

Skill Development: Strategies in India

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Abstract

America, Britain and Europe had influence of their technology in the World from long time. Japan and China have also influence in the World from their technology and stand in the queue of developed countries. After 69 years of getting freedom, India stand second place in view of population after China, is struggling for becoming a developed country. Skills and knowledge are the driving forces of economic growth and social development for any country. India has great opportunity for economic growth and social development by development of skills and knowledge in youth. Because India has the young and vibrant youth who is below the age of 35 years, which is up to 65% of India's population. The present paper will attempt to describe of those agencies, which are participating in this program like-the National Skill Development Corporation (NSDC), National Skill Development Agency (NSDA), and the Directorate of Training (DT). This paper is primarily based on secondary data like journals, articles and policies letters which are available on concern ministry website.

KEYWORDS: Skill Development, Strategies, Agencies, Youth, Unemployment, Knowledge

INTRODUCTION

After 69 years of getting freedom, India stand second place in view of population after China, is struggling for becoming a developed country. At the time of globalization, India's lot of populations is struggling for basic requirements. Population increased such rate, but basic infrastructure was not developed. Where 2006, Indian citizen got the right of basic education, there intermediate and higher education look for big changes. The data emerges from new Census 2011 numbers analyzed by the Hindu. Of the 116 million Indians who was either seeking or available for work, 32 million were illiterate and 84 million literate. In unemployed youth, illegal and criminal activities took birth and they involved in loot, murder and suicide. For solving this problem Indian government took step too late but understood the value of skills and knowledge. Skills and knowledge are the driving forces of economic growth and social development for any country. India has great opportunity for economic growth and social development by development of skills and knowledge in youth. Because India has the young and vibrant youth who is below the age of 35 years, which is up to 65% of India's population. India has an opportunity of economic growth and developed a good infrastructure through outsourcing of well skilled workforce. Because in coming time, some developed countries like USA, Europe and Japan will depict of skilled youth because average age of these countries will 40 years, 46 years and 47 years respectively in 2020 while India's average will be 29 years. The present paper will attempt to study the government strategies to promote human development programmes at different levels. Study of those agencies, those are participating in this program like-the National Skill Development Corporation (NSDC),

National Skill Development Agency (NSDA), and the Directorate of Training (DT). The study of the success of public private partnership in this program and also study of training program in different level and different area. This paper is primarily based on secondary data like journals, articles and policies letters which are available on concern ministry website.

OBJECTIVE

To study the government strategies to promote human development programmes at different levels.

RESEARCH METHODOLOGY

The study of present paper is descriptive in nature. It based on secondary data and information which is collected from the concerned sources as per need of the research. The relevant books, documents of various ministries/departments and organizations, articles, papers and web-sites are used in this study.

CHALLENGES

Implementation of skill development program government face big challenges like India is identifies by its diversities in the world. It has geographical diversities along with cultural diversities. Area of India is 238,700square km, it has 638000 villages and 510 towns and over 380 urban agglomerations. There development of infrastructure has also diversities. If we go Delhi, Gujrat, Mumbai, Punjab, Haryana, we found a good infrastructure and industrial growth but if we go Bihar, Odisa, North East states and West Bangal we find deficiencies of good infrastructure and industrial growth. Every state has one's problems like Jharkhand, Chhatisgarh, Bihar and north east states have Naxalist problem then other hand Jammu Kashmir, Himachal Pradesh, Uttarakand has geographical problem. Here youth are waiting for good infrastructure and industrial growth for which he can get employment.

Total universities 754 including deemed and private universities, over one million schools, 25000 colleges, 3200 polytechnics are working for educating youth. But today ten million Indians with graduate, post graduate and technical degrees were looking for work, meaning that 15% of all Indians with the highest levels of educations were seeking job as of 2011. In 116 millions youth, 32 million youth are illiterate and 84 million literate. Among literates, unemployment rates were higher among the better qualified, highest of all among the 7.2 million people with a technical diploma or certificate other than a degree. That is why education should be linked with employment.

Today a thought is developed in youth for getting good marks by hook and crook. Many institutes are involved for this biased work. Those students who are not interested for getting knowledge. They want to get certificate or degree. This type attitude should be fully restricted in skill development program.

A part of population has not interest in skill oriented jobs. They think for government job or administrator job. They dislike to join skill based job, they have last option when they have not been able to progress in the formal academic system. So lot of awareness is required for this population.

Skill development programme, a big challenge is lack of good trainer. For large scale training programme good trainer have important place. They play important role in quality training.

AGENCIES

Three most important institutions are performed a very crucial role in National Skill Development Program. These institutes are:

Prime Minister's National Council on Skill Development

In the three main institutional body for skill development programme implementation, the apex institution is Prime Minister's National Council. In which Prime Minister is the chairman and ministers of various departments like Human Resource Development, Finance, Heavy Industries, Rural Development, Housing and Urban Poverty Alleviation and Labour and Employment are members. Deputy Chairman, Planning Commission, Chairperson of the National Manufacturing Competitiveness Council, Chairperson of the National Skill Development Corporation and six experts in the area of skill development are its other members. This apex council is fully responsible for policy advice, direction and review.

National Skill Development Coordination Board (NSDCB)

The NSDCB has been set up under the Chairmanship of Deputy Chairman, Planning Commission, with secretaries of ministries of Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty Alleviation, and Finance as members. Secretaries of four states by rotation, for a period of two years, three distinguished academicians/subject area specialists are the other members. Secretary, Planning Commission is the member secretary of the board. The main function of this board are enumerated strategies for implementing the decisions of the Prime Minister's National Council on development and develop appropriate operational guidelines and instructions for meeting the larger objective of skill development.

National Skill Development Corporation (NSDC)

NSDC is a non-profit public company, which was set up in 2008 as a Section 25 company under Companies Act 1956 with an objective of increasing the skill training capacity in the country. It is established with 49% government of India shares and 51% private share. It will be the nodal organization for all private sector initiatives in the short term skilling space. It promote public private partnership (PPP) model and set up skill development centers. It provides skill development funding either as loans or equity and supports financial initiatives to improve financial viability through tax breaks etc. It's another objective is to create a market ecosystem for skill development.

The Directorate General of Employment and Training (DGE&T)

The Directorate General of Employment and Training in the ministry of labour is the apex organization for development and coordination at National level for the programmes

relating to vocational training and Employment Services. The main functions are to frame overall policies, norms, and standards for vocational training.

State Skill Development Missions (SSDMs)

For the success of skill development programme, it is necessary to increase the participation of states. Because of states can play very important role for development of skills of individuals according its ecosystem. So States governments are also developing their own State Skill Development Mission. According to CII study, economy of Panjab, Tamil Nadu, Andhra Pradesh and J&K depend upon their geographical infrastructure so there definite kind of industry can develop like **Punjab** – Textiles, Auto/Auto Components, Light Engineering, Food Processing, Real Estate and Construction, Retail and Location based entertainment. **Tamil Nadu** – Textiles, construction, auto/auto components, Light Engineering, IT/ITES, Leather. **Andhra Pradesh** – Construction, Textiles, Tourism, Healthcare, Engineering, IT/ITES, Pharma, Biotech, Paper, Minerals. **J&K** – Handicrafts, Hospitality, Agro-processing, Construction, ITES, Repair Servicing.

National Skills Qualification Framework (NSQF)

National Skills Qualifications Framework (NSQF) is established for stimulating and supporting reforms in skills development and to facilitate nationally standardised and acceptable, international comparability of qualifications. All the ministries, institutes, councils and boards which are involved in skill development programme will be encouraged to follow National Skills Qualification Framework. In this framework, a national integrated education and competency based skill framework will be developed, which will provide for multiple pathways, horizontal as well as vertical, both within vocational training and vocational education, vocational training, general education and technical education. This framework provides the facility to a person for acquiring desired competency. The main functions of the NSQF are

- a. National principles for recognizing skill proficiency and competencies at deferent levels leading to international equivalency.
- b. Multiple entry and exit between vocational education, skill training, general education, technical education and job markets.
- c. Progression pathways defined within skill qualification frame work.
- d. Opportunities to promote lifelong learning and skill development.
- e. Partnership with industries.
- f. A transparent, accountable and credible mechanism for skill development across various sectors.
- g. Increased potential for recognition of prior learning.

The National Council for Vocational Training (NCVT)

The National Council for Vocational Training (NCVT) was established in 1956 by Government of India, as an advisory body. Its main functions are to prescribe standards and curricula for craftsmen training, advising the Government of India on overall policy and programs.

Strategies of Implement of Skill Development Programme

Government of India sets a big goal of development of skill in 500 million people till 2022. Country has only 4.69% of total workforce has undergone formal skill training. NSDC conducted a study on skill gap over 2010-2014, which warned us of deficiency of 109 million skilled man power in 24 key sectors till 2022. For training of huge population and deploying them in their skill oriented job, a vital policy and training framework is required. That is why 11th and 12th Five Year Plan was given importance to skill development programme. More than 20 ministries and departments of Government of India are involved to spread the skill development program without any robust coordination and monitoring mechanism to ensure convergence. All states are also following State skill Development Mission programme. Some strategies are following which are accepting by Indian Government:-

Categorization of Learners and Training Procedure

India has second-highest population of the working age (15-59years) individuals in the world. So the learners are divided into three broad age categories which are 15-18 years school education, 19-23 years college education and 24-59 years working age population. These categories can also divide in youth, disadvantage groups, minorities, the poor, women, people with disabilities, dropouts and those working in the unorganized sector etc.

Skill development of school going student, 25% school will integrate skill with formal education from class 9 onwards over the next five years. It is a suitable time for developing skills in school going boys and girls in the country. It must provide vertical growth pathways on the line of the general education system, so that skill education and training is also seen as a valid route to earn degree and diplomas and be associated with growth and sustainable livelihood pathways. All NSQF compliant assessment and certification bodies will be competent to provide support to the School Boards for assessment and certification of the skilling component of vocational education and training, wherever required.

Age group of 19-23 years college going students, who enroll in formal education like bachelor in arts, science and commerce, will provide a skill develop course so that they can opportunity to get skill oriented job.

Those youth, who drop their education after schooling or those do not complete their school education, the Government of India is specially focusing on them in this programme. Those youth who completed their eight years school education will get skill training through special programme. Separate skill courses, aligned to the appropriate NSQF levels, will be held in existing schools/centres during evening hours to provide alternate career pathway to these students. Kaushal Vardhan kendras at panchayat level are providing skills to school drop-outs, adolescent girls, housewives, and rural youth in every states. Each KVKs will be linked to the nearest industry technical institutes, advance technical institutes and MSIs.

Skilling will be increasingly integrated with higher education with polytechnics offering NSQF aligned vocational courses and Bachelor of Vocational Studies degrees. These courses will be aligned to a credit framework which can provide horizontal and vertical

mobility. Further, at least 25% of all existing institutions of higher education would offer add on career oriented courses with specialized skills at an appropriate NSQF level within the next five years.

Skill development for women: approximately half of demographic dividend is women. If participation of women is to be increased in the country's labour force, economic growth of country will be also increased. So it is necessary that they get equal opportunity for acquiring skill. According to census report over 2004 to 2011, there has been a continue falling in labour force participation rate of women from 33.3% to 26.5% in rural areas, and from 17.8% to 15.5% in urban areas. So required a policy in which provide equal access for women to skill development and employment. In 12th Five Year Plan, a target is set up for raising women's participation to at least 30%.

Persons with Disabilities: For increasing the participation rate of disabled person in labour force some skill oriented course are providing in skill development programme. People with varying degrees of physical and mental disabilities will be provided with appropriate adjustment training and skills training to bring them in the economic mainstream and make them productive citizens.

The poor, who come under BPL card holders, are getting short term skill training which will provide free from government and can get skill depend job.

A big part of work force of country is in informal or unorganized sector. Which are almost 93% of workforce. It is difficult to map existing skills in the unorganized sector and gauge the skilling requirement in the sector. A large number of workers in the informal/unorganized sector have acquired skills through experience or other non-formal learning channels that are not able to derive proper market value for their services. The NSQF would facilitate certification to such persons to help them move into the formal sector jobs as long as they are able to perform to the outcome standards. This recognition of prior learning would empower millions of workers through formal recognition of their skills.

Some important things are kept in policies which will helped to achieve goal of 500 million skill person till 2022 through skill development programs. These are

- a. For becoming a global knowledge economy country, it must meet the rising aspirations of its youth.
- b. 2009 skill development policy was insufficient for achieving target, then National Skill Development and Entrepreneurship policy of 2015 supersedes the policy of 2009. The objective of this policy depend upon three S, which are speed, standard and sustainability for skilling at scale.
- c. NSDC is promoting private sector participation through tied up 187 training providers for providing short term courses. Most of them have started scaling up their operation.
- d. A national portal for skilling will be created for informing the candidates of the choices available to them in terms of sectors, modules and training providers with better carrier opportunities. A Labour Market Information System (LMIS), Skill Development Management System (SDMS) And Skillpedia etc, will be part of

National Portal. It will be kept the data for all the persons for mobilizing and seeking skill development training.

- e. A national campaign will be launched for spreading the awareness about skill and creating pro-skill environment. Communication packages and kits also available in the all local languages. Government will be also used social media, TV channels, a national community radio frequency for telling benefits of skilling. States also participate in this campaign.
- f. For spreading awareness about skill development, identifying the local needs of the regions and steering the skill development efforts, talented and young fellows will be selected through highly competitive process in The Prime Minister's Skill Development Fellow scheme. These fellows will work with States and districts.
- g. National Skill Entrepreneurship Awards will be institutionalized in close association with the major stakeholders for linking the skill development with aspiration and respect.
- h. For reaching the skill development program in remote area of country, it is essential that to utilize the existing infrastructure. By designing suitable incentive schemes, existing infrastructure both in terms of buildings and potential teachers would be optimally leveraged for skill training. There are over 1.55 million schools, 25000 colleges and 3500 polytechnics; around 1.5 lakh post offices and over 1 lakh Kiosks across the country. Schools and colleges building will be used for training purposes during holidays and evening time. Practical training will be organized in shop floors of industries.
- i. The existing ITIs and polytechnics will be modernized with courses and curriculum that are aligned to the emerging competency based demand in the market.
- j. New ITIs, which are established through public private partnership (PPP) model with strong industry linkage, are known as Multi Skilling Institutes (MSIs). These institutes will conduct long term apprentice and skilling courses and will be located near the demand centers. The MSIs will be affiliated to Skill Universities to provide the bridge into general higher education through diplomas/certificates based on a credit framework aligned to the appropriate NSQF level.
- k. The main motive of skilling will be 'One Nation One standard', which present national standard and quality for skilling are globally aligned. Then Indian youth will secure local, national and International job opportunities.
- l. Development of standards by the Sector Skill Councils (SSCs) will be under the aegis of an umbrella committee which is already constituted as the National Skills Qualification Committee (NSQC) under the NSQF. All the National Occupational Standards and Qualification Packs developed by the SSCs will be examined and reviewed by the NSQC and thereafter, conferred the 'National Standards' status. All vocational training in the country will necessarily align itself to these national standards.
- m. Ministry of Human Resource and Department and other ministry are launched many scheme for skill development which are taken from FICCI skill development:

Schemes/Programs	Duration	Target group	Details
Vocationalisation of Secondary Education (6800 schools covered)	2 years	Students who have passed 10th class	<ul style="list-style-type: none"> ▶ Vocational education is provided in 9,619 schools with 21,000 sections covering around 1 million students. ▶ The scheme proposes to expand vocational education to 20,000 schools and the intake capacity to 2.5 million by 2011-12.
Polytechnics (1244) + Institutions for diploma in pharmacy (415), hotel management (63), architecture (25)	3 year- diploma	Students who have passed 10th class	<ul style="list-style-type: none"> ▶ These offer diploma courses in civil, electrical, mechanical engineering, electronics, computer science, medical lab technology, hospital engineering, architectural assistantship, etc.
Community Polytechnic Scheme (675 CPS)	3 to 6 months	Poor sections of society in rural and urban areas	<ul style="list-style-type: none"> ▶ CPS acts as a focal point to promote transfer of science and technology to the rural sector.
Jan Shikshan Sansthan (JSS) (157 Vocational Training Centers run by NGOs offering more than 250 courses)	Need based (1- 4 weeks)	Disadvantaged groups of adults – priority being given to adult neo-literates/ semi literates, SC and ST, women/girls, oppressed people, migrants, slum/ pavement dwellers and working children	<ul style="list-style-type: none"> ▶ These act as district level resources to organize vocational training and skill development programs.
National Program on Technology Enhanced Learning (NPTEL) – Support for Distance Education & Web-based Learning	Designing course material – time-bound project	Engineering and physical science under-graduate/ post-graduate and all teachers/ faculty members in science and engineering fields	<ul style="list-style-type: none"> ▶ Launched in 2003, it is meant to enhance the quality engineering education in the country by developing curriculum-based video courses (at least 100) and web-based e-courses (at least 115) that will be prepared at the seven IITs (Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati, Roorkee and IISc).
National Institute of Open Schooling (NIOS) – Distance Vocational Education Programmes	6 months to 2 years	5th, 7th and 8th and 10th pass	<ul style="list-style-type: none"> ▶ These constitute a network of 11 regional centers and around 2,067 study centers .There are around 1,063 accredited vocational institutes in the country. ▶ The cumulative enrolment in VET during the last five years is 93,000.
Apprenticeship Training for students of +2 Vocational stream	One year	Students graduating from a 10+2 vocational stream	<ul style="list-style-type: none"> ▶ Vocational courses are covered in different areas of the Apprentices Act 1961.
National Programme on Earthquake Engineering Education (NPEEE)	Faculty development through short-term crash programs	Recognized engineering colleges/ polytechnics and schools of architecture with related academic degree of diploma program	<ul style="list-style-type: none"> ▶ NPEEE was made with the objective of training teachers in engineering colleges, polytechnics and schools of architecture, and to develop suitable curricula.

Source: **FICCI-Ernst & Young: Knowledge Paper on ‘Strategic and Implementation Framework for Skill Development in India. September 2011**

Ministry/Department	Vocational education and training programs
Agriculture	<ul style="list-style-type: none"> ▶ Training in agricultural extension (21 training centres) ▶ Training in use of agricultural implements and machinery ▶ Soil conservation training center ▶ Cooperative education and training ▶ Educational institutions: <ul style="list-style-type: none"> ▶ One central agricultural university ▶ 31 state agricultural universities (SAUs) ▶ 4 National Institutes of Indian Council of Agricultural Research
Food processing	<ul style="list-style-type: none"> ▶ Established of more than 300 food processing and training centers ▶ Training institutions: <ul style="list-style-type: none"> ▶ Central Food Technology Research Institute ▶ Paddy Processing Research Centre (PHTC) ▶ Council of Entrepreneurial Development Programme ▶ Entrepreneurship Development Programme for development of human resources
Health and family welfare	<ul style="list-style-type: none"> ▶ Promotional training of female health assistants in 42 training centers ▶ Basic training to health workers through: <ul style="list-style-type: none"> ▶ 478 Multipurpose Health Worker Training Schools (MPW) for women ▶ 28 Health and Family Welfare Training Centers (HFWTC) and 30 MPW for men
Heavy industries and public enterprises	<ul style="list-style-type: none"> ▶ Counseling, retraining and redeployment of workers of Central Public Sector Enterprises (CPSEs)
Information Technology	<ul style="list-style-type: none"> ▶ DOEACC - O level ▶ CEDTI: conducts courses in the field of electronics, telecommunications, IT, process control and instrumentation
MSME (Small Industries Development Organization (SIDO))	<ul style="list-style-type: none"> ▶ Entrepreneurship Development Programme ▶ Skill Development Programme (SDP) ▶ Management Development Programme
Khadi & Village Industries Commission under Ministry of MSME	<ul style="list-style-type: none"> ▶ 51 training centers run 35 types of programs

Social justice and empowerment	<ul style="list-style-type: none"> ▶ National Institute of Mentally Handicapped ▶ National Institute for the Orthopaedically Handicapped ▶ Institute for Physically Handicapped ▶ National Institute for the Hearing Handicapped ▶ National Handicapped Finance and Development Corporation ▶ National Scheme of Liberation and Rehabilitation of Scavengers and their Dependents
Textiles	<ul style="list-style-type: none"> ▶ The Integrated Skill Development Scheme (ISDC) for the textile and apparel sector with the launch of ATDC-SMART (Skill for Manufacturing Apparels through Research and Training) ▶ Decentralized training program with 24 weavers service centers, 13 power loom centers and many other boards and councils
Tourism	▶ 15 Food Craft Institutes under state governments
Tribal affairs	▶ Vocational training centers (VTC) in tribal areas
Urban development and poverty alleviation	▶ Urban Self Employment Programme under Swarna Jayanti Shahari Rozgar Yojana (SJSRY)
HUDCO and others in construction sector under Ministry of Urban Development & Planning Commission	▶ Construction Industry Development Council (CIDC)
Women and child development	<ul style="list-style-type: none"> ▶ Support to Training and Employment Programme for Women (STEP) ▶ Women Empowerment Programme in collaboration with IGNOU (training program on "Empowering women through SHG")

Source: **FICCI-Ernst & Young: Knowledge Paper on 'Strategic and Implementation Framework for Skill Development in India. September 2011**

Conclusion

India is passing the stage of reforming in vocational education and skilling programmes. It wants to become global knowledge economy country. Where one side, some developed countries like USA, UK and China will face deficiency of work force in coming years other side India has a big strength of youth who can fulfill the gap of workforce in the world. For this, a big scale of training program is started for preparing skilled workforce. Skilled workforce will be helped in the economic growth of the country. 500 millions skilled workforce will prepare till 2022. The central government is using existing infrastructure for speedy skill development. NSDC is promoting private participation in skill development program. For success of national skill development programme, participation of each community is required.

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