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## Skill Development among School Children: An Exploratory Study

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### Abstract:

*The 21st century is the era of transformation in different areas such as education, the economy, information and communication technology, and the space sciences. Education is being undermined by the skills and competencies gained in recent years. It is not only for the transmission of knowledge, to build cognitive skills; rather, it should empower the children and make them skilled, self-reliant, competent, and reflective learners. NEP (2020) discusses multidimensional growth among children and provides the students with qualities and life skills that promote their growth, self-preservation, and sustainable development. This paper aims to explore the recent initiatives taken by the GOI and Delhi Government for the enhancement of skills and entrepreneurship among students to make them self-reliant, motivated learners, and self-assessors. This is an exploratory study that adopts a qualitative research design. Data was collected through the observation of the schools regarding the resources available, facilities provided, and activities performed by the students. Semi-structured interviews were used to know the opinions of secondary school students regarding the training of leadership skills and ethics, their curriculum, and the way they used to be trained by the school administration. The data was then thematically analysed under the following themes: i) government initiatives to develop skills and entrepreneurship among students; ii) perceptions of school children towards their skill development program, iii) observation of school training; and iv) the effect of skills and entrepreneurship on life. Data reveals that the majority of students were found to be satisfied with*

*their training in schools. The students affirmed that they are well aware of the importance of skill and entrepreneurial education for their holistic development. It was noted that students must be able to engage with more inquiry-based learning units in order to build their key transferable skills. Interestingly, the findings presented in this study suggest that students are well aware of the value of research for transferable skills development even prior to completing the course.*

**Keywords:** School children, Skill Development, Entrepreneurship, Government of India initiatives

## Introduction

The 21st century is a period of change for many industries, including education, the economy, information and communication technology, as well as the space sciences. India is one of the fastest-growing economies in the world, and a need was felt to expand the scope in the services sector and to integrate training courses with apprenticeships (Annual report 2018-19). To focus on these issues and fulfil the demands of society, the government of India has taken various initiatives in the last few decades to change the skill landscape of India's unemployment conditions. The Government of India and various state governments implemented several schemes and programs for the vocational development of students. The Skill India Initiative (2015) was launched by the central government to provide training and skills to the younger population of the country. Under this mission, the Ministry of Skill Development and Entrepreneurship (MSDE) has implemented numerous initiatives and schemes for skill development, namely PMKVY (Pradhan Mantri Kaushal Vikas Yojana), PMKK (Pradhan Mantri Kaushal Kendra), NSDC (National Skill Development Corporation), NCEVT (National Council for Vocational Education and Training), JSS (Jan Shikshan Sansthan), NIESBUD (National Institute for Entrepreneurship & Small Business Development), IIE (Indian Institute of Entrepreneurship), and the Directorate General of Training (DGT). These programs have brought structure and organization to the workforce by not only developing the skills required but also providing employment and opportunities for entrepreneurs to grow, which is an alarming demand from the people.

For any nation, knowledge, and skills are the main drivers of social and economic development. Therefore, the main objectives of the study are to investigate and comprehend the initiatives taken by the central government and the Delhi government to encourage students to acquire new skills. The present study also laid emphasis on skill development and entrepreneurship at the secondary level of the Delhi School of specialised Excellence (SoSE). The Government of the National Capital Territory (NCT) of Delhi established Schools of Specialised Excellence (SoSEs) in 2021 in order to cater to those students who have an interest and aptitude in specific domains. SoSEs are choice-based schools for classes 9 to 12th in different streams like STEM education, humanities, 21st-century skills, and performing and visual arts. Developing skills such as critical thinking, collaboration, creativity, motivation, metacognitions, etc. envisages self-reliant, motivational self-assessment competencies among students. The learning environment in schools was praised as being excellent. Students had a wide range of interests that motivated them and were very enthusiastic about their learning.

Here, the question arises, whether all students in India are able to manage risk for entrepreneurship and afford skill-oriented education. It is noted in the annual report (2021-22) of the Ministry of Skill Development and Entrepreneurship that more than 20 Ministries/Departments are involved in the Central Government's skill development initiatives without any robust coordination and monitoring mechanisms to ensure convergence. Second, 45% of the Indian population belongs to youth which requires employment. Skill and entrepreneurship in schools, colleges, and industries need infrastructure, well-equipped resources, diversified skills, an entrepreneurial mindset curriculum, and trained faculties, and all these are complemented by employment generation. Is the government of India and the state government able to fulfil the basic requirement? (Annual report, 2021-22). Third, there is a demand from society to think beyond the mindset of the certification (which leads to inconsistent outcomes and causes confusion among employers) and move forward to skill development and entrepreneurship.

Various studies were conducted by different researchers on skill development missions for, 21st-century skills (Chakravarti & Chakraborty, 2018; Gwynne, 2008; Oosterbeek, Van Praag, & Ijsselstein, 2010). The fourth objective of sustainable development focused on quality education. To achieve sustainable growth, it is suggested by Goyal, Kaur & Singh (2015) that India must raise investment in Ed-Tech and adapt to modern approaches. There is a major demand to gather victorious entrepreneurs who can mentor and coach small businessmen and entrepreneurs (Grover & Dak, 1986). It was explained by Hazarika, (2016) that various initiatives and programs launched by the government of India will encourage and build successful entrepreneurs to mentor small businessmen for socio-economic development. All the studies explain that skill development and entrepreneurial initiatives will be fruitful in constructing the entrepreneurial mindset of the new generation.

### **Research Question of Study**

1. What are the various initiatives and schemes of the Government of India and Delhi Government for skill development and entrepreneurship among secondary school students?
2. How do students from the School of Specialised Excellence perceive skill development and entrepreneurship, and how does it affect their lives?
3. How does the Entrepreneurial Mindset Curriculum (EMC) and school administration training influence the understanding of students at the School of Specialised Excellence?

### **Methodology**

The study employs a qualitative research design to explore the initiatives and perceptions related to skill development and entrepreneurship among secondary school students. A convenience sampling approach was used to select 15 students from the Rajkiya Pratibha Vikas Vidyalaya (School of Specialized Excellence) in Delhi. Data collection involved observing available resources, facilities, and student activities with their permission. Additionally, semi-structured interviews were conducted using a closed-ended questionnaire to gather students' perspectives.

The questionnaire was developed and validated by the experts. Ethical considerations were adhered to, including obtaining informed consent from participants of classes 9th and 10th.

### **Result and Discussion**

The findings from the semi-structured interviews and observations shed light on various initiatives and schemes implemented by the Government of India and Delhi Government for skill development and entrepreneurship among secondary school students. These initiatives include the Skill India Initiative, Pradhan Mantri Kaushal Vikas Yojana, Pradhan Mantri Kaushal Kendra, and other programs. The perceptions of students from the School of Specialised Excellence reveal a positive outlook on skill development and entrepreneurship, with students highlighting the benefits of the Entrepreneurial Mindset Curriculum (EMC) and the supportive role of school administration. Students expressed enthusiasm for collaborative activities, innovative thinking, and the acquisition of practical skills. The overall school environment was found to be conducive to holistic learning, with well-equipped resources and engaged teachers fostering a positive and stress-free atmosphere. The data was thematically analysed under the following themes: i) Various Government initiatives to develop skills and entrepreneurship among students; ii) perceptions of school children towards their skill development program, iii) observation of school training; and iv) the effect of skills and entrepreneurship on life.

#### ***Theme-1 Various initiatives and schemes of the Government of India and Delhi Government for the skill development and entrepreneurship of secondary school students***

Skills and knowledge are the driving forces of economic growth and social development in any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of the world of work. The Ministry is responsible for the coordination of all Skill Development efforts across the country, the removal of the disconnect between demand and supply of skilled manpower, the building of the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking not only for existing jobs but also jobs that are to be created. The Government of India and Delhi Government have implemented

several initiatives and schemes to promote skill development and entrepreneurship among secondary school students. These initiatives include the Skill India Initiative, which aims to provide training and skills to the younger population. Under this mission, various programs such as Pradhan Mantri Kaushal Vikas Yojana, Pradhan Mantri Kaushal Kendra, and the National Skill Development Corporation have been introduced. These programs focus on providing industry-relevant training, improving the quality of vocational and technical education, and aligning skill training with the needs of the country. The Delhi Government has also introduced programs like the Business Blasters Program, Delhi School of Excellence, and the Delhi Skill and Entrepreneurship University to further enhance skill development and entrepreneurial education among students. Table 1.1 highlighted the initiatives and schemes of the Government of India

**Table-1.1 initiatives and schemes of the Government of India**

<b>Name of the Scheme and Initiatives for Skill Development</b>	<b>Description of the initiatives</b>
Skill acquisition and knowledge awareness for livelihood promotion (Sankalp)	Skill This program aims to improve short-term skill training qualitatively and quantitatively through strengthening institutions, bringing in better market connectivity, and including of marginalised section of society. SANKALP was launched on 19 <sup>th</sup> January 2018 and has a tenure until March 2023.
Skills Strengthening for Industrial Value Enhancement (STRIVE)	It is a World Bank Assisted-Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships.
Make in India	This initiative is based on four pillars such as new processes, new infrastructure, a new sector, and a new mindset. It is identified as giving a boost to entrepreneurship in India, not only in manufacturing but also in other sectors.

<p>School Initiatives and Higher Education</p>	<p>In the school education space, NSDC expanded its footprint to two new states, Andhra Pradesh and Tamil Nadu, taking the total count of states and UTs engaged to 28 with a total of 9182 schools.</p> <p>In the higher education space, NSDC is working with the All-India Council for Technical Education (AICTE) for the facilitation of its flagship initiative, PMKVY-TI (Pradhan Mantri Kaushal Vikas Yojana – Technical Institute).</p>
<p>India International Skill Centers (IISCs_)</p>	<p>Assessment and Certification are based on international standards as per best practices and recognition in different countries.</p> <p>IISCs should have Career Guidance and Counselling centres within them vis-à-vis international training and employment and act as resource centres facilitating foreign employment support. The counselling centres would help students understand the various overseas employment opportunities available and match their interests and talents with the most relevant opportunities.</p> <p>IISCs, as per the new policy, are expected to provide only incremental skill training if found lacking in candidates.</p> <p>The Opportunity to conduct PDOT will be sponsored by MEA under PKVY and will be provided to IISCs.</p>
<p>Pradhan Mantri Kaushal Vikas Yojana</p>	<p>Enable and mobilize a large number of youths to take up industry-designed quality skill training, become employable, and earn their livelihood.</p> <p>Increase productivity of the existing workforce, and align skill training with the actual needs of the country.</p> <p>Encourage standardization of the Certification process and put in place the foundation for creating a registry of skills.</p> <p>Benefited 10 million youth over the period of four years (2016- 2020).</p>
<p>Pradhan Mantri Kaushal Kendra (PMKK)</p>	<p>Centre Size: 3000 sq. ft. - 8000 sq. ft. built-up area (depending on district population)</p> <p>Standardized external and internal branding and infrastructure requirements across all centres</p>

		Courses based on district population cater to local youth aspirations Smart Classrooms, Audio-visual training aids, and Biometric attendance
UDAAN		To provide exposure to the graduates and postgraduates of Jammu and Kashmir to the best of Corporates India To provide Corporate India with exposure to the rich talent pool available in the state
Indian Institute of Skill (IIS)		IISs are being established in the country to enhance training standards beyond the current programs available in the skill ecosystem and to provide 'hands-on skills' training to trainees in specialised areas in collaboration with industry, catering to local/ regional industry requirements.
Aspirational Abhiyan	Skilling	Mapping the skill profile of the district Appraisal of District Skill ecosystem Identifying district specific Challenges and Potential areas of support required in the district Development of the District Skill Development Plan through consultation process Implementation support for the work plan in the districts
Vocational Training Program for Women		Women's Training under the Ministry of Skill Development and Entrepreneurship takes care of providing skill training to women in the country, which aims at stimulating employment opportunities among women of various socio-economic levels and different age groups.
Capacity Building Scheme		Under the convergence policy of the Ministry of Skill Development and Entrepreneurship (MSDE), the Capacity Building (CB) component of the Capacity Building and Technical Assistance (CB and TA) Scheme of the Ministry of Development of the North Eastern



	Region has been transferred to the MSDE for conducting skill development training for unemployed youth in the NER.
Jan Shikshan Sansthan (JSS)	<p>To improve the occupational skills and technical knowledge of the non/neo literates and persons having rudimentary level of education up to 8th standard and other school dropouts beyond 8th standard, i.e., up to class 12th, to raise their efficiency, increase productive ability and enhance their livelihood opportunities</p> <p>To identify and promote traditional skills in the districts through skilling/upskilling</p> <p>To create a pool of master trainers working across the department/agencies of skill development through training/orientation programme</p> <p>To collaborate and coordinate with other departments/agencies working in the field of skill development</p> <p>To widen the range of knowledge and understanding of social, economic and political systems and create awareness about the environment</p> <p>To Promote national values and align with national programmes</p> <p>To promote self-employment and facilitate to getting financial support, including loans/ for the target groups through linkage with credit and consortium membership</p>
Rojgar Mela	To give impetus to the employment initiatives in the country, the National Skill Development Corporation (NSDC), under the aegis of the Ministry of Skill Development and Entrepreneurship (MSDE), Govt. of India, has been organizing Rozgar Melas across the nation to provide suitable job opportunities in the private sector to the unemployed youth.
Advanced Vocational Training Scheme (AVTS)	In order to upgrade and update the skills of industrial workers, the AVTS has been in operation since 1977. The scheme was launched by erstwhile DGE&T, Ministry of Labour, and (now Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship) in collaboration with UNDP/ILO in 1977 at the

	then 6 Advanced Training Institutes (ATIs) under DGE&T and 16 ITIs of the 15 State Governments. Under the scheme, training in selected skill areas is imparted through short-term modular courses of one to six weeks' duration.
National Entrepreneurship Awards (NEA)	<p>The NEA program was started in 2016 and continued in 2017 and 2018. The National Entrepreneurship Awards (NEA) 2019 was the 4th edition of the NEA series.</p> <p>The NEA seeks the participation of Young Entrepreneurs and Entrepreneurial Ecosystem Builders in the National Entrepreneurship Awards from all across India. It seeks to instil and entrench an entrepreneurial attitude among future generations and the Youth of India.</p>
Pilot Project on Entrepreneurship	The main aim of the pilot project is to promote entrepreneurship as an alternate career choice and enable mentoring support through the journey to potential and early-stage entrepreneurs, by imparting entrepreneurship education and mentoring support to trainees/beneficiaries from the skilling ecosystem.

### Initiatives of Government of Delhi

The Government of Delhi also emphasizes considerable efforts to enhance the skills of the youth, there continues to be a huge gap between the demand and supply of the Skilled Workforce. This is magnified by the fact that, with a population of over a billion people and a majority in the average age of 25 years, nearly 300 million are underemployed or unemployed. On the other side, the industry is an acute shortage of skilled labour. This clearly highlights that most of our population is under-skilled and therefore unemployable. Following are some major initiatives taken by Delhi Government-

Table-1.2 Initiatives and Schemes of Government of Delhi

Name of the Scheme and Initiatives for Skill Development	Description of the initiatives
Business Blasters Program	It is a part of the Entrepreneurship Mindset Curriculum in Delhi government schools, which was introduced in 2021, and culminated in an investment expo this March with 126 teams being shortlisted.
Delhi School of Excellence	To educate young minds, foster ethical, social, and moral values through holistic learning, and groom them into responsible global citizens
Vidya Mandir Classes	The institute motivates the students to bring out the best in themselves and walk towards victory without any obstacles. The Doubt removal classes are held on a daily basis before the classes so that there is no doubt while moving further in the syllabus. The institute also helps the students in building confidence within themselves so that they are capable enough to face the exam pressure in the examination hall.
the Delhi Skill and Entrepreneurship University (DSEU).	<p>To accord dignity to each and every skill by emphasizing its teaching and learning</p> <p>To inculcate an entrepreneurial mindset for the sustainable growth of the planet, the country, the society, the industry, and the individual</p> <p>To work in partnership with the industry to nurture talent that is work ready on the day they graduate.</p>
Delhi Skill Development Centre (DSDC)	It was established with the primary objective of enhancing the skills of the youth of India to meet the growing demands of modern industrialization. DSDC is an Assessment Centre

	partner (Under MSDE (Ministry OF Skill Development and Entrepreneurship), Govt. Of India).
World Class Skill Centre (WCSC)	The setting up of a World Class Skill Centre at Janakpuri, Delhi is conceived as a pioneering effort of national interest, and will set a benchmark for vocational training in the country. The approach to this prestigious national asset is of “institution creation” rather than “infrastructure creation”. The vision is to provide world-class skills to the youth of India by imparting world-class training, training technologies, and a world-class physical environment. The setting of this institute will demonstrate that the students skilled at the institute are valued assets of the country who are qualified for global opportunities as well.
Cell for School Leadership (CSL)	Through the Cell for School Leadership (CSL), SCERT programs are designed to strengthen both individual and organizational performance. This cell focuses on developing the skills of Principals and other HOS. Their integrated approach includes training and impact studies. The programs emphasize core competencies and behaviours essential to quality leadership, including emotional intelligence, interpersonal communication skills, team building, problem-solving, self-awareness, and collaboration.

*Theme-2 the perceptions of students from the school of excellence regarding skill development and entrepreneurship and their effect on their lives.*

**i) Happiness curriculum, Entrepreneurial Mindset Curriculum (EMC) and activities for Skill development**

The school introduced two essential programs, the Happiness Curriculum, and the Entrepreneurial Mindset Curriculum, to empower students from grades 9 to 12. These initiatives were designed to

help students discover their abilities through various engaging activities and subjects.

The Happiness Curriculum aimed to cultivate mindfulness and well-being among students. It included special classes and workshops that focused on promoting mental health, emotional intelligence, and personal growth. Through these sessions, students learned valuable techniques and strategies to enhance their overall well-being and develop a positive outlook on life. Simultaneously, the Entrepreneurial Mindset Curriculum aimed to nurture an entrepreneurial spirit in students. It provided them with opportunities to engage with real-life entrepreneurs, who shared their experiences and insights. Additionally, students had the chance to participate in business blaster sessions, where they learned about entrepreneurship, innovation, and problem-solving in a practical and interactive manner. The curriculum also emphasized career exploration and exposed students to various industries and career paths through thematic units.

By introducing these programs, the school aimed to provide students with a holistic education that focused on their emotional well-being and future career prospects. The Happiness Curriculum and the Entrepreneurial Mindset Curriculum collectively aimed to equip students with the necessary skills, knowledge, and mindset to thrive in both personal and professional spheres of life. With respect to the curriculum, students mention that-

*Respondent-1 EMC made our minds more creative. We have made a project together and collaborated with each other. We are looking for new ideas and something to do for us. In EMC we are taught how a business person can become an entrepreneur, and how to hone and improve our skills in the field we are interested in.*

*Respondent 12 - We made a rap and the teachers appreciated us.*

*Respondent 15 - ma'am we made an activity that how big building we make from raw material and we made a tower from books. Our school provides a nurturing and dynamic atmosphere that encourages our physical and mental well-being.*

The progress of a nation, society, and the entire world relies on the progress of each individual. To accomplish this, it is imperative to establish a curriculum that enhances and molds individuals,

enabling them to excel and demonstrate their skills, embrace diverse perspectives, foster creativity and innovation, and reach unprecedented accomplishments.

The school administration places great emphasis on supporting students based on their competencies. In the 9th and 10th grades, they provide comprehensive training to prepare students for the future. Once students reach higher grades, they are encouraged to take ownership of their learning and engage in collaborative idea generation. To foster innovation and entrepreneurship, the Government of Delhi extends its support by offering initiatives worth 2,000 rupees to the students. They are given the opportunity to form groups comprising either five or ten students. Within these groups, students brainstorm and develop ideas, aiming to create products or services that provide solutions to the everyday problems faced by the general public.

By fostering this approach, the school administration aims to empower students and nurture their problem-solving skills. They believe that by encouraging students to take initiative and work together, they can cultivate a sense of responsibility, creativity, and practical application of knowledge. Ultimately, the goal is to equip students with the necessary skills and mindset to contribute positively to society and make a difference in the lives of others.

*Respondent-5 We think that we will become engineers, we will become doctors, but if we are not able to become. For that EMC and school administration help us, to enrich our thinking, to startup a new business.*

*Respondent-8 mention that We made a drawing (like-family portrait, tour-based portrait) all the teachers appreciated us for that. we were happy to be the drawing the portrait of our family members.*

*Respondent-3 Teachers of our school prepare us to do mindfulness activities, meditation which is done early in the morning, that makes all the children happy and active, energetic throughout the day.*

*Respondents-6 Teachers talks about our role models. They tell us their stories so that we can learn from them and get inspired. Teachers and school administration play a very*

*significant role to inspire and encourage students. They do not only have to help students master the teaching material but also transfer skills that will be useful in students' personal lives.*

The primary responsibility of a teacher is to foster the development of creative, well-informed, and innovative individuals. As true leaders in the classroom, teachers play a vital role in guiding students towards becoming leaders themselves. Leadership entails taking initiative and stepping outside of our comfort zones, as significant accomplishments are rarely achieved without venturing into the unknown. Teachers also serve as mentors, inspiring students to embrace their potential and encouraging them to explore new horizons. By instilling a sense of curiosity and a thirst for knowledge, teachers empower students to think critically, think beyond boundaries, and contribute to society in meaningful ways.

In addition to imparting knowledge, teachers nurture important skills such as problem-solving, communication, and collaboration. They create a supportive environment that encourages students to express their ideas, take risks, and learn from both successes and failures. By fostering a culture of innovation and fostering a growth mindset, teachers equip students with the tools they need to navigate a rapidly changing world.

Ultimately, a teacher's role extends beyond the classroom. They help shape the leaders of tomorrow, instilling in them the values of courage, resilience, and the willingness to challenge the status quo. Through their guidance and mentorship, teachers inspire students to believe in their own abilities, pursue their passions, and make a positive impact on the world around them.

***Theme-3 Overall perceptions of students regarding skill development and entrepreneurship as well as school environment.***

“Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion toward the creation and implementation of new ideas and creative solutions (Kuratko, 2003). At its core, entrepreneurship involves envisioning opportunities and embracing the potential for change and improvement. It requires individuals to identify gaps, problems, or

unmet needs in the market or society and devise creative solutions to address them. This process is characterized by an entrepreneurial mindset that fosters curiosity, risk-taking, and a willingness to challenge the status quo. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and the fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.” (Kuratko & Hodgetts, 2004, p. 30) Data reveal that students avail Various kinds of facilities and environment to build their knowledge, construct their Skills, think critically and achieve their ultimate goal of life.

### **Overview of School Environment**

*Observation-1 It was observed by the researcher that remarkable abundance of resources within the school, including state-of-the-art, smart boards, interactive teaching tools, and captivating displays showcasing the holistic integration of students. Notably, the dedicated teachers devoted three to five hours per day to online classes, demonstrating their commitment to enhancing students' learning experiences.*

*Observation-2 Researcher was able to notice the joyous atmosphere on the school classrooms, corridor and grounds, as students were engaged in play and recreational activities. The visible happiness on their faces was a testament to the positive environment fostered within the school. It was heartening to learn that the students felt a complete absence of stress on the school campus.*

*Observation-3 online classes were going on. Student were engaged in their studies attentively. Their enthusiasm towards learning was evident as they eagerly embraced the virtual learning environment.*

These findings highlight the school's commitment to providing a conducive learning environment and ensuring the well-being of its students. The presence of advanced resources and the efforts of the teachers contribute significantly to the student's overall development and academic growth



(Waraich, & Chaturvedi, 2017). The absence of stress reflects the effectiveness of the school's approach in nurturing a supportive and harmonious atmosphere for students to thrive. They expressed,

*Respondent-1 Mam We start our day with invigorating breathing exercises, which bring immense joy to all the children. It is a sight to behold, witnessing their happiness and enthusiasm during this practice. Through breathing exercises, active participation in various activities, and the motivation imparted by our teachers. We are equipped with the tools to thrive and excel in all aspects of our lives.*

*Respondent-7 explain that our school promotes an active and vibrant environment where students actively participate in a wide range of activities. Engaging in these activities allows us to explore our interests, develop new skills, and foster a sense of teamwork and camaraderie.*

*Respondent- 13 The teachers play a significant role in keeping us motivated by sharing inspiring stories. These stories serve as valuable life lessons, instilling in us the belief that we can overcome challenges and achieve our goals. Their guidance and storytelling ignite our spirits and fuel our drive for success.*

The students' feedback offers a glimpse into the positive atmosphere that permeates the school campus, fostering an environment conducive to expansive thinking, collaboration, and an optimistic pursuit of educational goals. This positivity acts as a catalyst, inspiring students to broaden their horizons and think outside the box. It encourages them to explore innovative ideas, embrace diversity, and engage in open-minded discussions. The school's environment nurtures a sense of belonging and encourages students to support and collaborate with one another, fostering a collective growth mindset. With this optimistic atmosphere, students are motivated to set ambitious goals, strive for excellence, and make the most of their educational journey. The school community's shared vision creates a sense of purpose and empowers students to pursue their dreams with confidence and determination.

### Findings of the Study

- Data reveals that the majority of students were found to be satisfied with their training in schools.
- The students affirmed that they are well aware of the importance of skill and entrepreneurial education for their holistic development.
- It was noted that students engaged with more inquiry-based learning units in order to build their key transferable skills.
- Interestingly, the findings presented in this study suggest that students are well aware of the value of research for transferable skill development even prior to completing the course.
- EMC is a great initiative of the Delhi Government to make students more skilled and entrepreneurial.

### Limitation of the Study

1. Data were only collected to Delhi Government schools.
2. Data were only collected to the students of the Delhi Government schools.
3. Only Observation and Interview method was used to analysis the study.

### Suggestions

- It is suggested that the Government of India and state governments establish effective coordination mechanisms to ensure better convergence and implementation of skill development programs.
- The government should allocate adequate funds to improve infrastructure and ensure the availability of necessary equipment and facilities for skill development programs.
- The schools can facilitate partnerships and internships to the universities and industries around them that provide students with practical exposure and industry-relevant skills.
- The schools can establish mentorship programs where experienced entrepreneurs themselves guide and support aspiring entrepreneurs either online or offline.

- The government should focus on improving the quality of education by providing adequate training to teachers, implementing effective teaching methods, and ensuring access to quality educational resources.

### **Conclusion**

The Aatmanirbhar Bharat, Skill India Mission, National Education Policy (NEP-2020) and other highly ambitious programmes focus towards the long-term viability of skill-development. In order to motivate the country's youth, the Indian Government and the Government of Delhi have launched skill development missions. After analysis of the responses and observation, it was concluded that it is the demand of the present time to encourage young ones to become successful entrepreneurs and businessmen for the socio-economic development of the country. Students are independent thinkers and enhance vital leadership skills, which will help them excel in whatever profession they choose for themselves in the future. Entrepreneurship and skill among learners make them emotionally strong because, in EMC, they also learn stress management and how to overcome the fear of failure. In other words, entrepreneurship and skill development are important for students' social development, economic growth, and ensuring the employability of the more than 12 million youths who will soon be of working age. In order to build a scientifically progress-oriented society, it is imperative to establish diverse skill setups and cultivate the potential to effectively tackle real-life challenges. This approach will contribute to the holistic and multidimensional development of individuals, both personally and collectively, fostering an environment of success and mutual growth.

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