

Emergence of Skill Initiatives in India and its effect: an Analytical Review

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ABSTRACT

The present research article intends to gather various views and researches carried out in the area of Skill initiatives and the steps to impart vocational education in Indian context. The research is mainly secondary in nature and the article is describing the details and contents of what all the researches have performed on the subject.

I INTRODUCTION

Vocational Education, Training and Skill Development (VETSD) means all forms and levels of the educational process involving, in addition to general knowledge and academic skills, the study of technologies and related sciences, the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life. Vocational Education, Training and Skill Development (VETSD) are further understood to be:-

- (a) a means of preparing for occupational fields and for effective participation in the world of work;
- (b) an aspect of lifelong learning and a preparation for responsible citizenship;
- (c) an instrument for promoting environmentally sound sustainable development;

With the several mission related to growth. The Indian Government has identifies skill development as one of the major contributor in the country's overall growth sector. It is being identified that 500 million individuals will be skilled by 2022. This need is necessitated by NSSO data revealing a shortage by 500 million skilled people by 2017 combined with the Economic Survey (2014-15) findings that 64% percent of the Indian population would be in the working age of 15-49 years. Despite an increase in training capacity, only 2.5% and 12.5% of the present workforce have been exposed to formal and informal vocational training respectively. This goal is combined with India's anticipated GDP growth from 6.9% in 2013-14, 7.2% in 2014-15. As a leading and a topic of interest, various kinds of analysis and research has been carried out in the field of skill and vocational education so as to understand the level of standards and innovations, so far has been performed relate to the subject matter.

II LITERATURE REVIEW

- (a) "Impact of skill development programmes of Jan Shiksha Sansthan's on the neo-literates in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala, by Noble Social and Educational Society, Government of India has briefly presented history of JSS (Jan Shakti Sansthan), role and functioning of JSS in the promotion of skill development training courses among the neo-literates, number of JSS in India. Overwhelming majority of the beneficiaries

benefited from this programme in terms of self employment and wage employment.

- (b) Seshukumari conducted a study on Impact of Polyvalent Adult Education among Women in Visakhapatnam Shramik Vidyapeeth, has found that majority of the beneficiaries were satisfied with the vocational courses provided to them, after completing the courses 41.6 percent started self employment units and majority in the various courses got employment.

- (c) "Impact assessment study of socio-economic development programmes– a case study of Himachal Pradesh", Conducted by Asia Pacific Socio-Economic Research Institute, New Delhi. The objective of the study was to assess the qualitative improvement of the under privileged and the weaker sections of the society through the feedback of the various socio economic programmes implemented in the state during 1996-97 and 1998-99. It was found that two third of the households were benefited by one or the other programmes.

- (d) A report on district wise skill gap study for the state of Uttar Pradesh by ICRA Management Consulting Services Limited, reviewed the socio economic profile of the districts of Uttar Pradesh. It also identified the current and future (2012-2022) skill and manpower requirement of the industry and identify the gaps that existed. They identified the skill gaps in 19 high growth sector areas as mentioned by NSDC which will be the employment and growth engines in the coming ten years. It was found maximum demand will be generated in the sectors such as, building, construction and real estate, organized retail, and banking, financial services and insurance. It was found that there is an urgent need for the development of skill among the people.

- (e) State Resource Centre for Adult Education, Indore evaluated the JSS of Ahmedabad, Gujarat. It revealed that the target group of learners includes neo-literates, below poverty line clientele, school drop outs, daily wage earners and school and college going students. It focused primarily on women and girls of the under privileged class. Male female participation on an average was observed to be 30: 70. JSS, Ahmedabad runs variety of courses depending upon the target area

of the duration of which range from 15 days to 10 months. The fee structure is flexible to cater to the lower socio-economic strata of society for whom vocational training programmes are being run by JSS.

(f) Ms. Swati Shantaram Mujumdar, titled “A Study of Significance of Vocationalization of Education and Skill Development in India with special reference to the State of Maharashtra” has analyzed the present problems and possible recommendations for vocational training, skill and development sector in the state of Maharashtra. It was observed that the Central government has realized the direct relation between skills based education and its importance in gaining employment for the youth of our country. The present scenario around this sector is quite unwelcoming and there is scope for significant reforms in the area. The researcher in the course of over 2-3 years of its in-depth research, identified problems in the governance, regulation, administration, planning, policy, standards and other aspects related to the Vocational Education, Training and Skill Development sector. It was found that vocational education is being provided without considering the present problems.

(g) Skill Development in India, the Vocational education and Training System, World Bank Reports, stated that in spite of significant job opportunities in the informal sector, training and related interventions are not enough to the needs of this sector. The government needs to formulate policies to which helps to encourage training for the informal sector.

(h) National Staff Development policy, has emphasized on framing a policy applied to all staff on providing guidelines for the Training and Development of Employees in Further Education Colleges made between AOC and the Trade Unions in January 2001 (updated in May 2009), which is built on the statutory framework set out in the Employment Relations Act 1999.

(i) The challenges facing skill development in India : An Issue Paper, Prepared for the International Workshop “Skill Development: Policy Learning and Exchange”, India Habitat Centre, May 2010 by The Institute of Applied Manpower Research (IAMR) has highlighted that though India has the highest youth population it has the lowest proportion of trained youth in the world. India has a skill development challenge for 80 percent of new entrants to the workforce have no opportunity for skill training. There are about 12.8 million per annum new entrants to the workforce and the existing training capacity is only 3.1 million per annum.

(j) “Skill Development in India”, The Vocational Education and Training System, World Bank Report, It highlighted that though Indian economy is

developing at a faster pace, the Government is finding difficult to create more employment opportunities for the majority of Indians to enable them to contribute in the growth and to participate in the benefits of growth. This creates a need for education and training that equip them for the labor market. One such tool for equipping the skilled workforce is the vocational education and training system. However, the government realizes that the present methods are not appropriate to meet the needs of the labor market. A key issue, that arises is what reforms/interventions are needed to progress the effectiveness of the system. It was found that country’s ability to deal with these changing realities is constrained as in few other places. It was found that though India’s population growth rate has declined over many years the labor force is still projected to grow by close to 2 percent or some 7 million or more every year over the next few years. Larger portion of the economy and of the population are still rooted in traditional activities and structures. Significant elements such as the cultural, social and political traditions of the country should, of course, be retained and education has a particular role to play in that. But other aspects need be changed if people are to budge away of poverty. Over half of the labor force in the country is still occupied in rural activities. Although there has been a noteworthy movement away but one third of the population is still engaged in agriculture. Over 90 percent of the Indian population is working in the informal sector, much of it at low levels of productivity. For this majority group, access to secondary education and VET is crucial and for most of them secondary education and VET will be the last stage of their formal schooling. An effective school to work evolution for these young people, made possible by higher quality secondary and tertiary education and VET, will improve their employment prospects and lifetime earnings.

(k) Meeting of State Education Ministers on NVEQF Report from MHRD, stated that In India’s skill acquirement takes place through two basic structural streams – a small formal one and a large informal one. According to the report about 2.5 million vocational training seats are available in the India whereas 12.8 million persons enter the labour market each year.

(l) Vocational Education in India, Science and Technology: S&T Human Resources, Indranil Biswas, has written, post independence to reform the Indian vocational education system and the list of educational; policies is quite extensive. The Eleventh Plan has taken an initiative to launch a National Skill Development Mission that may bring some changes in ‘Skill Development’ programmes and initiatives. The Mission will be operative under Prime Minister’s National Council on Skill Development *for apex level policy directions, and under the* National Skill Development Coordination Board, *and a* National

Skill Development Corporation/Trust. The State governments will engage some of their Departments/Agencies for constituting a State Skill Development Mission. Some chosen private sectors (mainly twenty high growth sectors), will play an important part as the private arm of the Mission with an outlay of Rs 22,800 crores. It was found that the training courses lacked focus on the changing job market. As a result it was found that the number of students is declining for long term vocational courses, mainly in ITIs. The training policy should be focused on the changing job market in order to attract young people. More autonomy needs to be provided to institutes and they should have market linked infrastructure. For publicly funded training, equity distribution is also a problem. But job creation must be done regionally, not centrally; otherwise it will create regional imbalances of trained manpower.

(m) Chadha, G.K. titled “Human Capital Base of the Indian Labour Market; Identifying Worry Spots”, Indian Journal of Labour Economics, states that demand for labour in India is likely to remain far above the ground and robust in the coming years, both domestically and globally. But this would demand skilled and qualified labour. The ability of Indian youth has emerged as a major concern in recent years. Paradoxically, it is not just the - inexpert and amateurish that lack skills but it is also the educated that consistently lie below the required standards. The study focused on the growth and changing structure of the Indian higher education system in the light of the learning profile of the Indian jobseekers, labour market demands and the employability index for India’s high-growth sectors on the basis of existing skill gaps and suggests a broad pathway to plug in the gaps and missing links. A more robust demand for personnel in technical and professional services and a better employability index for the same sectors have probably led to skewed growth of the higher education sector. The greater challenge is therefore, to prepare our larger lot of the educated graduates from the general education streams for the emerging skill needs of employable youth.

(n) Rich Singh titled “Education, Skills An Vocational Training and Access to Rural Non-Farm Employment” highlighted Rural transformation as a growth booster taking along the lowest class of social hierarchy through increased employment generation in the non-agriculture sector and thereby reducing stress on agriculture. It is considered essential to reduce pressure of population on land and increase efficiency and income levels and thereby dipping rural poverty. Thus, even when the non-farm activity is a left over it is still helpful to the poor for it works as a safety-net and prevents further inflection of poverty. The gradual conversion of rural employment observed in recent years is a positive development. However, a greater part of the rural human resources

is still confined to informal employment or in petty trading as self-employed. Better paying, regular and secure employment in non-farm sector still remains subtle to a large section of rural workers. Individuality such as education, vocational training, age, gender, and land ownership income along with social status of the worker play a key role in shaping the type of employment one is most

(o) National Policy on Skill Development, Ministry of Labour and Employment, Government of India, New Delhi, roads ahead to understand the NSQF as a useful tool among a range of policies, instruments and activities, rather than to see it as a stand-alone policy. Dialogue across sectors is only starting; all stakeholders still have a lot to learn from each other. An update of the National Policy on Skills Development is envisaged in order to voice a coordinated vision of TVET for the future (India-EU Skills Development Project, 2013).

III CONCLUSION

With the above stated reviews and literatures, it can be concluded that so far many efforts at micro and macro level in relation to vocational education and skill impartment have been taken at state and as well as National level. The statistics are giving a good image of the skill drives in India and also stating that at the policy level and as well as the implementation level, initiatives have been taken on a continuum basis to make India as recognizable as Skill India.

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