

A Study of Challenges and Present Condition of Skill Development in India

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Abstract

In recent years, India has witnessed rapid economic growth through the development of new-age industries. The increase in purchasing power leads to a demand for new service quality levels. According to the National Skills Development Corporation (NSDC), skills can be divided into four levels based on the level and duration of training required. Level 1 semi-skilled refers to skills that can be acquired through short courses, focused interventions and on-the-job training, and Level 2 Skills refers to professional-specific skills that can be acquired through technical or vocational training. Level 3 high skills are those that involve high technical or commercial level operations, achievable notwithstanding degrees, diplomas and postgraduate education. As the structural, demographic and technological landscape transforms India's economy and forms of work, new entrants to the labour market must be skilled and employable. By 2023, about 70 million additional persons of working age (15-59 years) are expected to join the country's labor force - using the same estimated model, the total workforce will then include million people. According to our analysis of the Periodic Labor Force Survey (PLFS) 2017-2018, it will cover 59 million young people (individuals aged 15-30 years). Strategies for redeveloping and enhancing the skills of the current workforce, as well as formal recognition of informally acquired skills, also need to be strengthened.

Keywords: Skill, Employment, Entrepreneurship, Bachelor of Vocation, National Skill Qualification Framework, National skill Development Corporation, Sector skill Council, Qualification Packs.

INTRODUCTION

India is taking a unique move to turn its demographic potential into dividends that will accelerate the country's growth. At the same time, ageing populations in many developed countries present opportunities for both host and destination countries. According to the Center for Monitoring Indian Economy (CMIE), the unemployment rate among people aged

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20-24 reached 34% in the first quarter of 2019 and it was 37.9% among urban people. Every year at least Eight million new job seekers entered the job market. Only 5.5 million jobs were created in 2017, and the situation is getting worse.

REVIEW OF LITERATURE

(Okade, 2012) India's vocational education system has not prepared or not given that creativity to youth which need today's industries for the development of Indian youth, their skills, and the obstacles which change & challenge them. India has faced complex and enormous challenges in the development of skills in the youth class for a variety of reasons. Education, training and employment opportunities are still largely determined by the socio-economic background, gender and geographical location of the youth.

(Sharma & Nagendra, 2016) The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. The increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. India is the second largest country in the world in terms of the challenges and opportunities of globalization. India has a 'demographic dividend' and must work towards making it useful to the country. It will not only add value to the country's economy but also support the 'Make in India' campaign by providing skilled workers in the country. The Skills India initiative needs to focus on and develop more entrepreneurial skills among employees to ensure more employment is generated in the country. The government has launched a scheme to focus and develop more entrepreneurial skills among the employees to generate more employment in the country through the Skilled India initiative.

(Ganeshan & Vethirajan, 2020) India is one of the most populous countries in the world, a trend that is expected to continue until 2030. Inter- sectoral migration to higher productivity sectors is needed to increase the labor force to ensure the country's overall economic growth. The role of international players in the Indian skills sector has been explored. Shows that large numbers of people migrate from agriculture sector to industry and service sector and this has created a push to these sectors on the one hand while in the agriculture sector, there appears a significant shortage of labour. India's education and workforce-development system is struggling to respond to the rapid growth in demand for skilled labor - both qualitatively and quantitatively.

(Swain & Swain, 2020) This research helps analyze the current skills gap in the country and the wide availability of skilled labour in the region. It aims to identify the challenges facing skills development in the country and highlight employment opportunities emerging across various sectors, with a focus on the "Make in India" movement. Public-private partnerships play a critical and important role in the development and growth of skills. There is also a need to focus on non-technical skills. Startup India and Stand-up India programs are well advertised in the market so that more people can take advantage of this model.

(Sharma & Sethi, 2015) The skills gap could have a serious impact, not only on employers, but on the economy as a whole. Loss of productivity and income are major concern as many jobs remain vacant for a significant period of time due to a lack of skilled labor. Despite the emphasis on education and training in the nation, there is a lack off of skilled manpower resources to cope up with the growing needs and demands of the country. This study seeks to come up with suggestions for bridging the existing gaps in demand and supply of skills in the Indian economy.

OBJECTIVES

1. To study the present system of the Skill Education, Training and Skill growth among youth in India
2. To analyze the present status of skilled force in India
3. To study of current Incremental Human Resource Requirement in India
4. To identify the challenges in skill development in India
5. To review Skill development initiatives and employment opportunities & their impact on India

RESEARCH METHODOLOGY

This research is based on secondary data. It is completely analytical in nature. Looking into the requirements of the objectives of the study the research design employed for the study is descriptive. Hence data is collected from articles, journals, and websites and from major skill development institutions and Government departments. There are various news articles, books and internet websites that are used and accordingly are enumerated and recorded.

SKILL GAP ANALYSIS

According to the India Skills Report 2015, there is a lack of skills development in India. It has been observed that only one third of students have appropriate skills according to the employers' demand in the job markets in India. They are not skilled enough for the job. A skills gap is a significant gap between an employee's desired skills and its current characteristics and abilities. In India, there is a clear skills gap based on the demands of the industry due to rapid economic growth and the skills young people acquire through various education and training.

According to (Rai A. , Skill Development: Opportunities and Challenges in India, 2019) the 12th Planning Document of the Planning Commission, 85 per cent of the labor force in India has secondary level educational and only 2% of employees have received vocational training This gap between supply and demand affects economic growth, but it also hinders the overall growth of the entire economy. It is therefore the responsibility of the government to understand (Rai A., Skills Development: Opportunities and Challenges in India, 2019) the scope of such skills and take new initiatives to bridge these gaps to ensure inclusive growth & New jobs are emerging in core engineering fields like (Rai A. , Skill Development: Opportunities and Challenges in India, 2019) retail, hospitality, e-commerce and banking, but the country is short of trained people to fill this position.

PRESENT STATUS OF SKILLS IN INDIA

Many economists and thinkers view India's huge population as a demographic dividend. But this can be a democratic dividend only when this population is skilled. According to Kanchan and Varshneya (2015), estimating a skilled population as a demographic dividend can only be an imagination. According to them, India will need around 500 million scale-full workers by 2022, while only 2% of the available workforce is skilled. As per government estimates, 93% of the available workforce is in the unorganized sector whose skills are not accurately recorded. At the pace at which the economy is growing and the growth rate expected for the goal of developed India, it is necessary for more than 50% of the workforce to be skilled. The skill development environment in India is highly complex. The state of vocational training programmes is not very good and it has been totally dependent on the public sector. Although, there has been an increase in the participation of the private sector and this increased participation has brought benefits and increased skilled force. (Kanchan & Varshney ,2015)

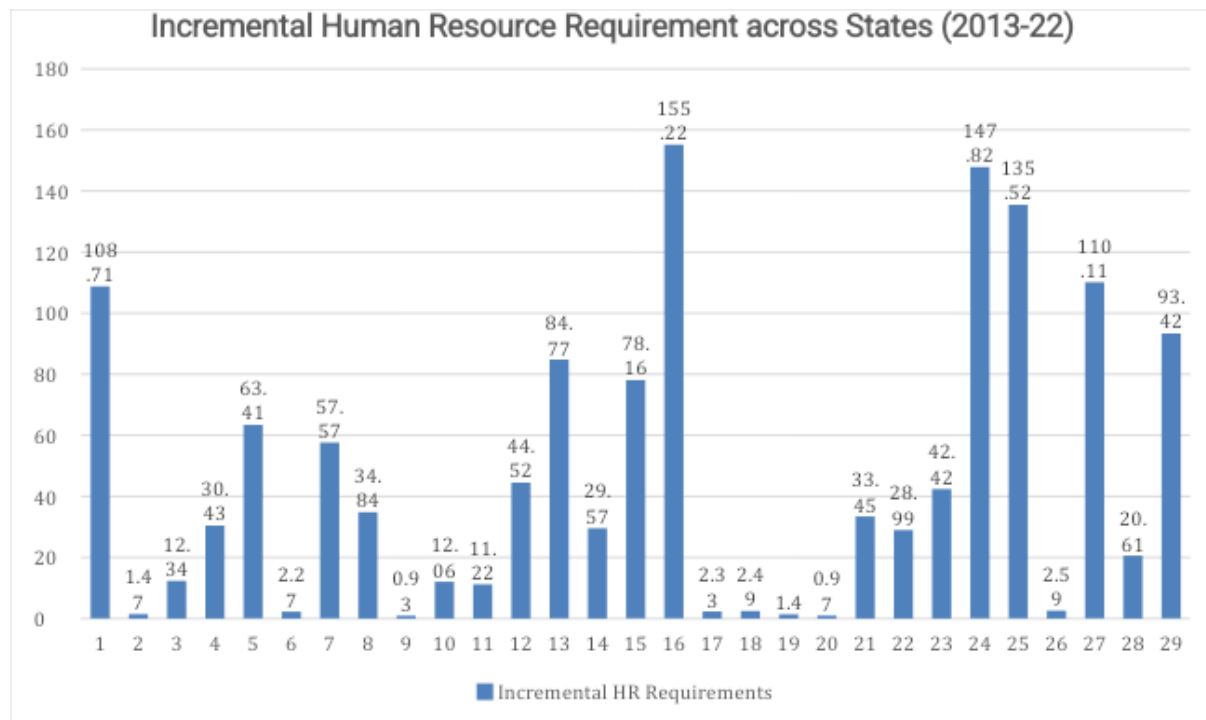
Incremental Human Resource Requirements across States(2013-22)

(In Lakhs)

Table-1

Sl.No.	State	IncrementalHRRequirements
1	AndhraPradesh	108.71
2	ArunachalPradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.43
5	Delhi	63.41
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.84
9	Haryana	0.93
10	Himachal	12.06
11	JammuandKashmir	11.22
12	Jharkhand	44.52
13	Karnataka	84.77
14	Kerala	29.57
15	MadhyaPradesh	78.16
16	Maharashtra	155.22
17	Manipur	2.33
18	Meghalaya	2.49
19	Mizoram	1.40
20	Nagaland	0.97
21	Odisha	33.45
22	Punjab	28.99
23	Rajasthan	42.42
24	Sikkim	147.82
25	TamilNadu	135.52
26	Tripura	2.59
27	UttarPradesh	110.11
28	Uttarakhand	20.61
29	WestBengal	93.42
	GrandTotal	1203.34

(Source: Annual Report, Skill India 2019-2020)



This graph shows the serial number of State given the table 1. Incremental Human Resource Requirement across States (2013-22) in Lakhs. Maharashtra, Sikkim, Tamil Nadu, Uttar Pradesh State is highest incremental human resource requirement in the year 2013 to 2022 respectively and Haryana, Nagaland, Mizoram, Arunachal Pradesh State is lowest incremental human resource requirement in the year 2013 to 2022.

Initiative for Uplift the Gap

"Skill India" program, which aims to train million skilled people every year. PradhanMantri Kaushal Vikas Yojana (PMKVY), a dimension of Kaushalya India, under which training fees were paid by the government. Its main tool was "short term training", which can last from 150 to 300 hours, and which includes placement assistance by training partners after successful completion of assessment by candidates. In 2014 onwards Implementations of B.VOC – Bachelor of Vocation Degree Courses to pan India in Selected State Universities, Central universities, Affiliated Colleges and even in Some NGO for Community College Purposes is great initiatives in the history of Skill education, its 3 year full time degree programme which works as per the norms of NSQF-National Skill Qualification Framework and under the mentorship of concerned sector skill council contained 60 % Practical Study

and 40% Theory, This blended mode of education made a large change in Ready to serve market .

Industry and private sector collaboration

Paving the way Private sector engagement has been an important strategic pillar in India. The skilled person knows his or her skills, but the potential employer does not know - skill development, including asymmetry of information, faces various forms of market failure. If employers have all the information, their willingness to pay technicians increases. The identification of prior learning (RPL) is an example of an intervention that considers asymmetry.

Another failure of the skills development market is externalities.

Where there is such a malfunction in the market, the main reason for government intervention is to balance it. Companies had no incentive to spend money to develop the skills of their employees because, as mentioned earlier, skilled workers could leave and join new companies. Workers are motivated to invest through their general skills training, such as apprenticeships (where they are willing to work at lower wages) or out-of-pocket training, as they benefit from higher wages when they change jobs. Therefore, companies may be willing to spend to develop employee's specialized skills.

Defects in the desired result

Skill India's goal was to reach 300 million youth by 2022, but by the end of 2018 that is only 25 million people had been trained under the scheme. This is partly due to mismanagement and partly due to non-spending of available funds due to shortage of available candidates. Skill People who have been trained under Skill India and PMKVY are also unable to find a job. The number of beneficiaries of the Skill India scheme has increased in the year 2018, but the percentage of those who will be able to find a job after completing their training has dropped.

Table-2

(Estimates in millions)

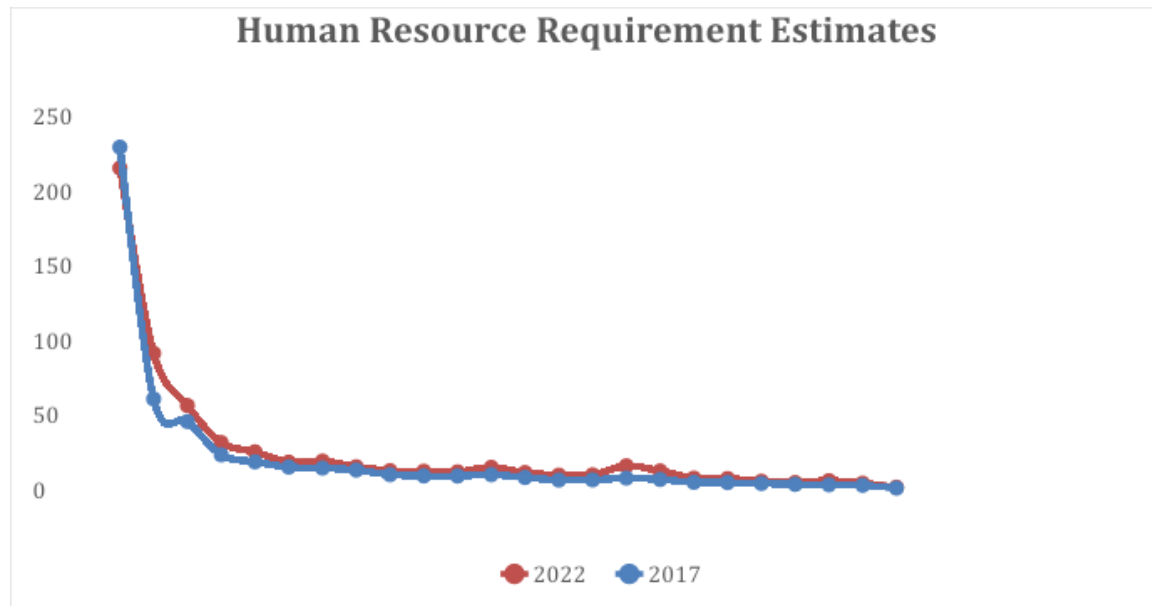
Sl. No	Sector	Human Resource Requirement Estimates	Incremental Human Resource Requirement
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		2017	2022	(2017-2022)
1	Agriculture	229	215.5	-13.5
2	Building Construction & Real Estate	60.4	91	30.6
3	Retail	45.3	56	10.7
4	Logistics, Transportation & Warehousing	23	31.2	8.2
5	Textile & Clothing	18.3	25	6.7
6	Education & Skill Development	14.8	18.1	3.3
7	Handloom & Handicraft	14.1	18.8	4.7
8	Auto & Auto Components	12.8	15	2.2
9	Construction Material & Building Hardware	9.7	12.4	2.7
10	Private Security Services	8.9	12	3.1
11	Food Processing	8.8	11.6	2.8
12	Tourism, Hospitality & Travel	9.7	14.6	4.9
13	Domestic Help	7.8	11.1	3.3
14	Gems & Jewellery	6.1	9.4	3.3
15	Electronics & IT Hardware	6.2	9.6	3.4
16	Beauty and Wellness	7.4	15.6	8.2
17	Furniture & Furnishing	6.5	12.2	5.7
18	Healthcare	4.6	7.4	2.8
19	Leather & Leather Goods	4.4	7.1	2.7
20	IT & ITeS	3.8	5.3	1.5
21	Banking, Financial Services & Insurance	3.2	4.4	1.2
22	Telecommunication	2.9	5.7	2.8
23	Pharmaceuticals	2.6	4	1.4
24	Media and Entertainment	0.7	1.3	0.6

	Total	510.8	614.2	103.4
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(Source: Annual Report, Skill India Report 2019-2020)

The Above table shows the requirement so the particular sector at large.



In this graph State Show the number of dot. From this plot, we can clearly see the decreasing trend in number of Human Resource Requirement Estimates (2017) and Human Resource Requirement Estimates (2022).

Challenges

Given the existing infrastructure and policy framework, India is facing a number of challenges. The challenges in skill development are discussed below:

Insufficient capacity: The existing huge demand for skilled labor, educational institutions across the country are. Not able to trained highly skilled manpower. Teachers need to be encouraged and skilled in carrying out higher responsibilities.

Mobility: The approach of people involved in skill development is still very traditional. Enrolling students for vocational education and training has become an extremely challenging task.

Scalability:(Rai A. , Skill Development: Opportunities and Challenges in India, 2019) any model needs a lot of support from different stakeholders. Such initiatives have been slow due to limited support from the corporate sector.

Skills do not match: There are many questions about the skills required by the industry and those offered by education and training institutions. Lack of midwifery interaction (Rai A. , Skill Development: Opportunities and challenges in India, 2019) conform to the requirements of the employer. As a result, even if people have skills, they cannot find jobs. It becomes important that industry professionals also participate in the design of skills development courses

Training Inadequate capacity: Training was not enough for the trainees to secure a job - and that is why the employment rate remains very low.

Lack of Entrepreneurial Entrepreneurship Skills: While the government was expecting some PMKVY-trainees to set up their own venture, only 24% of the trainees started their own business. And only 10,000 of them applied for currency loans.

Law Industry Interface: Most of the training institutes have low industry interface resulting in poor performance in the field of skills development in terms of placement records and offered salary.

Low speed of student enrollment: Enrollment in skilled institutes like ITI and Polytechnic remains low compared to their enrollment capacity. This is due to the level of awareness among the youth about skill development programs.

Employers' reluctance: India's unemployment issue is not just a problem of skills, it represents a lack of appetite for entrepreneurs and SMEs for recruitment.

Due to limited access to credit due to NPAs of banks, investment rates have declined and therefore have a negative impact on job creation.

Opportunities

Job markets around the world, including India, are undergoing a structural shift. The Future of Work in India: The Research Foundation and the World Economic Forum's Inclusion, Growth and Transformation report illuminates the future of transformative technologies and their implications for jobs in India. Some key insights(Rai A. , Skill Development: Opportunities And Challenges in India, 2019)Companies expect technological change to create jobs, not job losses, the report noted. They recognize the potential of new technologies for years to come. The overall focus is expected to be on automating repetitive tasks,

optimizing time, maximizing productivity, creating a digital platform for employment opportunities, and formalizing informal operations. It is important for people to constantly choose new business strategies and keep themselves abreast of new technological changes in their field.

Promoting international mobility

India is committed to becoming the 'Skills Capital' of the world, as evidenced by structural efforts such as the India International Skills Centre (IISC). The new, market-based IISC network is designed to provide advice and guidance to potential migrants, with a focus on skills testing, upskilling, languages and pre-departure coaching. In addition, the governments of India and Japan are collaborating on the implementation of Japan's Technical Internship Training Programme (TITP), which provides for NDDC for foreign nationals in Japan. Also provides three to five year internship opportunities as an implementing institution.

Participation of women in the labor force

A third focus area for us is addressing the challenge of low female participation in the workforce. Our analysis of Labor Force Survey data shows that out of the country's 395.2 million workforce, only 91.6 million are women. Skills initiatives – complemented by a broad drive for empowerment through gender sensitivity, economic opportunity creation and economic and social support – can be used to increase this number. Residential facilities for female trainees, facilitation and embedding of coaches in skills programmes, and social support through mechanisms such as local workshops have all been explored.

Government Initiative in India

The aim is to train and empower the youth of the country to make them more employable and increase their productive value. It aims to give more than 400 million people a variety of skills by 2022. It aims to enable a large number of young people in the country to undergo industry-related skills training, which will help them improve their livelihood prospects. It will help convert its demographic potential into a dividend, so that India's double-digit growth in the future. National Skill Development Corporation (NSDC) developed Public-Private Partnership (PPP) to boost private sector participation in India's skill development area.

In order to achieve the talent pool of talent desired, collaboration with industries has been initiated by NSDC through various Field Sector Skill Councils (SSCs) to promote industry connections and develop industry-related courses and curricula. To establish global skills capital, the India International Skills Center (IISC) program has been launched. This includes skills training through PMKVY and the Tourist Skills Development Scheme for

those with a certificate of global mobility and international standards. Increase in Blue and white collars: To increase the mobility of Indian workers, government-to-government and B2B partnerships are also being sought and developed for new markets such as Western Europe, Canada. In another major initiative, India has properly conducted Experimental Learning (RPL) to recognize the skills of unorganized workers. Under PMKVY, the participation of women employees has also given skills. Many of them have also been trained in unconventional roles such as electronics and hardware fields. Skilled training in areas such as digital and financial literacy, entrepreneurship, website design, 2D and 3D design, and hardware repair and farm management is being offered to engage and promote women in non-traditional areas. The government merged existing regulatory bodies into the skills development industry to take into account the fragments of the ecosystem. The establishment of the National Council for Vocational Education and Training (NCVET) paved the way for a single regulator to replace multiple offices in the country.

Deen Dayal Upadhyay Grameen Kaushal Yojana (DDUGKY) on various skills to provide employment to unemployed youth under this category. Development of Skills, One should not only respect one's skills to make development suitable for employment. Instead, it is a multifaceted strategy providing skilled manpower for Indian development, an essential input to the success of 'Make in India', to widen India's export base, tap the global labor market and fight poverty alleviation.

Education Advanced spending on education and training:

In the long run, government spending on education is low and if, therefore, the ground is not prepared for proper training, even the skill India is not enough. Evaluation of Training Institutions: NSDC should also develop some techniques to evaluate the performance of training institutes and encourage them to perform better. Skills Surveys: Surveys can be done to find specific skill requirements from employers. The analysis of such surveys will help in formulating the course structures of the training programs and thus the development of standard course syllabus or training delivery systems.

CONCLUSION:

India needs to learn from technical and vocational training / education mediums in China, Germany, Japan, Brazil and Singapore, who have faced similar challenges in the past, as well as learn from their own experiences to adopt a comprehensive model for meeting skills.

Skill development is the most important areas and part for the development of our country. India has a huge 'demographic dividend' which means it has a lot of opportunities to provide skilled manpower to the labor market. This requires the concerted efforts of all including Government agencies such as the Ministry of Skill Development and Enterprise, National Skill Development Corporation etc. and other all stakeholders.

Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate the growth rate of their economy towards higher trajectory. Today all economies need a skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge becomes the major driving force of socio-economic growth and development for any country. Skill development is the most important aspect for the development of the country. It needs a coordinated effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a larger audience will make a difference in the employment scenario of the country.

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