

## **MAPPING SKILL DEVELOPMENT INITIATIVES BY THE GOVERNMENT OF INDIA FOR YOUTH**

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*Abstract: India by 2020 will be definitely something the world will look forward to as about 0.8 billion people will be in the working age from the 1.3 billion population of India. According to economic predictions, that time would be the golden 'Growth' era in the demographic dividend. We would not only have enough manpower to meet our needs but we can help the rest of the world as well. In the glitz and glamour of these numbers, one often chooses to ignore that in today's era of knowledge based economy, quality of workforce is more important than quantity. In fact having a lower head count of skilled manpower is much better than a manpower whose larger portion is unemployable. Considering the present situation, this is the future India is rushing towards. And this is one of the biggest challenges that we as a nation are ever going to face. Researches show that if we continue in the current pace, we would have a skill gap of 75-80% across industry sectors. There will be people but with skills that corporate do not require, and jobs for which the right fit is not available. The economic impact of this vicious cycle is something one can estimate, but the social impact of having a powerhouse of educated yet frustrated youth who are directionless with no jobs in hand is unimaginable. Rigorous steps to tackle this challenge are thus the need of the hour. This requires combined efforts from several stakeholders. Considering the gravity of this situation Government is coming up with various initiatives.*

### **I. INTRODUCTION**

Globalization has created a great demand for a skilled workforce which is responsive to emerging market needs and is equipped with knowledge. Although the Indian economy has experienced rapid growth over the recent period, the low level of education and formal training of the workforce are matters of concern. In India, the informal sector employs nearly 90% of the workforce, most of whom are either non-skilled or inadequately skilled, and there is very little investment or opportunity for formal 'skilling'. To get productive employment, especially in the informal sector, it is crucial to acquire skill sets with strong labour market linkages. This paper highlights various government initiatives towards skill development by reviewing the prevailing programs/schemes under various institutional arrangements, to promote a meaningful and employable skill development system.

## II. NATIONAL POLICY ON SKILL DEVELOPMENT

In recognition of this need, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five Year Plan detailed a road-map for skill development in India, and favored the formation of Skill Development Missions, both at the State and National levels. To create such an institutional base for skill development in India at the national level, a “Coordinated Action on Skill Development” with three-tier institutional structure consisting of the **PM’s National Council on Skill Development, the National Skill Development Coordination Board (NSDCB)** and the **National Skill Development Corporation (NSDC)** was created in early 2008.

The main functions of the PM’s National Council on Skill Development are as under:

- To lay down overall broad policy objectives, financing and governance models and strategies relating to skill development.
- To review the progress of schemes, and guide on mid-course corrections, additions and closure of parts or whole of any particular programme/scheme.
- Coordinate Public Sector / Private Sector Initiatives in a framework of collaborative action.

The NSDCB coordinates the skill development efforts of a large number of Central Ministries/Departments and States. The National Skill Development Corporation (NSDC) is a Public Private Partnership, set up to catalyze the setting-up of large scale, for-profit sustainable vocational institutions in the country, by encouraging private sector participation and providing low-cost funding for training capacity. In addition, it is expected to fund supporting systems such as quality assurance, labor market information systems and train-the-trainer facilities. Thus, the three-tier structure together facilitates implementation of skill development on the ground through three main channels - Central Ministries, the state governments and private and public training organizations.

There are several challenges that are faced by the government in imparting quality skill training to the youth of the country. These challenges include:

- 1) Increasing capacity and capability of the existing system to ensure equitable access for all
- 2) Maintaining quality and relevance
- 3) Creating effective convergence between school education and the government’s skill development efforts
- 4) Creating institutional mechanism for research development quality assurance, examinations and certification, affiliations and accreditation
- 5) Mobilizing adequate investment for financing skill development

In order to provide adequate training to the youth and develop necessary skills, the Government of India took steps to improve the skill training scenario in the country. In 2009, the government formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge.

### I. Key features of the National Skill Development Policy

The skill development policy includes:

- 1) Institution-based skill development, including ITIs/vocational schools/technical schools/ polytechnics/professional colleges, etc.
- 2) Learning initiatives of sectoral skill development organized by different ministries/ departments

- 3) Formal and informal apprenticeships and other types of training by enterprises
  - 4) Training for self-employment/entrepreneurial development
  - 5) Adult learning, retraining of retired or retiring employees and lifelong learning
  - 6) Non-formal training, including training by civil society organizations
  - 7) E-learning, web-based learning and distance learning
- II. **Institutional framework:** The policy lays down three the institutional framework comprising:
- 1) Prime Minister’s National Council on Skill Development
  - 2) National Skill Development Co-ordination Board
  - 3) National Skill Development Corporation (NSDC)
  - 4) National Council for Vocational Training (NCVT)
- The policy states the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions and all skill providers.
- I. **Promotes the expansion of outreach, equity and access under the skill development initiative:** The skill development initiative requires that there is a considerable amount of capacity expansion, innovative delivery approaches and PPPs. The policy provides for equal access of skill development for women, disadvantaged groups (SCs, STs and OBCs), minorities, disabled persons and economically challenged people.
- II. **Standards for quality and relevance:** The policy provides for quality standards to achieve global competitiveness. It lays down standards for:
- 1) Quality assurance
  - 2) Quality of infrastructure
  - 3) Quality of trainer
  - 4) National vocational qualification framework
  - 5) Labour market information systems and HR planning mechanisms
- III. **Emphasizes on skill development for the unorganized sector:** The policy lays down special emphasis on skill development for the unorganized sector. The policy provides for having a separate institutional mechanism to plan, implement and monitor the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employment.

Table: 1.1 SKILL DEVELOPMENT INITIATIVES BY THE GOVERNMENT OF INDIA

Sr. No.	Ministry/ Department	Schemes/Programmes/Institutions having provision for Vocational Education and Training program	Target Group	Duration of Training (long-term /Short-term)
1	M/o Human Resource Development	Vocationalisation of Secondary Education (6800 schools covered) Community Development through Polytechnic Scheme	Student having passed 10th Class Poorer section of society in both rural and	2 years  (3 to 6 months)  Need based & skill

		(543 CPs)  Jan Shikshan Sansthan  National Institute of Open Schooling - Distance Vocational Education Programmes  Apprenticeship Training for student of +2 Vocational stream	urban areas  Disadvantaged groups of adults.  School leavers with 5th, 7th,,8 <sup>th</sup> and 10th pass  Students passing out of +2 Vocational stream	based (1- 4 weeks)  6 months to 2 years  One year
2	<b>HUDCO &amp; others in Construction sector</b>	640 Building Centers (HUDCO)  Company run schools (NBCC HCC, L&T, ECC etc.) & association etc.  Construction Industry Development Council (CIDC) & others	Persons engaged in Construction Industry  Worker & Supervisor having qualification of Vth to XIIth Standard	Short term courses  Short term courses  1 month to 6 months
3	<b>Khadi &amp; Village Industries Corporation</b>	51 Training Centers run 35 types of Programs	Unemployed rural youths, In job Artisans/Supervisors working in KVI instts, Prospective Entrepreneurs, Beneficiaries of different Govt. Schemes desirous of undertaking KVI activities.	2 months to 12 Months
4	<b>M/o Agriculture</b>	Training in Agricultural Extension (21 training centers), Training in use of Agricultural Implements & machinery, Soil	Person engaged in Agricultural institutions and support services, members of	Short term courses

		Conservation Training Centre, LFQC&TI, NPPTI, Cooperative Education and Training	Cooperatives and Farmers.	
5	<b>M/o Food Processing Industries</b>	Grants were provided to NGOs for setting up of 326 Food Processing & Training Centers (FPTCs) during 1992-93 to 2000-01.  Institutions like Central Food Technology Research Institute, Paddy Processing Research Centre, PHTC, Council of Entrepreneurial Development Programme (EDP) are also running training courses.	Persons living in rural areas with preference being given to women, SC, ST and other weaker sections of society  Mainly persons in Food Processing Industry	Short term
6	<b>M/o Health &amp; Family Welfare</b>	Basic Training of multipurpose health worker (Female & Male) <ul style="list-style-type: none"> <li>• 478 ANM/ MPW(F) Training Centres</li> <li>• 28 HFWTC &amp; 30 Basic MPWA(M) Schools</li> </ul> Promotional training of Female Health Assistant in 42 training centers.	-Educated youth with minimum 10th pass Persons working in Health & family Welfare programme	12 to 18 months Short term
7	<b>M/o Heavy Industries &amp; Public Enterprises</b>	Counseling, Retraining and Redeployment of Rationalized Workers of CPSEs (Formerly NRF)	Workers who opt for voluntary retirement, rendered surplus or retrenched from CPSEs	Short term courses
8	<b>D/o Information Technology</b>	DOEACC - 'O' level  CEDTI	Students or working persons with 10+2 pass  It conducts courses in the field of Electronics, Telecommunication	Flexible duration for passing Examination Short term courses

			s, IT, Process Control & Instrumentation	
9	<b>M/o Labour (DGET)</b>	<p>Craftsmen Training Scheme (CTS) (5114 ITIs)</p> <p>Apprenticeship Training Scheme (ATS) (20,700 establishments)</p> <p>Crafts Instructor Training Scheme (CITS) (6 Institutes)</p> <p>Advanced Vocational Training Scheme and Hi-tech Training Scheme (65 centre's)</p> <p>Supervisory Training (2 institutes)</p> <p>Women Training Institutes (11 institutes)</p> <p>Central Staff Training and Research Institute</p> <p>Model Training Institutes and Model Industrial Training Institutes</p>	<p>School leavers with 8th, 10<sup>th</sup> and 12th pass</p> <p>School leavers with 8th, 10<sup>th</sup> and 12th pass or National Trade Certificate (from NCVT) Holder</p> <p>Instructors of it is</p> <p>Industrial Workers/ Technicians</p> <p>Supervisors from Industry</p> <p>Women (School leavers, Instructors and others)</p> <p>Training Executives and Principals</p> <p>School leavers with 8th, 10<sup>th</sup> and 12 th pass</p>	<p>One to Three years</p> <p>6 months to 4 years</p> <p>1 year</p> <p>Short Term courses</p> <p>Long and short Term</p> <p>Long and short term</p> <p>Short Term</p> <p>One to Three years</p>
10	<b>M/o Rural Development</b>	<p>National Institute of Rural Development (NIRD) Conducts about 150 programmes</p> <p>Swarnjayanti Gram Swarozgar Yojana (SGSY)</p>	<p>Practicising Manager in rural development</p> <p>Focus is on the vulnerable groups among the rural poor. SC/ STs should account for</p>	<p>Short term Courses</p> <p>Need based short Term</p>

			a minimum of 50%, women for 20% and disabled for 3% of the total swarozgaris during a year.	
11	<b>M/o Small Scale Industries</b>	Entrepreneurship Development Programme, Skill Development Programme (SDP) Management Development Programme It has 72 institutes/ bodies. SSSI – 30 Br. SSSI- 28 RTC – 4 Tool Rooms – 8 PPDC – 2	Workers Educated unemployed Youth Entrepreneurs	Both short term and long term
12	<b>M/o Social Justice &amp; Empowerment</b>	National Institute of Mentally Handicapped, National Institute for the Orthopedically 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, National Scheduled Castes and Scheduled Tribes Finance and Development Corporation, Rehabilitation Council of India	Disadvantaged and marginalised sections of the society viz., SC, Minorities, B.C., Persons with disabilities, Aged Persons, Street children and victims of Drug Abuse etc.	Short term training upto six months duration  Orientation Programmes Up to one week duration
13	<b>M/o Textiles</b>	Decentralised Training Programme, 24 Weavers' Service Centres, Cooperative	Skill up gradation of Workers in textile industry	Mainly short term (15 days to 3 months).



		Training, 13 Powerloom Centers, Indian Jute Industries Research Association, Central Wool Development Board, Central Silk Board, Training Centres for Handicrafts, North –eastern Handicrafts and Handlooms development Corporation Apparel Export Promotion Council (AEPC)	Workers in Garment Industry	Some courses under Handicrafts are of 1 year duration. 3 months to 1 year
14	<b>D/o Tourism</b>	15 Food Craft Institutes under State Governments	10th Pass	6 months – 1 year
15	<b>M/o Tribal Affairs</b>	Vocational Training Centres (VTC) in Tribal Areas. (100% central assistance is given to State/ UT / NGO for setting up VTs.	Unemployed Tribal youth (Each person is given training in two trades)	6 months in VTC and 6 months with master craftsmen
16	<b>M/o Urban Development &amp; Poverty Alleviation</b>	Urban Self Employment Programme under Swarna Jayanti Shahari Rozgar Yojana (SJSRY)	Urban Unemployed or underemployed poor below poverty line	Short term (2-6 months) Subject to minimum 300 hours
17	<b>D/o Women &amp; Child Development</b>	Support to Training and Employment Programme for Women (STEP) Swalamban (previously NORAD)  Training in Home scale preservation of fruits and vegetables, (by <i>Community Food and Nutrition Extension Units (CFNEUs)</i> )  Central Social Welfare Board (programmes are organised by voluntary organisations)	To provide updated skills and new knowledge to poor and asset less women traditional sectors  To train poor women mostly in non-traditional trades  House wives and adolescent girls with a view to promote preservation and consumption of	Short term courses  Two weeks



		<p>Women Empowerment Programme in collaboration with IGNOU (Training programme on “Empowering women through SHG”) Kishori Shakti Yojana</p> <p>Other programmes like UDISHA, Training of Anganwadi Workers, NIPCCB, Rashtriya Mahila Kosh etc.</p>	<p>fruits and vegetables which provide much needed micronutrients, as well as to provide necessary skills which could be useful for income generation purposes.</p> <p>To train women in marketable trades and also to upgrade their skills for getting remunerative employment opportunities</p> <p>To organize women into effective Self Help Groups</p> <p>To train and equip adolescent girls to improve home based and vocational skills</p>	<p>Minimum 60 days</p>
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### III. CONCLUSION

Taking into consideration the current scenario of skill deficiency in vocational education and training in India and the current initiatives at the government level, it appears that although there are various schemes and programs devoted to skill development in vocational education and training, there is a massive gap between demand and supply as the individual initiatives are happening in remoteness. Thus, institutional arrangements are needed to address the identified gaps and bring in a successful synergy. For example, if different institutes impart vocational training with coordination among themselves then success rate of training will improve. There is a significant need to review the activities on skill development under various institutes/ministries and enhance their coordination. Moreover, a network

mapping of various stakeholders is also essential to bring Synergy to the demand and supply of skilled manpower.

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