offers valuable networking opportunities with industry professionals (76%) and that the career services office is helpful with resume building, interview preparation, and job searching (74%). There is also a strong sense that the program is well-regarded by employers (73.34%) and that graduates find employment in relevant fields soon after graduation (82.67%). Furthermore, students feel that the alumni network is beneficial for career guidance and job opportunities (81.33%). Overall, the responses suggest that the program is perceived as effective in facilitating job placement and providing essential career support.

Findings

The majority of students expressed satisfaction with the overall quality of the courses, course materials, and teaching, with 30% to 46.67% indicating "Strongly Agree" or "Agree" responses. Campus facilities received high ratings, with 50% of respondents confirming their support for learning needs, while student services garnered generally positive feedback, although 2% expressed dissatisfaction. Most students rated class sizes favourably, but 10% felt they were not conducive to effective learning. The courses were deemed relevant to career goals (75.34% positive responses) and aligned with industry standards (82% agreement), with 78% feeling the curriculum equipped them with market-relevant skills. The majority (82.66%) agreed that the courses encouraged critical thinking, and 74.66% felt there were sufficient hands-on learning opportunities, though some suggested improvements. Students felt confident in the program's support for job placement (79.33%) and future employment prospects (80.01%). Networking opportunities with industry professionals were positively viewed by 76%, and the career services office was regarded as helpful by 74%. Additionally, 73.34% of students believed the program was well-regarded by employers, and 82.67% felt graduates quickly found employment in relevant fields. The alumni network was considered valuable for career guidance and job opportunities (81.33%). Overall, while there is strong satisfaction with the courses, career preparation, and job placement support, minor improvements in class sizes, hands-on learning, and student services were suggested.

Conclusion

In conclusion, the data gathered from students reveals a generally positive perception of the program, with strong satisfaction across multiple key areas. The feedback indicates that the majority of students are satisfied with the overall quality of courses, course materials, and teaching quality, with responses indicating that these elements are aligned with their expectations and career needs. A significant percentage of students also feel that the curriculum is relevant to their career goals and aligns well with industry standards, with a high percentage agreeing that it equips them with essential job market skills. Students appreciate the challenge presented by the course content, noting that it encourages critical thinking and is designed to meet the demands of the industry.

While the majority of students expressed satisfaction with the courses and materials, some areas show room for improvement. Specifically, class sizes received mixed feedback, with 10% of students feeling that the class sizes were not conducive to effective learning. There was also a small but notable percentage of students who expressed dissatisfaction with certain aspects of student services, though this was a relatively minor concern. These findings

suggest that while the program is strong in several areas, adjustments to class sizes and student service offerings could enhance the overall student experience.

In terms of career preparation, students expressed a high level of confidence in the program's effectiveness. A significant majority believe that the program provides adequate support for job placement and internships, and many are confident that it will help them secure employment after graduation. Networking opportunities with industry professionals are viewed positively, and the career services office is considered helpful in providing assistance with resume building, interview preparation, and job searching. Furthermore, students reported feeling that the program is well-regarded by employers and that graduates are able to find relevant employment shortly after completing the program. The strong alumni network also plays a crucial role in offering career guidance and job opportunities, further strengthening the program's reputation and impact on students' career success.

Overall, while there are some areas for minor improvement—particularly regarding class sizes and certain student services—the feedback highlights the program's overall effectiveness in preparing students for their careers. The program's focus on providing career-relevant skills, critical thinking opportunities, and strong job placement support ensures that students feel well-equipped to enter the workforce. With a few targeted improvements, particularly in areas where students expressed neutrality or minor dissatisfaction, the program has the potential to provide even greater value to future students.

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