

A STUDY ON SKILL DEVELOPMENT PROGRAMMES FOR RURAL YOUTH IN INDIA

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ABSTRACT

India is a country of villages. Most of the population the country resides in villages. Due this fact the real face of our country is rural India as it represents 68.9% the total population. It is very essential to engage the rural youth in a productive way with their aspirations by providing them plausible opportunities for growth and well being. But in the globalized world, industries demand for more skilled workers. In addition to this technological change, particularly the development of ICT is occurring at extraordinary speed, requiring workers to have more and more multifaceted cognitive skills than ever. Hence, it is important to meet the challenges and prepare India's rural youth with the proper education and skills they require to face the challenging world. There are many programmes formulated by the Government for their development but it is important to note that all of these programmes will be successful only if they are implemented properly. Hence, the paper will highlight the needs, challenges and scope of the skill development programmes.

Keywords: Rural, Youth, Education, Skill Development, Challenges.

Introduction

India is exceptionally positioned in world due to demographic factor as compared to developed nations of the world whose population is aging. Most of the developed countries of the world such as China, America, Western Europe, Japan etc are struggling with an aging population. In India, 65% of the population is below 35 years of age and 70% of the population will be of working age by 2025. According to some survey, about 600 million people, i.e. more than half of India's population, are under 25 years old. If this huge young population if trained, employed, and productive can easily make profit from the advantage of demographic factor and lead to sustainable development.

Review of Literature

Dr. Dinesh Prasad Gupta (2019), carried out the study on "Role of Skill Development in Employment in India". This study investigated the existing literature for the skill development in India.

Sucha Singh & Kulwinder Kaur (2018), conducted a study entitled "A Study on Skill Development of Paint and Coating Industry". They have studied 130 painters working in Kurukshetra district and focused mainly on training and skill development. They concluded that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skills in paint industry.

Shrivastav and Jatav (2017), conducted a study entitled "An Analysis of Benefits and Challenges of Skilling India" The main aim of this paper was to study the prospects and challenges for skilling in India. Their study focused on the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development.

Rupam Jyoti Deka And Bhavika Batra (2016), in their research title, "The Scope of Skill Development, employability of Indian workforce in context of make in India: a study", discussed about make in India and its impact.

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Kanchan and Sakshi (2015), conducted the study on "Skill development initiatives and strategies in India". They mainly focused on challenges in skill development and government initiatives.

Objectives of the Study

The main objectives of the study are:

- To know the present status of skill development in India
- To study the challenges in skill development in India
- To know the Government initiatives for the skill development in India

Research Methodology

The research paper is mainly based on the secondary data collected from various journals, magazines, articles as it is exploratory research.

Descriptive study is employed by seeing the requirements of the objectives of the study. Secondary data was extensively used for the study.

Present status of Skill Development in India

Harvesting the benefits of demographic report looks more of a daydreaming than reality because of quantity and quality gap in terms of expert (skilled) labor force in India. It is predicted that India will face a demand of 500 million skilled employees by 2022. But India is still stressed with the supply of skilled labor force as presently only 2% of the total workforce in India have undergone skills training programmes. According to the Government of India estimation, 93% of workforce employment is in the unorganized or informal sector, which is not supported by a structured skill development system. No training and development programmes on employable skills is being given to young people by current education system of India which can provide them with employment opportunities, because current education system is examination oriented rather than employability oriented.

Workers in the unorganized sector are often learning the skills informally or on the job due to lack of skill development process or system and due to lack of information channels. India is having labor force with high number of labors with obsolete skills. The biggest challenge for the growth of India's economy is more than 3/4th of the new job opportunities to be skill based in India. The thrashing of employment and wages during the skill training program also acts as a hindrance to skill acquisition.

The skill development atmosphere in India is quite complicated. The professional (vocational) training landscape in India has been dominated by the public sector. However, the private sector's participation and importance in the skill development field has started to grow, particularly in services sector training.

The Government of India has started many programmes to develop skills of youth in the country after realizing its importance in the employability. The Government has launched skill development initiative scheme, Pradhan Mantri Kaushal Vikas in 2015 for recognition and standardization of skills.

The Challenges of Skill Development in India

In India, the unemployment rate among youth is almost 13% as compared to 4.9% overall. Given the kind of opportunities available in the country, it is irresistible to note these dismal figures. The missing link here is skill development which is the key component to healthy economic growth. Educational qualifications are only essential for entering the job market, it is the skills that will finally determine one's employability strength.

The following are the major challenges of skill development in India:

- **Examination Oriented Education System**

The current education system does not concentrate on training young people in employable skills that can provide them with employment opportunities. Today, a large section of India's labor force has obsolete skills. With current and expected economic growth, this challenge is going to only increase further, since more than 75% of new job opportunities are expected to be 'skill-based' in the coming days.

Our education system is mere examination centered rather than skills and practical centered. None of the educational institutes teach practical aspects to students. This leads to scarcity of skilled youth even when have ample job opportunities in the market.

- **Restrictions in Industry Sector**

Many companies give on job training to their workers. This may take different forms:

- The workers may be trained in the firm under the supervision of a skilled supervisor;
- The workers may be sent for off-campus training.

In both these cases firms incur some operating cost. Thus, firms will, insist that the workers should work for a minimum-specific period of time, after their on the job training, during which it can convalesce the benefits of the improved productivity owing to the training. But the retention ratio is low thus private and Industry Participation in skill development is lacking. There are no incentives for private players to enter the field of vocational education. Present set of laws are very rigid. In service training is required but not prevalent today. There is no opportunity for continuous skill up-gradation. There is a lack of experienced and qualified teachers to train students on vocational skills.

- **Low Women Participation**

Women participation in vocational education and training is low as compared to men. There are a few reasons limiting interest/participation may be social and cultural norms and family responsibilities. Women also tend to become discouraged due to such family and social forces, especially in rural areas. Therefore, in order to increase enrolments, the combined efforts with local NGOs and Panchayats on informing women and their families on the benefits of vocational education, which may lead to employability, is very important. Specifically, women should be targeted by explaining how inculcating income generating skills and activities within them would subsequently lead to improving their social and economic status.

- **Inadequate Scale, Limited Capacity**

In India, the existing infrastructure, both physical and human, is not sufficient considering the projected demand for skilled labour in the country. Along with creating additional capacity in the existing institutes, there is a need to create an adequate infrastructure even in small towns and villages.

In terms of faculty, also, the training infrastructure is inadequate. For example, there is a need of 85,000 trainers for the seating capacity of 17, 00,000 trainees at ITIs considering 20:1 student/faculty ratio. As against this, the seating capacity for various trainers' programme of Directorate General of Employment and Training (DGET) is just 4,438, which is far from adequate to meet the requirement.

- **Awareness, Mindset and Perception Issues**

Skill development in India is far below the requirements due to a lack of awareness on the type of courses as well as information on the ensuing career prospects. More prominently we can say, there is limited acceptance of skill development courses as a possible alternative to formal education in India. Unfortunately skilling is often viewed as the last option meant for those who have not been able to excel in the formal academic system. This is partly due to increase in the aspirations for white collar jobs which require higher qualifications and skill development is often related with blue collar jobs, which are perceived low dignity jobs with low wages or salary.

The Government initiatives for the skill development in India

To meet the huge skill gaps and to identify skill needs in the country, Government of India has acknowledged the need for skill development with the 11th five year plan. The Government has set a target to convey the necessary skills to 500 million people by 2022. The first National Skill Development Policy was formulated in 2009 and subsequently a National Skill Development Mission (NSDM) was launched in 2010 for the skill training activities across the sectors and states. Ministry of Skill Development & Entrepreneurship has been set up in November 2014 which works primarily through the National Skill Development Corporation (NSDC), National Skill Development Agency (NSDA), and the Directorate of Training (DT).

The Central Government is struggling hard to create skilled work force. In this movement, the Government has allocated Rs. 17,000 crore in budget for the financial year 2017-18 for employment generation, skill and livelihood. On the other hand, the Ministry for Skill Development and Entrepreneurship is allocated Rs.3000 Cr.

Some of the salient features in the budget 2017-18 relating to skill development are as follows:

- Planned to open PMKK (Pradhan Mantri Kaushal Kendra) in 600 more districts which are currently present in over 60 districts of the countries.
- To establish 100 India International Skill Centres across the country which offer training services and foreign language coaching.

- Launch of SANKALP-Skill Acquisition and Knowledge Awareness for Livelihood Promotion Program at a cost of Rs. 4000 Cr.
- A special scheme for increasing employment in leather, footwear, textile sectors is launched.
- Allocated Rs.4500 crore for Deendayal Antyodaya Yojana for promotion of skill development in rural areas of the country.

The Ministry of Rural Development has been allocated Rs.1500 Cr from the yearly budget for its flagship scheme NRLM (National Rural Livelihood Mission) which trains unemployed youth below poverty line on various skills.

Conclusion

Skill development is speedily gaining importance in the present scenario and it is clear that Education and Skills are fundamental to improve employment opportunities, shrink poverty, boost productivity, and promote environmentally sustainable development in rural areas. It is urgently needed to assimilate skills development into rural development policies and strategies such as agricultural policies and private sector development and entrepreneurship policies. It is essential that in education system skill based training should be incorporated with placement facility to link trainee with Industries. Skill development is need of the hour which would facilitate the workforce to adapt and match the new requirements for youth in rural India which results in rural development. It is only through an inclusive rural development agenda that sustainable human progress is possible (Sinha, 2007). Thus education and skill Development is an urgent and important requirement for developing countries, in particular for countries with large youth population such as India.

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