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"A STUDY ON ROLE PLAYED BY GOVERNMENT TO SKILLING HUMAN RESOURCES IN INDIA."

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ABSTRACT-

Skills and knowledge are the driving force of economic development, growth and social development for each country. Indian demographic is with the unique facet of being fraught with a majority of young populace. Education sector in India is well developed and mature. But skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for millions of youths entering working age annually. The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. 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 their growth rate towards higher trajectory. Government and its partner agencies have undertaken various measures for the effective implementation of the skill development programmes in the economy. Education and Skill development become quite an imperative sector to appropriate this massive human resource. The working age group between 15 to 59 years is its largest bulk constituting of more than 65% of total population. Government, higher education sector, private institutions, colleges and universities are playing a pivotal role in skilling the working group of human resources.

KEY WORDS- economic growth, demographic, skilled workforce, Vocational and technical Education.

1.0 INTRODUCTION:

India is a Country with the second largest population in the world. It is renowned for its size, diversity and complexity, whether it is geographical, socio-economic, cultural, political or developmental. All these factors impact on every aspect of life including employment, labor force consideration, education and training. If nation is a system, education is the heart of it. Education empowers the nation. Education is an important input for the growth of the Nation.

India has seen rapid growth in recent years, due to the growth in new-age industries. The demand for a new level of quality of service has increased with the increase in purchasing power. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on the skill development of the young population of the country. India lags far behind in imparting skill training as compared to other countries. As compared to western economies where there is a burden of an ageing population, India has a unique 20–25 years window of opportunity called the

"demographic dividend." This "demographic dividend" means that as compared to other large developing and developed countries, India has a higher proportion of working age population about its entire population. The rapid economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. India is among the top countries in which employers are facing difficulty in filling up the jobs. The key reasons in finding a suitable candidate for available jobs in the country are lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills.

2.0 DEFINITIONS:

Skill : "The ability to do something with well expertise."

Skilling: " It is a process of identifying the skill gaps, and developing and honing these skills. It is important because the skills determine your ability to execute your plans with success."

3.0 OBJECTIVES:

The objective of this research paper is to study the various schemes of vocational skill development in Indian labour force implemented by the government of India.

4.0 HYPOTHESIS:

Vocational training and skill imparting schemes reduces mismatch in demand and supply of skilled workforce in India.

5.0 METHODOLOGY:

For present research paper researcher used secondary resources to study the various vocational training and skill development programmes introduced by Indian government for skilling the workforce.

6.0 SIGNIFICANCE OF THE STUDY:

This research paper has thrown the light on role played and efforts taken by government to develop skill in organized and unorganized workforce.

7.0 LIMITATIONS OF THE STUDY:

This study is limited to overview of the various schemes of vocational and technical education and training, skill development courses.

8.0 VOCATIONAL AND TECHNICAL AND SKILL IMPARTING SCHEMES:

In India technical and skill education began with the established of "Survey school Madras" by English traders by 1794 besides assisting the British surveyors, the School provided training to Indian personnel in modern land survey. Technical education spread to other parts of the country and was transferred from generation to generation after the period of time till today.

Basically the Britishers started the technical educational schools in India only because of taking the care of construction of road, bridges, buildings, railways, canals and docks etc. British government had been taken special initiatives and efforts for establishing various higher technical schools like- IIT, COEP, VJTI, and NIT'S to develop technical skill in Indian personnel since 1840. Mr. Abbott and Mr. Wood are supposed to be the father of technical reform in India Their recommendations have given birth to 'Polytechnics' for training of middle level technical personnel. Beside to these Abbott- Woods reports, Technical Educational committee in 1943, Sargent report in 1944 and Sarkar committee report's recommendations played crucial role in development of national technical education system in India.

In 1964 Kothari Commission is considered to be a landmark in development of technical education in India. The Committee has taken tremendous efforts for vocationalization of education and Specialization of technical education at polytechnic level.

. In 1968 Government of India has published the documents on " National Policy On Education" including most repeated recommendation of member of parliaments committee on education. Within the short period of time after implementation of polytechnics in 1971. It was criticized that our polytechnics are mostly theoretical with very little practical bias. So government of India again formed a 'Special committee for reorganization of polytechnic education' under the chairmanship of Prof. G.R. Damodar as per the advice of AICTE. It has recommended the quality enhancement programme for polytechnic education. Committee recommendations focused on autonomy of state board, examination reforms, sandwich courses, entrepreneurship programme.

Industrial Training Institutes (ITIs) And Industrial Training Centre's (ITCs).

For satisfying the skilled manpower requirements for industries of the country the Directorate General of Employment and Training (DGE&T) of India imparting skills in various vocationalized courses. In 1950 established Technical Study centre's and started about 50 ITIs. By Vocational Training nearly 32 and 22 engineering and non-engineering trades were approved by the National Council for Training in Vocational Trades to students of 15-25 years age group. 7500 Industrial Training institutes and centre's are working with capacity of 75000 over all places in the country. There are Plumber, Auto-technician, Painters, Packages, Multipurpose Technicians, Masons, Dairy Assistants, . Carpentry, Electrician, etc. some of most important skill courses. The duration of the training programme varies from 1-2 years or small duration of 2 – 3 months.

National Institute Of Open Schooling (NIOS)

It is an innovative educational system which is engaged in imparting education through open and distance schooling mode from primary to secondary level. It has made mandatory to vocational and training institutes to train all type of deprived classes of people from society by channel of its accredited skill training centre's. It is observed that in last five years 93000 students were enrolled in vocational education and training centre's with eleven divisional offices and about 2067 study centre's.

Jan Shikshan Sansthan (JSS) literally meaning People's Education:

It is society centric skill educational programme which is really working very nicely at country's grass root level. It is a Adult education programme of MHRD government of India focused on improving vocational skill and quality of life for workers and their family with establishing this scheme namely Jan Shikshan Sansthan. This programme is basically focused on adults and young people living urban and industrial areas which are migrated from rural area for employment purpose. It works as a district level agency to plan, organize training programme for rural people and urban people.

OTHER TRAINING FOR THE INFORMAL SECTOR

i) The Ministry of Rural Development:

Ministry of Rural Development administer some schemes to creating sustainable employment opportunities to secure a certain minimum level of employment and income for rural poor and youths. These Ministry of Rural development has started the following schemes for rural upliftment of India :

- Jawahar Rozgar Yojana (JRY).
- Integrated Rural Development Programme (IRDP).
- Development of Women and Children in Rural Areas (DWCR).
- Training of Rural Youth for Self-employment (TRYSEM).

ii) The Department of Women and Child Development :

This department is working for upliftment of the women from unorganized and informal sector which is known as Support to Training and Employment Programme (STEP). The scheme offers useful courses which gives meaningful employment for women in form of vocational training and source of income.

iii) The Khadi and Village Industries Commission (KVIC) :

The main aim of this scheme is to protect tradition works values and support handicraft , embroidery work, cotton , clothing and also cottage industries by providing vocational and skill oriented training to the rural women and youth. Government of India is also supporting for domestic and value based production. It has nearly 51 training centres including 12 village industries training centres.

iv) Prime Minister's RozgarYojana:

The scheme was introduced keeping the view that to reduce educated unemployment youths aged between 18 to 35 years .It provide area based and local environmental vocational and skill training and financial assistance to start self employment also provide employment opportunities.

v) The BharatiyaYuva Shakti Trust (BYST) :

This scheme is entrusting on youth power which is the dream of late president of India Hon. A P J Abdul Kalam that India will be super power in 2020. The main aim of this scheme is that the youth aged 18 to 35 years with specific skill or traditional skill or any professional education by empty hands should be turned toward employment. For this purpose government provides supporting skills and subsidized funding or loans and also provide basic facilities for rural and poor youth for meaningful employment as such.

vi) Entrepreneurship Development Centre's/ Institutes :

This programme is developed to promote entrepreneurship in the rural youth. Government has established entrepreneurship development centre's at each district place in form of district Industrial centre (DIC)which is currently linked with employment and self-employment centre. Under this scheme youth are to be acquainted to natural resources available in those local areas and related required skill. The natural resources are to be developed with vocational and skill training to the local people.

vii) The National Renewal Fund (NRF) :

This scheme is not providing any vocational education and training to the employable workforce but it provides fund to which are engaged in skill training. Under this scheme total cost borne by the institutes for training, retraining, deployment, arising from modernization, technological upgradation and industrial restructuring will provided to the concern institution in form of financial assistance. It will motivate the training institutes to work properly.

Viii) The Ministry of Agriculture's KrishiVigyan Kendra's (KVK) :

These courses imparting training exclusively for farmer and farm labours at grass root level. Mostly it referred cultivation, harvesting , horticulture, gardening , modern farming, ancillary industrial and businesses such as goat , animal husbandry, dairy etc .So that rural can stay with has rural area with meaningful employment .

+2 Level Bifocal Vocational Education :

The Bifocal stream which was introduced in 1977-78 by the Government. This scheme is popular with students in the technical stream as it gives option of one bifocal subject (200 marks) in lieu of two other subjects (one language, biology). Students prefer these bifocal subjects instead of the more theoretical

subjects. It is apparent that students look at the Bifocal stream only to get additional marks in the HSC examination, with the objective of pursuing conventional education and not because of their liking for vocational education. The bifocal scheme was offered in 6 different groups viz. Technical, Commerce, Agriculture, Home Science, Fisheries and Paramedical.

HIGHER SECONDARY EDUCATION (HSC)

As per the National Education Policy of 1986, based on the recommendations of Kothari Commission, the Govt. of India introduced +2 level i.e. 11th & 12th (HSC) Vocational stream in 1988-89. Initially named as Minimum Competency Based Vocational Courses on terminal in the nature. This has been implemented by almost all States initially. The objectives of this stream were to create an alternative system of education for students at the Higher Secondary level and to divert the flow of students from conventional higher education to vocational education thereby reducing the pressure on conventional universities. The Government also envisaged that a large pool of employable youth of the age group between 16-18 years would be generated through this alternative stream. It is apparent that the vocational education courses available at higher secondary level have been unable to attract a large student population as compared to the conventional education courses due to various reasons.

National Policy On Skill Development:

A National Policy on Skill Development has been formulated by the Ministry of Labour & Employment, aiming that to empowered workforce with improved talent , skills, knowledge and globally. It will to gain access to employment and ensure India's competitiveness in the dynamic global labour market, seeking increased participation of youth, women, and to synergize efforts of various sectors and reform the present system. At present the capacity of skill development in India is around 3.1 million persons per year. India has target of creating 500 million skilled workers by 2022. Also there is a need for improve capacity and capability of skill development education . Skill development initiatives support employment generation, economic growth and social development process. The main aim of skill development programme is to boost achieving rapid growth through Enhancing individuals' wage and self employment ability to adapt to changing technologies and labour market demands. Improving productivity and living standards of the people and strengthening competitiveness of the country attracting investment in skill development.

The percentage of employers who are experiencing difficulties filling job vacancies continues to rise. We talk about India than it is on seventh position in facing difficulty in filling jobs. For India, the difficulty to fill up the jobs is 58%, which is above the global standard of 38% in 2015. The World Economic Forum indicates that only a little bit % of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training system of acquiring or upgrading skills. The skill formation takes place through informal channels such as family occupations, on-the-job training under master craftsmen with no linkages to formal education training and certification.

The percentage of employers who are experiencing difficulties filling job vacancies in India continues to fluctuate from 2006 to 2015. When compared with 2014, the proportion decreases from 64% to 58%. Employers are having major difficulty filling jobs in Accounting & Finance Staff ,IT Personnel, Secretaries, PAs, Receptionists, Admin Asst. & Office Support Staff , Teachers, Engineers, Marketing / Public Relations / Communications Staff Sales Managers, Management / Executive (Management / Corporate), Legal Staff, Researchers (R&D). On the other hand, Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four

Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. The quantum growth in the Higher Education sector is spearhead by Universities, which are the highest seats of learning.

Government gave priority to Skill development in Twelfth Five Year Plan. The government plans to set up sector skill councils to prepare standards required for training programs. The industries are also proactively taking steps to partner with the government and reduce the skill gap. The government has doubled the allocation of funds for skill development under the National Skill Development Fund (NSDF) by INR10 billion in the Union Budget 2012–13. The total corpus of funds has been increased to INR25 billion. The various ministries have created infrastructure for skill development such as it is, polytechnics, community polytechnics, secondary schools (in association with private sector). Recently, government has passed the amendment to the existing act known as 'Apprentices (Amendment) Bill, 2014' to increase the number of skilled man power and provide industries with flexibility to hire apprentices as well as improve stipends specified to them. According to the Bill, the industry will have 2.5-10 percent of the total work force as apprentices Prime Minister Narendra Modi in June 2014 announced the creation of a first-ever separate Ministry of Skill Development and Entrepreneurship to promote entrepreneurship and skill development. MHRD governs polytechnic institutions with the current capacity of diploma level courses under various disciplines such as engineering and technology, pharmacy, architecture, applied arts and crafts and hotel management. As per AICTE Annual Report- 2011-12, total number of institutions is 3205 within take capacity of 8, 87,825. Another key initiative of MHRD is the scheme of Apprenticeship Training, which aims to provide practical experience to engineering graduates, diploma holders and students in 10+2, and make the trained candidates job ready as per industry requirements. A part from this, MHRD has also introduced vocational education from class IX onwards, provision of financial cost for engaging with industry /SSCs for assessment, certification and training 'Aajeevika' is as killing and placement initiative of Ministry of Rural Development. The aim of the scheme is to impart specific set of knowledge and skills to rural youth and make them job ready. The scheme is catering to youth without formal education. Textile is the second largest employer after agriculture in the country. The work force will increase from 33-35 million in 2008 to 60-62 million by 2022. The ministry has an Integrated Skill Development Scheme for the Textiles and Apparel Sector including Jute and Handicraft. The scheme aims to fulfill the need for skilled manpower to the textile and related sectors. The scheme aims at targeting 15 lakh people over the span of five years. The NSDC formed in 2009 under

Skilling has certainly seen a growing focus from government and other stakeholders and we hope it would have sustained attention from decision makers. While structurally the government has introduced a new Ministry of Skill Development and Entrepreneurship, further clarity on its operational mandate and alignment with other ministries' skilling programmers is still awaited. With amaze of schemes and training initiatives at multiple ministries, it would be imperative for the new ministry to streamline government focus and ensure efficient implementation in the right areas with optimum fund utilization targets. With the recent announcement of it is and DGET being aligned with the new ministry, they would also need to revamp the existing massive infrastructure to make it industry relevant. Schemes like National Career Services Project by DGET and National Textile Policy tar getting to create 35 million jobs are encouraging steps where effective implementation would be the key. NSDC would also need to get large training players backed by employers and industry to join the training industry as credibility and sustainable infrastructure 18 would be the key to meet its target of 150 million training by 2022. While by setting up 31 SSCs, they have laid the path for establishing training standards with employers at the fore front, ensuring financial sustainability of SSCs would be equally important. Another key government initiative--'Aajeevika', which is a flag ship initiative of MoRD, also needs to align itself with training standards and focus on outcome-driven funding. Right monitoring and striving for impact-based implementation is certainly required and we hope this is taken up sooner than later. With a trained workforce of 500 million, the nation is looking at creating a fine balance between quality and quantity, which would be vital to create a credible and sustainable reform. At an annual

addition of 9.25 million per year approximately 37 million jobs are expected to be created from 2012-13 through 2016-17.

9.0 CONCLUSION

We need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce form the backbone of our economy. Indian government has taken great efforts since British rule to reduce mismatch the demand and supply of skilled workforce and cope up Indian economy to global economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become "knowledge skilled economy" to promote inclusive growth.

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