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Skill development: An opportunity or a challenge for India

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Abstract

Skill Development is one of the essential ingredients for India's future economical growth as the nation transforms into a diversified and internationally-competitive economic climate. Skill development is heading to be the major factor in India's development. Firstly, we need to re-define the alliance of education, employment and skills development. Secondly, as a very large inhabitant, India would never be able to upskill most of its youth across the country through the regular education framework. Aptitude improvement is one of the crucial elements for India's future financial development as the nation changes into a broadened and universally focused economy. Abilities and information are the main thrusts of monetary development and social advancement for any nation. Consistent transactional experiences are empowered through an advanced stage, between youth seeking job opportunities, preparing suppliers and businesses. National Standards for skilling are all inclusive and Indian youth can aspire to avail neighborhood, national and international job opportunities. Professional instruction is a very much acknowledged career choice by youth, as skills get their due recognition and industry accepts wages linked to skill and competencies. A vibrant educational and skill ecosystem makes India well poised to earn the title of talent capital of the world.

Keywords: Human capital, NSDC, NSDA, NVEQF

Introduction

Skill refers to the capabilities that a person possesses, using which a person can perform to achieve pre-determined results often with the minimum time, energy, or both. Skilled employees are generally more trained, higher paid, and also have more responsibilities than unskilled employees. Thus, Skills and knowledge are the generating forces of financial progress and social development for any nation. Nations with higher and better levels of skills adapt more effectively to the difficulties and opportunities regarding work. Skill Development is one of the essential ingredients for India's future economical growth as the nation transforms into a diversified and internationally-competitive economic climate. Skill development is heading to be the major factor in India's development. Firstly, we need to re-define the alliance of education, employment and skills development. Secondly, as a very large inhabitant, India would never be able to up skill most of its youth across the country through the regular education framework. Aptitude improvement is one of the crucial elements for India's future financial development as the nation changes into a broadened and universally focused economy. Abilities and information are the main thrusts of monetary development and social advancement for any nation.

Objectives of the Study

1. To understand the existing level of Skill Development in India.
2. To study the challenges faced by skill development system in India.
3. To suggest solutions to challenges faced in skill development.

Research Methodology

The study is descriptive in nature. It is based on secondary data and information which is collected from the concerned documents of various department, reports, papers and web-sites.

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Limitation

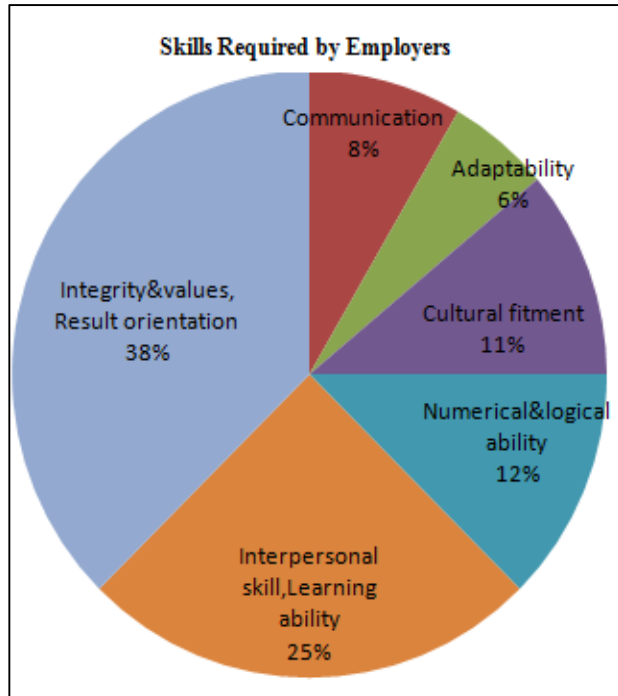
The research was limited to the secondary data available in journals, publications, reports, research papers and websites only.

Present Scenario of Skill Development

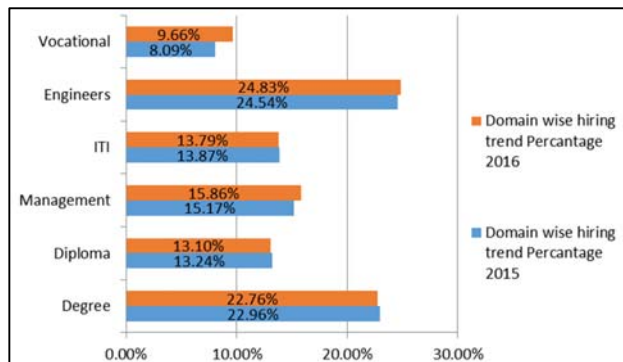
India has gradually evolved as learning based economy due to the abundance of dynamic and qualified human capital. There is a need to further create and increase the human capital to ensure the country’s global competitiveness. In spite of education and training in this nation, there is still a lack of skilled human resource to meet needs and demands of the economy. Skill India Mission aims to provide skill training to about 120 lakh youth in the nation and within a small span of time.

The Whole world is looking up to India for Human Resources due to following reasons

- 62.5% of India’s population is of working age (Between 18 to 60 years of age)
- Almost 50% of our population is of less than 24 years of age.
- In next 7 years (By 2022), There will be more than 11 crore 90 lakh jobs available in 24 sectors.
- Skills Required by Employers



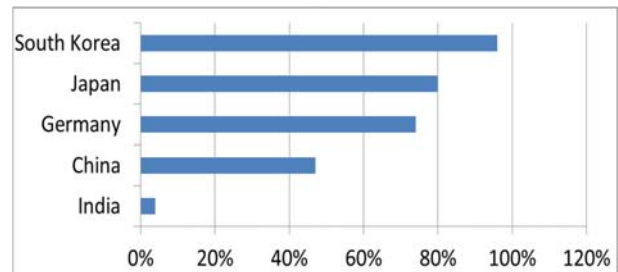
➤ **Domain wise Hiring Trend**



➤ **Requirement of Skilled Manpower (All figures in Millions) by 2022**

Infrastructure Industry	103
Auto & Auto components	35
Textile or clothing	26.2
Transport or Logistics	17.7
Organised Retail	17.3
Real Estate Service	14
Health Care	12.7
Food Processing	9.3

➤ **Comparative Chart of Skilled Workforces across the globe**



In Germany Apprenticeship is integrated with classroom education and that is the reason that German workers are considered among the best in the world. 74% of their manpower is technically skilled.

China is known as the world’s factory because of its highly skilled manpower.

Chinese goods are dominating all over the world. 47 % of their manpower is technically skilled.

South Korea’s job skill development program, under the framework of the employment insurance system, expanded the existing levy-grant system, where employers received a rebate for providing training. 96% of their workforce is technically skilled.

Less than 4% of India’s workforce is technically skilled as they have either less or no job skills. Therefore, India must focus on scaling upskill training efforts to meet the demands of employers and drive economic growth.

Solutions

The Skill Policy

The objective of the National Policy on Skill Development and Entrepreneurship, 2015 is to meet the challenge of skilling at scale with speed and standard (quality). It aims to provide a framework to all skilling activities being performed within the nation, to align them to common standards and link the skilling with demand centers. Between now and 2025 over 250 million young people are estimated to enter the Indian skilled force, while only 5% of youth aged 20-24 have obtained vocational skills through a formal training system. The national policy is expected to provide clarity and coherence on how skill development efforts across the nation can be associated within the existing institutional arrangements.

NSDC

The National Skill Development Corporation provides skill development funding either as advances or equity, and supports financial incentives to select private sector initiatives to improve financial feasibility through tax breaks etc.

To help in the smooth functioning of these initiatives, the government has tried to increase ease of business. By removing the minimum capital requirement to start a new business and eliminating the need for a certificate to start a new business which applies both to Delhi and Mumbai, the government has given a new lease of life to businesses. Now Companies need not go through a series of paperwork to start a new business in India, only a single application form is enough. The process of streamlining operations to start a new business in the country has been made more user-friendly and easy. All this has led to a new set of development.

NSDA

The National Skill Development Agency (NSDA) is self governing body under the Ministry of Skill Development and Entrepreneurship, Government of India, which facilitates and blends the aptitude advancement efforts of the Indian government and the private segment to accomplish the skilling focuses of the 12th Plan document and beyond. The NSDA plays a crucial role in bridging the social, regional, gender and economic divide by ensuring that the skilling needs of the disadvantaged and marginalized groups like SCs, STs, OBCs, minorities, women and differently-abled persons are taken care of through the various ability advancement programmes and also by taking positive actions as a feature of support. The Central Ministries and NSDC continue to implement schemes in their dispatch. The NSDA's role is also to anchor the National Skills Qualifications Framework (NSQF) and facilitate the setting up of professional certifying bodies in addition to the current ones. The NSDA came into existence on 6 June 2013 through a gazette notification. It subsumed the Prime Minister's National Council on Skill Development (PMNCSD), the National Skill Development Coordination Board (NSDCB) and the Office of the Adviser to PM on Skill Development.

The NSDA will perform the following functions:

- Take all conceivable steps to meet skilling targets as envisaged in the 12th Five Year Plan and beyond;
- Coordinate and fit the way to deal with various Central Ministries/Departments, State Governments, the NSDC and the private sector;
- Anchor and operationalize the NSQF to ensure that quality and standards meet sector particular prerequisites;
- Be the nodal organization for State Skill Development Missions;
- Raise additional-budgetary resources for skill development from various sources such as international agencies, including multi-lateral agencies, and the private segment;
- Evaluate existing skill development plans with a view to assessing their efficacy and suggest corrective action to make them more effective;
- Create and keep a national information base related to skill development including development of a dynamic Labour Market Information System (LMIS);
- Ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of;
- Discharge any other function as may be assigned to it by the Government of India.

NVEQF

- National Vocational Education Qualifications Framework is a descriptive structure that manages qualifications according to a series of levels of knowledge along with skills. These levels are characterized in terms of learning results i.e., the capabilities which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Qualifications are made up of occupational standards for specific areas of learning units.

The Key components of the NVEQF are to provide

- National standards for providing Vocational Education (VE) leading to international equivalency,
- Multiple entry and exit between VE, general education and job markets,
- Progression inside VE,
- Transfer amongst VE and general education, and
- Partnership with industry/managers

Salient Components of the NVEQF

- National Occupation Standards (NOS)
The NOS for each job role within the identified skill sectors will be laid down by the Sector Skill Councils (SSCs).
- Multiple pathways:
NVEQF is organized as a series of levels of competency/skills, arranged in ascending order from Recognition of Prior Learning (RPL) 1 and RPL 2 driving into level 1 to 10
- Recognition of Prior Learning (RPL):
Currently, India's VE system has almost no framework where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of the different parts of the nation.
- Industry Engagement:
Participation of the industry and employers will be a critical prerequisite for the success of NVEQF. VE courses would be planned, created, conveyed, evaluated and affirmed in meeting with industry and businesses.
- Competency Based Curriculum Package-The competency based educational programs bundle would comprise of syllabus, understudy manual, coaches guide, instructional pamphlet, instructor capabilities and interactive media bundles and e-material.
- Credit structure: For each job role and each level of learning a credit framework will be developed by the certification awarding bodies in consultation with SSC's to meet the dual objective of achieving skill competencies of that level and the general education learning requirements of equivalent level.
- Credit Accumulation and Transfer:

Competency based measured educational program would empower multi passage and way out, empowering execution based learning – with quantifiable capabilities. This multi level entry and exit framework should permit the contender to look for work after any level and rejoin instruction as and when do able to redesign capabilities/aptitude competency. All the while School Boards, Technical Boards and


Universities would be urged to change to credit based educational modules for general training additionally to set up an equivalency amongst VE and general instruction and empower this portability.

Architecture of the NVEQF

Level	Certificate	Equivalence
10	NCC8	Doctrate
9	NCC7	Masters Degree**
8	NCC6	
7	NCC5	
6	NCC4	Bachelors Degree**
5	NCC3	
4	NCC2	
3	NCC1	GRADEXII**
2	NCWP2	GRADEX
1	NCWP1	GRADE IX
RPL	RPL2	GRADEVIII
	RPL1	GRADE V

RPL: Recognition of Prior Learning
NCWP: National Certificate for Work Preparation
NCC: National Competency Certificate
Illustrative Pathways within NVEQF

NVEQF Levels	Equivalence
8-9	Masters Degree
5-7	Bachelors Degree
6-7	Advanced Diploma
3-5	Diploma
4	Grade XII
3	Grade XI
2	Grade X
1	Grade IX
RPL 1&2	Grade V&VIII



Challenges

India is still facing various challenges in the skill development sector which are as follows:

- (a) Increasing limit and ability of existing framework to guarantee fair access to all.
- (b) Promoting long lasting learning, keeping up quality and importance, as per changing necessity especially of rising information economy.
- (c) Creating successful meeting between school instructions, different ability advancement endeavors of government and in the middle of government and Private Sector activity.
- (d) Creating institutional instrument for exploration advancement quality affirmation, examinations and confirmation, affiliations and accreditation.
- (e) Increasing support of partners, preparing sufficient speculation for financing expertise improvement, achieving manageability by reinforcing physical and scholarly assets.

Suggestions

Skill building is an important ingredient to take development rate of the economy to higher position. Following are the suggestions for skill development to empower the individual and improve his/her social acknowledgement or quality.

- (a) Institution-based ability advancement including ITIs/ITCs/professional

- (b) Schools/specialized schools/polytechnics/proficient universities, and so on.
- (c) Learning activities of sectoral ability advancement composed by various Services/offices.
- (d) Formal and casual apprenticeships and different sorts of preparing by undertakings.
- (e) Training for independent work/entrepreneurial advancement.
- (f) Adult learning, retraining of resigned or resigning workers and long lasting learning.
- (g) Non-formal preparing including preparing by common society associations.
- (h) E-learning, online learning and separation learning.

Conclusion

Consistent transactional experiences are empowered through an advanced stage, between youth seeking job opportunities, preparing suppliers and businesses. National Standards for skilling are all inclusive adjusted and Indian youth can aspire to avail neighborhood, national and international job opportunities. Professional instruction is a very much acknowledged career choice by youth, as skills get their due recognition and industry accepts wages linked to skill and competencies. A vibrant educational and skill ecosystem makes India well poised to earn the title of talent capital of the world.

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