

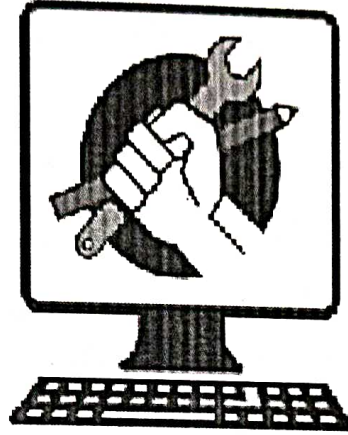
SKILL INDIA

OPPORTUNITIES & CHALLENGES



Dr. Bhakti Mahindrakar (Tatuskar)

"SKILL INDIA: OPPORTUNITIES & CHALLENGES"



Skill India

कौशल भारत - कुशल भारत

Editor

Dr. Bhakti Mahindrakar (Tatuskar)

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SKILL DEVELOPMENT IN INDIA – A LITERATURE REVIEW

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Abstract:

The age is defined by a paradoxical situation in which pupils who have blossomed from academia are eventually unsuited for industry. In today's dynamic, disruptive, and VUCA workplace, employees are constantly under stress. Skill development is critical to closing the skills gap and preparing for the future. After doing a literature analysis on talent development in India, the researchers discovered that skill gaps are a serious and critical issue. The need to close skill gaps is visible in all businesses and is therefore more important than ever. India's demographic advantage can only be realised if the workforce is trained and prepared with current and future skill sets. Focusing on the enhancement of skills that are relevant to emerging economic development is critical if India is to turn into a Knowledge Economy and fulfil global skill demands.

Key words: Skill Development, training, skill-gap, knowledge economy

INTRODUCTION:

The workplace is a dynamic and ever-changing environment influenced by technological breakthroughs and upheavals. To keep up with the rate of change, the workers must be regularly updated, upskilled, and upgraded; else, they will become obsolete and eventually omitted from their jobs. This effort to eradicate extinction and elimination stems from a focus on skill development in order to prepare the workforce for the future.

Adapting skills and attitudes has always been, and will continue to be, an unavoidable part of any successful endeavour. Over and above the initial drive offered by academic credentials, one must understand one's innate strengths. As a result, he or she must comprehend the impact of technology and accordingly improve themselves. Simultaneously, he or she must invest in behavioural preparedness and development in order to reach behavioural excellence while polishing technical skills.

EVOLUTION OF SKILL DEVELOPMENT IN INDIA:

In India, the concept of Skill Development was introduced post-independence in 1956 with the first Industrial Policy which had an initial focus on formal Technical and Vocational Training Education and Training (TVET) sector with dedicated institutions for technical and vocational education. In 1961, the Apprenticeship Act was framed for providing practical training to technically qualified persons in various trades and promoting new skilled manpower. The Indian Education Commission (Kothari Commission) was appointed in 1964 to overhaul the Indian Education Sector by providing policies & guidelines for the development of education in India. The National Labour Policy was framed in 1966. In 1968, the first National Policy on Education was framed. The first Industrial Training Institute (ITI) was set up in 1969 by the Ministry of Labour & Employment (MoLE), Government of India. New National Policy of Education was framed in 1986. The All-India Council of Technical Education (AICTE) was formed in 1987, as the official regulator and funder for polytechnics and technical colleges. The National Policy of Education was modified in 1992. 1990s witnessed the opening up of the economy with substantial growth in IT industry and service sector

and relative slowdown in manufacturing and engineering sector. It was felt that a considerable amount of employment for skilled and semi-skilled category workers was to be explored outside the traditional trades. With this objective, the National Development Corporation (NSDC) was established in 2008. This paradigm shift resulted in framing of the first National Policy on Skill Development in 2009 and effort was made to enhance the private partnership to expand the capacity of skills training sector. The National Skills Development Agency (NSDA) was established in 2013 and a vision was casted for a National Qualification Framework (NQF). In 2014, the Apprenticeship Act was amended to include non-engineering as optional trades and Ministry of Skill Development and Entrepreneurship (MSDE) was established. In 2015, the Skill India Mission was launched, the National Policy on Skill Development and Entrepreneurship was framed and the Training and Apprenticeship Division was moved from MoLE to MSDE.

SKILL DEVELOPMENT – ESSENTIAL FOR INDIA

Skill development is essential for India, as it has a significant unemployed / underemployed population, and most corporations, particularly MNCs, regard Indian students as unemployable, prompting many to migrate abroad in pursuit of better prospects. If their potential is not realised, they may get addicted to drugs and engage in other anti-social behaviours, which the country cannot afford.

The success of recently announced national missions such as Make in India, Digital India, and Smart Cities, among others, depends on a competent workforce. To make this goal a reality, India must integrate skills and training with education to produce a competent and productive workforce that meets worldwide quality and productivity requirements.

In order to meet the goals of the Skill India Mission, the Ministry for Skill Development and Entrepreneurship was established in 2014 to collaborate with other Ministries and Departments. By 2022, the government hopes to have trained 40 crore people. Various Sector Skill Councils have been established to identify the required skills in various sectors, design Skill Development Training Programs for those sectors, and monitor such skill development trainings conducted by various agencies and corporations in that sector, so that both the industry and the population looking for jobs in that sector benefit.

OBJECTIVE OF THE STUDY:

The purpose of this research is to gain a better understanding of the skill development movement in India through a review of the literature, as well as to identify research gaps in order to conduct further research on the skill development trainings provided by various skill development institutes and agencies in India.

LITERATURE REVIEW:

The researchers have made an extensive review of literature to understand the importance of skill development in India.

Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021) conducted a study on "Employability through Skill Development Programmes - an overview of significance of Employability skills". The objective of the study was to comprehend the need of employability skills and to study the skill gap - desired vs possessed. The study concluded that the skill gaps can be bridged with training, education and short-term courses. In spite of the efforts there is still a great scope in transformation of abandoned knowledge into skills. Various ambitious missions of Government of India i.e. Make in India, Atmanirbhar Bharat, 5 trillion economy dreams etc can come true with collective efforts.

Vidhyadhar T. Banajawad & Dr. Mukta S. Adi (2020) conducted a study on "A study on skill development programmes for rural youth in India" with the objective to ascertain the current status, challenges and the Government initiatives for the skill development in India. The study concluded that skill development is currently gathering momentum and it is now evident that education and skills are fundamental in bettering employment opportunities, shrinking poverty, boosting productivity, and promoting environmentally sustainable rural development. The immediate need is assimilating skills, policies and strategies on rural development. Incorporation of skill-based training and industry link placement facility in education is indispensable. Skill development is need of the hour to adapt and match the current requirements for youth in rural India for rural development in real sense. Thus, education / skill development is an immediate and important requirement for developing countries with large youth population such as India.

Anita Swain & Sunita Swain (2020) conducted a study on "Skill Development in India: Challenges & Opportunities". The study intended to analyse the data sourced from National Skill Development Corporation. It concluded that India, the 2nd populous country in the world with around 60% youth population, has a 'demographic dividend' and need capitalise on it for reaping the benefit which can add value to the economy of the country and also support 'Make in India' campaign by providing the skilled workforce in the country. The 'Skill India' mission requires more focus on entrepreneurship skills for enhancing job generation in the country. Various schemes like PMKVY, DDU-GKY etc. have been launched by Government of India for making Indian youth skilled and employable. Indian youth should be aware of such schemes, get required training and make themselves employable.

Dr. Chandra Sekhar Dash, Shilpa Dash (2020) conducted a study on "Skill Development Mission and the Skill Landscape of India: - An Empirical Study". The study aimed to assess the skill landscape of India in the wake of emerging technological disruptions, global transformation and international mobility of workforce. The findings of the study indicate that despite the laudable and commendable features of the 'Skill India Mission', the challenges of gender inequality, sectorial imbalance in skilling, training and placements still persists.

Rajni Singh (2019), conducted a study on "Research - based learning on skill development of engineering graduates: An empirical study". The study made an effort to explore the role of thesis/dissertation in engineering education for skill development and based on the empirical study of Indian engineering graduates, the study concluded that Research Based Learning contributes to the development of problem solving, domain knowledge, language and communication, communication & IT, general learning, academic knowledge, attitude and ethics skills. The study also brought out that Research Based Learning is best fit and improves problem solving more than other skills as Indian engineers lack those skills. The study proposes the necessity of incorporation of Research Based Learning using labs such as learning factory for re-engineering the engineering education to meet the increasing revolutions in industrial era and promote the required skills of engineering graduate.

Dilip Chenoy (2019) conducted a study on "Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India'". The aim of the study was to focus on developing right skills to address the growing skill gap in various manufacturing sectors in the context of changing industrial landscape defined by new-age technologies. The study concluded that that India's demographic advantages can be realized only if the existing workforce is re-skilled and upskilled through lifelong learning initiatives, and new recruits are prepared with twenty-first century skill sets. It is a mammoth task for the government alone to develop a skill-based

workforce and drive the 'Make in India' initiative. Therefore, it is imperative that government and industry partner and take collective actions to develop the skilled workforce.

Kavery Ganguly, Ashok Gulati & Joachim Von Braun (2019) conducted a research on "Skill Development in Indian Agriculture and Food Processing Sectors: A Scoping Exercise". The objective of the research was to study the policies and institutions that are operational in this context of skill formation in India, with a focus on the agriculture and food sector. The study concluded that skill development has gained significant relevance over time in India owing to a large pool of young people; bulging workforce and the general scope of improving sectorial productivity and growth manifold. The commonly observed challenges related to skill development programs need to be addressed with an alternative approach based on better partnerships, institutions, and program designs to achieve the desired outcomes.

Krishnamoorthy A. Srimathi H. (2019) conducted a study on "Skill Development - The Future of India". The study analysed the practices of skill-based vocational and higher education initiatives and concluded that the global requirements of work force have to be carefully studied and analysed and adequate steps have to be taken to impart the vocational and related skills mandated by the industries. This shall ensure a strong hold for the Indians in the global work force and sustain the development and growth of the country. The factors that improve skill development will be a mixed strategy of all the best practices on need-based analysis and requires introspections and revisions periodically. The cohesive contribution of all stake holders will ensure that our vocational and higher education system possess the perfect blend of necessary skills required to achieve the targeted goals.

Dr. Rajni Arora & Manoj Chhadwani (2019) conducted a study on "Analysing the impact of skill India as a tool for reshaping Indian economy". The objective of the study was to analyse the need of skill India campaign in reshaping Indian economy, the programmes under skill India campaign in reshaping Indian economy and the impact of skill India campaign in reshaping Indian economy. The study concluded that to further increase the momentum and ensure proper implementation of the skill India campaign the government set a target of skilling 400 million persons by 2022, but its pace is in slow rate than the set target. At this pace, the 2022 target appears to be very difficult. And training to job transition rate is very low than the expectation. In its first phase, the government trained some 1.97 million people against a target of 2.4 million. And the skilling to placement ratio is low. Skill India is aspiring programme of Government of India. At present, India faces a severe shortage of trained workers. Only 2.3% of India's work force has formal skill training compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Hence there is an urgent need to impart skills in more efficient way. For contribution in growth in Indian economy to compete with other developed countries of world it is necessary to note that in the whole process of skill India campaign, training to job transmission rate, proper skill acquisition & implementation rate is undertaken in an effective manner.

Mr. Hansel Furtado (2018) conducted a study on "A study on impact of skill development at entry level job candidates in India". The objective of the study was to understand the gap between the job applicant's performance level & job expectation at multiple stage of one's life and to understand employability of candidates at entry level of job. The study concluded that the most essential aspect for every citizen of the nation is with booming technologies, organizations upscaling & a transitioning era as of such today. The conversion rate in with long-lasting sustainable effect on the market in a structured analytical way and it is important to consider before providing any initiative relating to developing human potential especially for candidates at entry level jobs because it is directly dealing with building the future of the next generation to lead.

Jasmeen Kaur & Manu Dogra (2018) conducted a study on "Skill Development in Punjab: A Critique Study of Initiative, Challenges and Way Forward". The objective of the study was to assess the financial spending of Punjab skill development mission for promoting skill development, quality standards maintained at the skill centres in Amritsar, Jalandhar and Ludhiana districts of Punjab and understand the challenges faced by the centre heads in the smooth functioning of skill centres, thereby, eliciting suggestions from them for an improvement in the system. The study concluded that 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 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. Considering the problems faced in acquisition and retention of students, by the skill development mission in Punjab, similar initiatives implemented in a suitable manner can prove to be quite useful. A state-level strategy based on quality training and effective measures of improvement will certainly lead to an increase in productivity and diversification of the economy, thereby improving the standard of living.

Ms. Sneha Vilas Kotawadekar (2018) made a study on "SKILL INDIA (NEED, CHALLENGES)". The objective of the study as to study the present skill capacity and challenges faced by skill development system in India and suggest possible solutions or ways forward. The study concluded that while India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today's industries require. Thus, to speed its economic growth the country has recently embarked on drastic policy reforms to accelerate skills development. These reforms have led to important changes, both in the national institutional framework and at the institutional level.

Pao-Nan Chou (2018) made a study on "Skill Development and Knowledge Acquisition Cultivated by Maker Education: Evidence from Arduino-based Educational Robotics" Observations on the evidence showed that maker education training significantly improved students content knowledge and might cultivate students problem-solving skill development. Providing a new instructional strategy for implementing a maker education program and identified that students in the maker group required considerable learning support and continual encouragement from the instructor.

Tamanna Joshi and Mukesh Pandey (2018) conducted a study on "Skill Development: Enhancing Employability In India" The objective of the study was to observe and understand the importance of enhancing employability in India. The study concluded that India can become the world's largest provider of skilled workforce for the world. In order to prepare for this, there is a need for mapping of manpower requirements, not just in India, but globally as well. It is important to call for constant updating of training programmes and syllabi to ensure that the youth is exposed to latest technology and industry environment. The Government would work to promote both apprenticeship and entrepreneurs. It is important to predict the possibilities of the future, and prepare for them today itself.

Hansel Furtado (2018), conducted a study entitled "A Study on Impact of Skill Development at Entry Level Job Candidates in India". The objective of the study was to understand the gap between the job applicant's performance level & job expectation at multiple stages of one's Life and understand employability of candidates at entry level job. The study concluded that irrespective of the various initiatives taken by the government & other organizations as well, the conversion rate is with long-lasting sustainable effect on the market in a structured analytical way, it is important to consider before providing any initiative relating to developing human potential especially for candidates at

entry level jobs because it is directly dealing with building the future of the next generation to lead. Students and candidates, prior to applying for jobs must work on building their set skills as this would not only ensure in impressing the interviewer but also result in having been selected, thus attaining your dream job.

Dr. Yathish Kumar & Ramya K R (2017), conducted a study entitled "A research paper on - Economic prosperity through Skill India: A study of key success factors and challenges". The objectives of the study were to know the awareness of skill development concept, the problems faced in self-employment and provide some suggestions based on the observations and findings. The study brought out how Government is caring to abolish unemployment problem. Majority of the respondents were aware of the Skill India Campaign due to various publicity schemes of Government which is highly commendable. Out of the respondents selected for survey majority have undergone the skill development training under different areas and have benefited them in their overall development. This shows the popularity of the schemes and good response from the youth. The survey reveals that even after the training the respondents had faced some major problems while setting up their own business, which need to be tackled. Almost all the respondents were motivated through Skill India Campaign and have encouraged others for self-employment.

Dr. Jagdish Prasad & Dr. D.G.M. Purohit (2017), conducted a study entitled "Skill Development, Employability and Entrepreneurship through Make in India: A Study". The objectives of the study were to understand the effect of Make in India initiative on employability, the present status of skill development in India and to analyse if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India and to understand the Challenges in Skill Development Initiatives in India. The study concluded that to make the 'Make in India' project successful, youth of the Nation should be empowered with Formal Education, Technical and Vocational training to meet the Industrial and Market requirement as per global standard. The vocational training should start from High School. Students should be made industry ready by making the curriculum for professional courses such as Engineering and MBA in a way that provides complete on the job training. The standard and quality of training need to be upgraded. Soft skills training along with technical skills will bring desired results. It is important that the intended beneficiaries of the skill development program join training programs with an inspiration to learn and make them self-reliant to live a better life.

Dr. Anand Prakash (2017) made a study on "Skill Development in India: Challenges and Opportunities". The objective of the study was to understand the current state of vocational education and training and review the vocational training models of the emerging economies. The study concluded that there is a huge scope of generating skilled workforce in the country and utilize the "demographic dividend". The branding activities and active involvement of Public Private Partnership ensure a better supply of skilled workforce.

Seema Pandey (2016) conducted a study on "Improvising skill development & employability potential through higher education, research & innovations in India". The objective of the study was to collect lessons learned from past policy interventions, how higher education institutes can contribute in successful skill development of the country which is the flagship programme of the government and observed that in India, both the government sector and the private sector have realized the critical role education plays in building skilled manpower and in turn boosting economic growth.

Lavina Sharma & Asha Nagendra (2016) made a study on "Skill Development in India: Challenges and Opportunities" The objective of this article to understand the current state of vocational education and training and review the vocational training models of the emerging economies. The study concluded that the Indian government's 'Make in India' campaign and the accelerated growth in the economy has highlighted the demand for skilled manpower in the country and understood the current state of vocational education and training and reviewed the vocational training models of the emerging economies.

Mrs. Smita Dayal (2016) conducted a study on "Skill Development Landscape in India". The objective of the study was to understand the existing skill development landscape in India by having a bird's eye view of the importance of skill development for the economy, skill related statistics, institutional frame work in skill development, skill development initiatives running in the country currently, major challenges, policy framework and the road head for meeting the government's aim to train 500 million people by 2022 by empowering all individuals with improved skills, knowledge and nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the global market. The study concluded that in order to make the skill development mission a success it is important for the government to focus on inclusive measures, quality and delivery, use of information and communication technology to meet salacity and speed of delivery, introduction of modular and short term programs to meet industry specific needs etc.

Research Gap:

Many researchers have attempted to understand the skill development movement in India, ascertain the genesis, identified the need, put light on the various challenges being faced and highlighted the benefits & scope of skill development. More studies had been done on understanding the overall concept of skill development and employability. The literature leaves the scope of having an exploratory study on various sectors especially Hydrocarbon Sector.

Future Scope of Study

There is scope for research in having detail analysis of impact & effectiveness of various skill development trainings conducted through Skill Development Institutes of Hydrocarbon Sector can be done, the demand and supply of the skills in Hydrocarbon Sector can be studied to fill the gap so that it can be beneficial to both industry as well as society/ trainees / workforce seeking training can be mutually benefited.

CONCLUSION:

The present era has witnessed rapid technological advancement, the covid19 pandemic has also intensified the disruption in the world of work. At the same time the skill gap between the industry expectation and the availability of skill has also widened which calls for skill development of the present and prospective workforce. To match the pace of change, many new and different skills are required to remain competent and future ready. Skill gaps are a pressing and critical issue. The need to resolve the skill gaps is evident across industries and is more relevant than ever before.

Skill building is the best way to close those gaps compared to hiring, contracting, or redeploying employees. In this post pandemic scenario industries require to scale up their efforts to reskill or upskill employees. The most important skills to develop is social and emotional in nature: for example, empathy, leadership, and adaptability. For success with skill transformations, programmatic efforts are needed to support skill building so that the workforce can adapt to change in their current role or upgrade to newer ones.

The strength of India is its youth population. This demographic advantages can be capitalised only when the existing workforce is re-skilled and upskilled through lifelong learning initiatives, and new entrants in the workforce are prepared with twenty-first-century skill-sets. As India marches towards becoming a 'knowledge economy' it is extremely important to focus on advancement of skills that are relevant to the emerging economic development. There is also a need for increasing capacity and capability of skill development programs. The skill development programs must also be framed innovatively and needs to evolve to match the need of the industry and global market.

The success of skill development can be ensured if industries follow skill transformation practices like skill assessment, future skill need identification, designing initiatives to bridge skill gaps, and launching learning based organizational structure.

Skill transformations can bring positive impact on company in terms of ability to realize company strategy, employees' performance & satisfaction, and goodwill as an employer. Moreover, Skilling the workforce can also results in increased productivity and improved employee morale.

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