

## **SKILL DEVELOPMENT IN INDIA: PROSPECTS AND CHALLENGES**

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### **Abstract**

India has demographic advantage of having its 60 Percent population in active (working) age. In front of India, this youth power provides an opportunity to increase the development rate and provide the skilled manpower to the rest of the world. According to the World Bank report this demographic advantage is because India's active age manpower will continue to be more than the dependent population for the next three decades, at least until 2040.

The National Higher Education Commission has stated in the assessment presented in its report that in India, the average age by the year 2020 will be 40 years of the United States, 46 years in Europe and Japan will be 29 years compared to 47 years. It has also been assessed that during the next 20 years, the number of workers in the industrial sector in the world is expected to fall by 4 Percent, while in India it will increase by 32 Percent.

India is the fastest growing economy in the world. The benefits of India's growth have been very concentrated, and 22 Percent of the country's national income is reaching just one Percent of its population and the access to lower 50 Percent of the population is up to only 15 Percent of the income. To achieve the right growth, it is essential that our labour force be employed with the skills and inputs that can be employed so that they can effectively contribute to the development of the country and take advantage of it. The research article is focused on skill development in India: Prospects and Challenges. This study examined how Indian economy is beneficial for skill and employment.

### **Introduction**

It is known that 93 Percent of the total labour force is employed in the unorganized sector. Therefore, one of the major challenges of skill development initiatives is to provide employable skills to this vast population so that they can secure a good work for themselves and improve their quality of life.

The National Policy for Skills Development and Entrepreneurship 2015 has replaced the policy created in 2009. Originally it is aimed at acquiring skills with speed, quality and consistency. According to India Labour Report, 2012, it has been presumed that 12.8 million people come to the labour market every year, compared to the current capacity of skill development in our country of 3.1 million.

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In the period from 2012 to 2022, the human resource requirement for skill development in the country has been proposed to be 12.03 crore. Therefore, there is an urgent need to expand the infrastructure for achieving skill development goals, which is more than four times the present capacity. In the medium-term strategy, in the labour force between 2015 and 2022, 104.62 million new entrants will be required to provide practical education. At present 21 Ministry / Department of Government of India is involved in skill development program.

Now we need to understand that what is the importance of the education system in developing skill development or employment-based education? Employment education is very important in order to overcome unemployment in the country and prepare skilled labour according to the needs of the industry. But the foundation of employment education is better prepared only when all levels of school education improve. Whether it is primary education, secondary or higher education during school education, the trend of children is revealed only. Often, the main reason for failure in skill development programs is that the kind of skills needed in the village is not included. Due to this, the trained labourers from rural areas get jobs in the cities and unemployment remains in the villages.

### **Literature Review**

Panagriya (2007) argues that skill-training programs in India are unsuccessful due to an absence of active involvement of the employers. Further, he explains that private sector employers fail to participate in skill training due to stringent labor laws in the country.

Recent studies such as that of the FICCI(2012) which informs that 94% of surveyed firms had experienced upward pressure on wages (over and above minimum wage) and that 82% of employees in these firms had enjoyed a 10% rise in their wages. This indicates that firms would rather raise wages than face a shortage of skilled workers. Further, NSDC courses today are designed with the help of employers in the target sectors.

Goldman Sachs predicts that India would become the third largest economy in the world by 2035, just behind the United States and the People's Republic of China.

The labour market in India is undergoing a dynamic change. It is expected that over the next 15 years, 365 million people will be eligible to join the workforce. Over the next decade and a half, 11–13 million people are expected to look for employment opportunities each year (Government of India 2009)

A significantly large bulk of the labour force in India – about 93% – works in the unorganised sector, without any formal training (Government of India 2007)

Moodie (2002) analyses existing definitions in four dimensions - epistemological, teleological, hierarchical and pragmatic. He argues that a definition is needed on all four levels, stating that 'one may consider vocational education and training to be the development and application of knowledge and skills for middle-level occupations needed by society from time to time'.

Apprenticeship training is a way for youth where they can gain employable skills without access to formal education. (Mushfiq mobarak & Victor Orozco, 2011).

According to Knight & Yorke, employability skills, or generic skills, include the achievement, understanding and personal attributes that make an individual deliberately to work, develop a career and be successful in their employment choices.

**Objective of the study**

- To study the prospects available for skill development in India
- To know the challenges available with respect to the skill development in India
- To analyse new ways and means for skill development in India
- To study the present status of skill development in India

**Features of Skill India**

- The skill of the youth is emphasized in such a way that they can get employment and improve entrepreneurship.
- Training for all traditions related to business, such as carpenter, cobbler, welder, blacksmith, rajmisri, nurse, tailor and weavers etc. provide support and guidance.
- More emphasis should be given in many areas such as real estate, construction, transportation, textiles, gem industry, jewelery designing, banking, tourism and many other real areas where skill development is insufficient or zero.
- The training program will be done internationally, so that the youth of our country should not only meet domestic demands but also make their mark by visiting other countries such as America, Japan, China, Germany, Russia and West Asia.
- Another notable feature of 'Skill India' program will be to create an identity named 'Bharat Skills', so that the training process can be standardized and certified.
- Programs will be started according to the needs of specific age groups, which may include language and communication skills, life and positive thinking skills, personality development skills, management skills, behaviour skills, job and employment skills.
- The curriculum of 'Skill India' will be innovative, including games, group discussions, brainstorming sessions, practical experience, study etc.

**Benefits of Skill India**

This idea is to increase the confidence of the people through proper skill development, improve their productivity and give them proper direction. With skill development, youth will be able to get labour work. Developing skills, young people are required for their employment opportunities, appropriate employment opportunities. All areas should have balanced development and all jobs should be given equal importance. To lead a great and decent life, every job candidate will be trained in better skills. Gradually skill development will also reach rural and remote areas. In the skill development of the youth, the institution of educational institutions, non-government organizations, government, academic institutes and society will be able to achieve better results in the shortest possible time.

**Challenges in Skill development**

Various challenges have been identified in the direction of skill development of the youth of India. For example, increasing the capacity of an existing workman, so that all the equitable access can be ensured, as well as maintain its quality and relevance, this is a major challenge. For this there should be an effective relationship between the institutions providing training and training of institutions with adequate provision of trainers' knowledge. Further action should also be taken in effective coordination between government efforts being made in the field of school education and skill development. All of these should be in line with the labor market information system. Research

development, quality assurance, examination, certification, affiliation and accreditation are other challenges. It is not necessary to say that it is necessary to make the youth attractive and productive to motivate them to develop skill development.

Ultimately, despite having a major perspective on providing specialized skills related to the job, it should be paid more attention to those skills which enable the youth to co-ordinate. Basic education is compulsory to enable it and to enable the youth to use their full potential. Most of the time, due to the speed of change in the labour market structure and the pace of adoption of techniques, the differences in the salary of skilled and unskilled workers can be seen in the field of soft skills, interpersonal skills, creativity and critical thinking. In the future, all these skills should be the focal point of development strategies.

In order to determine the criteria for certification, the government should entrust the responsibility of assessment of quality or quality packs to the industrial units under the National Skills Qualification Framework so that they can be tailored to the needs of the industries. Quality Packs are professional criteria, which are prepared by industry-led area skill councils according to the role of job. After this it should be regularly evaluated by the third party to ascertain whether the NSQF is being followed by training institutions or providers.

#### **Skill training institutes are struggling with the following challenges**

- Mobilizing the target youth - It is imperative to have the right batch of candidates enrolled in the training institutes who are aspirational and have the right attitude towards career building.
- Enabling industry linkages for job placements - Fostering connects with the industry for placements is a tricky business especially since India has more number of job ready candidates than the actual job opportunities.
- Post-placement tracking - For employers hiring blue collar workforce hailing from rural and semi urban areas, retention is a critical concern. From sudden change of work environments (from informal to formal set up), workload, change of lifestyle, and migration from home district are some of the critical reasons behind poor retention. These challenges need to be addressed swiftly by the government.
- The issue is to provide access to all in the existing system by increasing the capacity and at the same to maintain the quality of the training.
- In the 21st century, the most important thing is to keep update yourself; one of the major challenges is to constantly update the trainer about the new technological innovations in its field.
- School education need to be matched with the government efforts in the area of skill development. In our country still education is based on the traditional concept, education does not necessarily provide skill required for the job.
- Creation of institutional mechanism for research development is also one of the major challenges. There is no proper framework to guide and to manage or control to take up the new research.
- Experiential learning courses, i.e. a mix of classroom and practical training, will help students to retain more. Presently, very few institutions offer such courses in India. Government should try to use this methodology more.

### **Prospects in Skill development**

It is estimated that by 2022, there will be 11 million additional manpower in 24 sectors of the economy. The sectors of retail, real estate, transport, health and beauty parlor will create the highest employment. But it is also a harsh reality that 2.5 million people will be forced to leave the villages to get non-agricultural jobs from the agriculture sector. If these 2.5 crore rural youth were not made skilled and employable during the time, then we would be responsible for creating a major social instability and upheaval.

While fulfilling the ambitious goals of skill development, be aware of future threats too. We are hopeful of the skills and skills that we have today, not necessarily in the future. Those revolutionary changes in robotics, internet, artificial intelligence, biotechnology, data-analytics, e-commerce etc. will swallow crores of existing jobs. In such situations, our youth will not become a victim of unemployment again? It will be dangerous to deprive the Indian youth in the name of skill development, because they will not learn new skills overnight, due to the lack of special skills learned.

Apart from this, there is a need to pay attention to the working conditions of the industrial world. The relations of employers and workers in areas such as construction-industries, mining, agriculture and construction of buildings in the country are not very cordial. Trained Indian youth will not accept this behaviour that is being done with contract labour in these industries today. NSDC Chairman S. Ramadoui's statement is correct that in the coming decade, focusing on trained and high tech public power by not paying attention to the supply of cheap public power in the world market. In Indian industries, permanent and contractual workers will have to end the dual system. The success of the national plans for make in India and skill development is possible only if we can ensure a respectable life for the intelligent Indian youth inside and outside the country.

### **Conclusion**

Monitoring and evaluation are the backbone of any development plan. Since the National Policy for Skill Development and Entrepreneurship has been structured as a result based policy, a Policy Implementation Unit (PIU) has been constituted for reviewing the progress of various steps and for corrective measures under the policy. In order to make improvements through feedback in the scheme, there is a continuous arrangement of consultation between the partners. To ensure the receipt of the desired results on this front, it is important to start an early evaluation of the program as soon as possible with the supervision. Based on the results of the assessment, we will take effective steps and overcome all the shortcomings in the implementation process.

Given the employment challenges, India will have to explore the latest ways of providing skills and education to its population in every situation. It should be ensured in the future strategy that plays an important role in shaping industry skill development programs. Not only this, the standard of certification of skill training in India should be set to ensure the quality of delivery and the trust between the employers. Apart from this, long-term skill development strategy must be made accountable for training and labour intensity between the difference between women and men, as well as the ambitions of the youth and the need for strong fundamental education. In order to take advantage of our demographic dividend and prepare the way for inclusive growth, India needs to find ways to provide skills to its growing youth population, upgrade skills and provide new skills.

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