



INDIA'S SKILL DEVELOPMENT CHALLENGES



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Introduction

A National Policy on Skill Development has been formulated by the Ministry of Labor & Employment. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualification to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labor market. It aims at increase in productivity of workforce both in the organized and unorganized sectors, seeking increased participation of youth, woman, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

The coverage of the national policy on skill development includes (i) Institution-based skill development including it is/ ITCs/ Vocational schools/ technical schools/ polytechnics / professional colleges etc. (ii) Learning initiatives of sectorial skill development organized by the different ministries /departments. (iii) Formal and informal apprenticeship and other type of training enterprises, (iv) Adult learning, (v) E-learning, web-based learning and distance learning. At present the capacity of skill development in India is around 3.1 million per year. India has a target of creating a 500 million skilled worker by 2022. Thus, there is a need for increasing capacity and capability of skill development program.

Research Methodology

This research paper is totally depend on secondary data. The entire secondary data is collected from sources like

1. Govt. Reports.
2. Research papers and Research Articles
3. News papers
4. Web-sites etc.

Objectives

1. To study the theoretical aspect of relations between education and economic growth.
2. To critically evaluate the present scenario of the India according to education and skill development.
3. To study the initiatives taken by the Govt. for Skill Development.

Initiatives Taken by the Govt. of India for Skill Development

Today, India's working population is our strength. Over 65% population of India below the 35 years of age. On this demographic dividend background central Govt. formulate the "National Skill Policy" in 2009 with target of imparting skill training to 500 million by 2022.

By keeping in view India's changing pattern from all sectors in the economy and education as well as skill development programs is essential for faster economic growth. The central and state Govt. initiative taken and launched by the stakeholder are

1. National Skill Development Agency (NSDA) is the main coordinating body for skill development in the country and shoulder the responsibility of integrating, realizing and streamlining the skill development effort across several ministries and departments in central and state Govt.
2. The Ministry of Tribal Affairs has launched scheme fir vocational training on tribal areas to encourage the setting of training centers in tribal areas.
3. The Ministry of Woman and Child Development has numerous scheme focusing on the development and empowerment of woman and children.
4. Under the National Literacy Mission, Jan Shikshan Sanstha (JSS) is unique scheme by central Govt. focusing on under privileged and unreached and poor.

5. The central Govt. also took initiative to set-up 1500 new ITIs and 50,000 skill development centers for meet the growing demand of skilled manpower of different sectors of the economy.

India's Skill Development Challenge

Two-thirds of the country's population is below 35 years of age and with as yet falling dependency ratio, it is vital importance to design policies aimed at improving the skill-set of the working-age population if India has to harvest its demographic dividend. It will help in improving workforce participation, ensure greater livelihood opportunities, and there by result in poverty reduction on a sustainable basis. Currently, the level of skill development of the labour force is extremely low, which results in low priority low productivity. Only 10 percent of the labour force in the age-group of 15-59 years is vocationally trained. In terms of absolute numbers, out of a total labour force of 43 million in the age group of 15-59 years, only 1.9 million are receives the formal training, 9 million have already received formal training and another 32.7 million have received non-formal training.

Vocational training and skill up-gradation has been largely ignored in the country. It is only in the last five-six years, the issues has started getting some attention of the policymakers. Part of this policy-neglect has to do with of the impacts and returns to vocational training and skill up-gradation. India's caste-based occupational specialization implies that many skill-based occupations are inherited with occupational or technical skills transmitted from one generation to another. This informal skill transmission process is unable to achieve the skills standards that a modern economy and enterprises requires. At the same time, with sub-standard performance of public educational and skill training institutions in the country, the quality gap between formal and informal delivery may be less severe than expected. Moreover, in the absence of reliable official certification on skills, employers end up hiring through the known and existing networks in most of the occupations. It is therefore not surprising to find that many good plumbers are from Odisha, health workers from Kerala, electricians in many big industries from Agra, and carpenters from among the Muslim in Utter Pradesh and Bihar. There is need for skill-gap monitoring against international standard is the country. There is also a case for analyzing the evidence on long term implications of cognitive skill deprivation reflected in the low standards of education in government schools and the consequence of certain type of psychosocial skills for acquiring vocational skills, and in the process on livelihood opportunities.

Among the recent government initiatives to address the widening skills-gap, the National Skill Development Corporation (NSDC) has been set up with the target to skill/up skill 150 million people by 2022. NSDC is mandated to constitute Sector Skill Council (SSCs) to create appropriately trained manpower for specific sectors. SSCs are to map the skill-gap for the next ten years appropriately arrange for the training of the trainers (with infrastructural support of Industrial Training Institutes and other institutions). It is to also act as certification institution for students, and provides accreditation to various training course. Certification standards are to be set skill-wise (like welder, fitter) and function wise (like production supervisor, maintenance engineer). Candidates are to be graded by the competencies achieved in each of these spheres. In this entire process, participation of the industry is of vital importance especially to students, and providing trainers in case of shortage.

The National Rural Livelihoods Mission (NRLM) with the objective of alleviating rural poverty through investments in livelihood projects has also been launched. Currently, pilot projects are in place in a number of states with variety of interventions being tested. Including direct placement of rural youth in the private sector, the sector firms that choose to participate in the program and finally, training and placement of youth by the government. A number of private initiatives have also started to impart skill training to the working population. Construction Company Larson and Tourbo set up a Construction Skill Training Institute (CSTI) in 1995 with training facility spread all across the country. Domesteq is another private firm which acts as an intermediary and placement agency for domestic workers with the objective of improving the status and dignity of domestic workers and ultimately to professionalize the sector. Their training programs cover 'soft' as well as the practical skill-needs of domestic workers, office cleaners, peons and personal and official drivers.

Conclusion

Time has now come when the educational sector needs to be given top priority so as to make India a global education hub. This would essentially hinge upon our ability to provide an effectively functioning education system, with greatest emphasis on skill formation. Firstly there is need for increasing use of information and communication technology. Secondly, there should be no compromise about the 'quality' of education and especially higher education. Thirdly, the challenge for India today is to provide access to quality education to large proportion of

population across the country. Fourthly, there is a need for increasing the public-private partnership in education sector.

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