

## Skill Development in India

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### ABSTRACT

Population empowered with necessary knowledge and skills can prove an asset to any country and provide stimulus to its economic development. India's huge population cannot be looked upon as a 'burden' but can be converted into a 'blessing' by adequate skilling. The demographic structure of our country has brought us on a turning point and by proper skilling has the capacity of becoming a global provider of workforce and utilize its human capital for rapid economic development and position in the first three economies in the world.

**Keywords:** Population, demographic dividend, human capita, skilling, entrepreneurship and economic development.

### Introduction

Today India is second populous country with a population more than 1.34 billion.(2018) "A new UN Study of global population trends predicts that India will overtake China to become the world's most populous nation by 2022." As reported in the BBC news on 30 July, 2015. The demographic structure has been changing in favor of India. As the world is aging, India is becoming young. The country's population pyramid is expected to bulge across 15-59 age group over the next decade. The economists have anticipated a demographic dividend for India and it is predicted to last only until 2040. India, therefore, has a very narrow time-frame to harness its demographic dividend and overcome its skills shortage. India adds 12 million people to its workforce every year. By 2030 a third of world's working age group population is going to be from India. There are as many as 711 million people in India in the working age group of 15-59 years with the majority requiring additional or new skills" as said in the report of British Council," Overview of India's Evolving Skill Development Landscape."

### Objectives:

The main objectives of the present paper are

- 1.To study the present skill landscape of the country.
- 2.To analyze the gap between demand for and supply of skilled workforce in the country.

3.To discuss the challenges faced in skill development programs.

4.To suggest few remedies for reaping the demographic dividend through proper planning and implementation of skill development schemes.

### Methodology:

This Paper is of descriptive nature and is based on secondary data collected from various reports, articles and publications of the Ministry of Skill Development and Entrepreneurship, Govt. of India.

### India's Demographic Status

Total population (2018) : 1.34 billion

Population in the working age group(15-59) : 711 million

Addition to the workforce every year : 12million

One-third of working age population by 2030

### Skill Development Landscape in India:

At present skills training is given through ITIs, polytechnics, engineering colleges and professional institutes.

Only 4.69 % of our workforce has formal skill training as compared to 68% in the UK,75.7% in Germany,72%in the USA, 80%in Japan and 96% in South Korea. (National Skills Development Mission Report)

According to the Global Human Capital Report,2017 India has developed only 55%of its human capital as against the world average of 62%.

Very high gap in demand and supply of skilled workforce exists. "It is estimated that 109.73 million additional skilled individuals will be required across 22 key sectors by 2022.Manufacturing would roughly contribute towards half of these additional jobs."

High growth sectors indentified by the Government are :

1.Auto and auto components 2.Building and Construction 3.Real Estate services 4.electronic and IT Hardware 5.Media and Entertainment 6.Food Processing 7.Gems and Jewellery 8.Healthcare 9.Textiles 10.Agricultur 11.Apparal 12.Beauty and Wellness 13.Capital Goods 14.IT 15.Leaner 16.Mining 17.Plumbing 18.Rubber 19.Tourism and Hospitality 20.Telecom 21.Security.

## Challenges:

1. The traditional programs of higher education in India almost lack 'skill based courses.' So the biggest challenge is of bringing 'vocational training' in to higher education.
2. The unfavorable attitude and mindset of parents and society towards low-skilled jobs and giving them last preference is another major challenge in attracting students to such blue or rust collar, pink collar and field-based jobs. These jobs are treated as low status jobs and last option of living.
3. The present skills training facilities are inadequate to match the demand of youth.
4. Agriculture is the backbone of the country. However, the workforce engaged in agriculture is grossly unskilled and is dependent on outdated practices and techniques.
5. Women constitute nearly 48% of total population of the country. However, their presence in formal sector is meager.
6. Skilling rural youth in India is another major challenge before the policymakers.
7. The participation of industry in skill development programs is low.

## Remedies:

1. Awareness about the need of skilling should be increased among all stakeholders- students, parents, teachers, trainers and industry.
2. The social status of blue collar pink collar and rust collar trades needs to be elevated so as to attract more youth to these trades.
3. A large number of new capacities should be created across the country for providing training in highly growing sectors like automobiles, real estate, IT and IT enabled services, telecom, tourism, hospitality healthcare beauty and wellness agriculture, textiles gems and jewellery etc.
4. The existing IT and technical institutes in the country need to be upgraded in terms of technology, faculty and facilities

## Recommendations:

1. Awareness about the need of skilling should be created among the all stakeholders- students, parents, teachers, trainers and industry.
2. The pace of vocational training need to be increased to match growing demand of skilled workforce in the country.



3. A large number of new capitation should be created across the world for providing training in highly growing sectors like auto and auto components, building construction and real estate services, IT, agriculture, food processing, gems and jewelry, health care, tourism and hospitality, textiles, telecom etc.
4. For addressing the issue of migration training should be provided close to the trainers for this purpose training cluster should be developed in different area and strong network of schools, colleges, ITIs, polytechnics, engineering colleges, NGOs and private institutions should be established.
5. The social status of blue collar, pink collar and rest collar traders needs to be elevated so as to attract more youth to their trades.
6. Skill training should be given on “earn while learn” basis. The provision of apprenticeship, sponsorship and internship should be made in the work structure.
7. The rate of growth in agriculture and manufacturing sectors needs to increased significantly to create millions of additional jobs to absorb the growing youth population.
8. Entrepreneurship culture should be promoted so that youth after acquiring skills shall start his/her enterprise. Banks should provide loans on easy terms to the youth; modern technology and managerial assistance shall be provided to the stand-ups for sustained in the business.
9. Industry participation in skill development efforts should be encouraged in course content design and delivery, sharing of facilities and employment provision. Tax incentives should be given for such participation moreover new skilling centers should be opened on public-private partnership basis. Industry adoption of ITIs shall be encouraged.
10. New ITIs should be started in public- private partnership mode.

### Conclusion:

The demographic dividend comes only once in the life-tire of a country. The age-group structure of Indian population will make available the largest youth population in the world. The demographic dividend of India will continue till 2040. The major challenge is to convert our young population by skilling into valuable human resource.

### Suggestions:

1. All undergraduate programme of Art, Commerce and Science formatting should include minimum two skill oriented courses each year.
2. There should be provision of internship/ apprenticeship of one year after completion of the programme.
3. Computing and communication skills training should be given to each student in higher education.
4. Vertical mobility should be given to the candidates completing technical courses.

5. The attitude of society towards low skilled jobs, field jobs, need to be changed. The job of turner, fitter, mechanic delivery boys, receptionist, telephone operator, laboratory technician, computer operator should be given due dignity and shall not be looked as 'last option'.
6. Private partnership should be encouraged in establishing technical institution, skills training centers so as to increase the number of skill training activities.
7. Skill requirement of regions should be indentified and skill programmes should be designed accordingly.
8. Skill development programmes for 'women' should be given priority. Women's capacity and potential should be tapped.

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