



A STUDY ON “SKILL INDIA PROGRAMME” – A GOVERNMENT INITIATIVE PROGRAM TOWARDS EMPLOYMENT AND SELF EMPLOYMENT.

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Abstract

“If we have to promote the development of our country then our country mission has to be skill development and skilled India” ... Shri Narendra Modi

Skill India programme was initiated by the Government of India it is considered to be a major central and state government policy and agenda in the past few years. Countries having higher & better skilled people can easily face challenges and grab opportunities in their work. The demographic status of India consists 67% of population between the age group of 16 – 60 years, their aspirations and industry demand has led to focus on skill development.

In India, the informal sector employs nearly 90% of the workforce, most of them are either non-skilled or inadequately skilled, and there is very little investment or opportunity for formal skilling. According to a National Sample Survey Organization (NSSO) report, two types of vocational training are available in India. According to the NSSO report, vocational training is received by only 12% of people aged between 15 and 29 years. Out of this, only 3% receives formal training and non-formal training constitutes the remaining 9%. In case of formal training received by that particular age group, only 3% is employed.

Keywords: Skill India Programme, Government Initiatives, NSSO, Formal and informal sectors, Training , Skill development programme

Introduction

Skill development refers to imparting an individual with required set of skills. Skills and knowledge are important factors for economic growth of the country. Skills are equipped through the process of learning by doing in the means of on-job-training.

Skilled, Unskilled & Semi-Skilled bifurcation as mentioned below:

1. Skilled	Driver (Heavy Vehicle), Accountant, Cashier, Storekeeper, Head Clerk
2.Semi-Skilled	Sorter/Checker, Driver (Light Vehicle), Typist, Bills man, Clerk
3.Unskilled	Porters, Street vendor and watchman.

Prescribed rates of Minimum Wages as per the Super court order – Karnataka minimum wage during the year 2020-21 for time rated employees were as below:

Sl. No.	Skill Category	Monthly Wages (Rs.)	Daily Wages (Rs.)
1.	Manager	18146	586
2.	Highly skilled	17146	553
3.	Skilled.	15316	464
4.	Semi-Skilled	14469	467
5.	Unskilled.	13311	429

The main aim of Skill India (development) is to achieve growth through:

- a) Enhancing individual's employability to meet labour market demands.
- b) Improving productivity and living standards of the people.
- c) Strengthening competitiveness of the country. .
- d) Attracting investment in skill development.

India has that potential of skill labour force from organized and unorganized sector hence it becomes increasingly important that the country should focus on advancement of skills.

Since our formal education and training system is not producing "work ready" youth, thus skill up-gradation is fundamental to personal development, employment and employability.

While recognizing the countries young demographic population, our prime minister has always stressed that the world needs skilled manpower, Our prime minister says "Only a graduation certificate is not enough. We need skills. We need to concentrate on skill development".

Skill India programme focuses on youth who are jobless, college and school dropouts, along with the educated ones, from rural and urban areas, all will be given value addition.

An idle youth is considered to be as a burden to the economy; hence the economy should concentrate on job creation. With this new approach towards skill development, India can definitely move forward towards its targeted results of Skill India. The new programme aims at providing training and skill development to 500 million youth of our country by 2020

Objective

1. To understand the concept of skill India
2. To understand the scope & development of Skill India initiative

Methodology:

The relevant data and information for the purpose of study of Skill India has been collected through secondary sources which are collected from ministry of labour & development, news papers, magazines, internet and other sources were utilized.

Educational & Vocational Structure in India



Fig. 1: Educational & vocational structure in India.

Ministry for Skill Development and Entrepreneurship has been set up in November 2014 to give fresh motion to the Skill India agenda and inculcate skills required for employment to its growing workforce over the next few decades. During the period of 2005-2012, only 2.7 million additional jobs were created in the country. Thus, another key aspect that needs to harmonize a successful skill strategy is entrepreneurship, which can be a key source of employment generation and economic development in India.

Recognizing the vital need for skill development, National Skill Development Policy was formulated in 2009. However Due to paradigm shift in skills ecosystem there was requirement of to re-look into the existing policy.

The Introduction of National Skill Development and Entrepreneurship policy of 2015 replacing the policy of 2009, helps to meet the challenge of the shift in the skills requirement by providing necessary training with the help of 3'S i.e., Speed, Standard & Sustainability.

Skills development isn't only the responsibility of government, but also initiative has to be taken by employers and individual workers, NGOs, community based organizations, private training organizations and other stakeholders. Which plays a critical role in improving the employability and productivity of individuals for inclusive growth in the country?

Table 1: Comparative study of formal skill training of India compared to developed countries

Country	UK	Germany	Japan	Korea	USA	India
Formal Skill Training	68%	75%	80%	96%	52%	2.3%

India has a big challenge ahead as it is estimated that only 2.3% of the total workforce in India has undergone formal skill training as compared to 68% in UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea.

Skill India: A Snapshot



Of total 500 mn skilled youths 50% are at bottom level of pyramid whereas only 5% are at top level and others, 25% at second level from bottom, 20% at third level from bottom.

Important Aspects of Skill India

- 1. Emphasis on skill development:** The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.
- 2. Training for all occupations:** Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.
- 3. Emphasis on new areas:** More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors, where skill development is inadequate or nil.
- 4. International level training:** The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia.
- 5. Rural India skill:** Another remarkable feature of the „Skill India“ programme would be to create a hallmark called „Rural India Skill“, so as to standardize and certify the training process.
- 6. Training as per requirement:** Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioral skills, including job and employability skills.
- 7. Methodology:** The course methodology of „Skill India“ would be innovative, which would include games, group discussions, brainstorming sessions, practical experiences, case studies etc.

Data Analysis & Interpretation:

1. SKILLS DEIRED BY EMPLOYERS

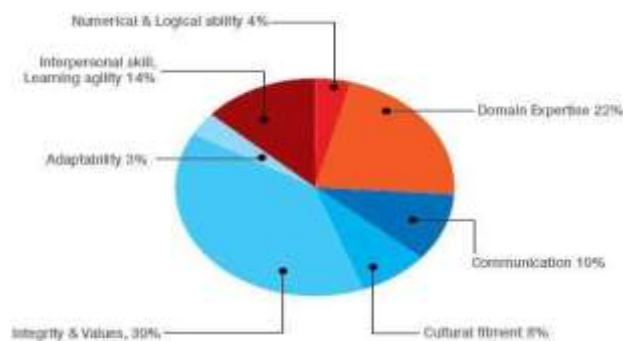


Fig: 2- Skills Desired by Employers

From the above diagram, we can find the skills with integrity & values having highest preference amongst corporate whereas Adaptability acceptance is too low as only 3%. Instead domain expert, Inter personal skill, communication should to be at maximum.

2. Percentage of ITI Candidates in Overall Hiring

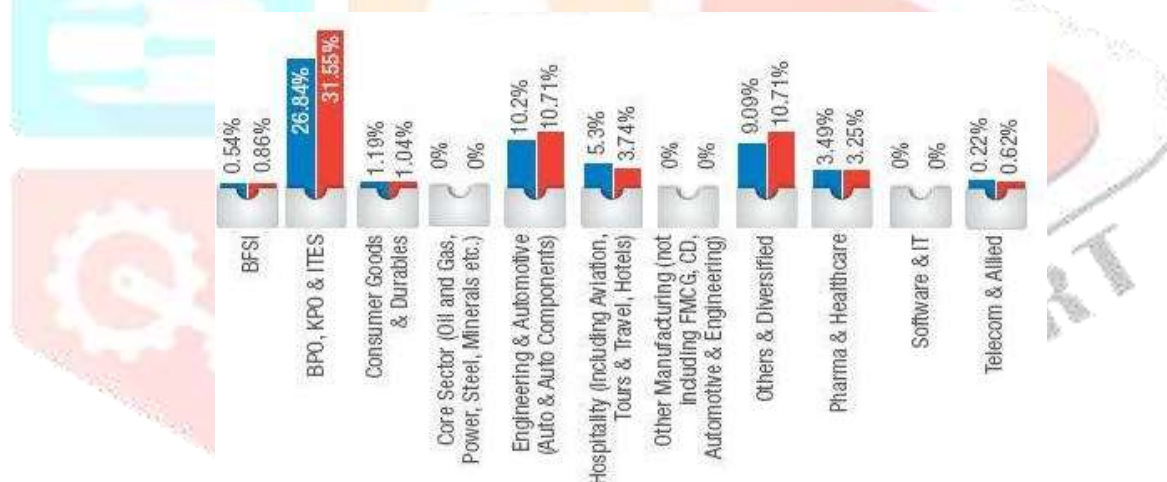


Fig: 3 – Percentage of ITI candidates in overall hiring

From the above fig it is clear that ITI candidates in the overall hiring is too low in other words it can be said as very less when compared with other fields of educational sector, Skill India programme has provided them the opportunity bur still the candidates are not ready to take these skill form the programme.

3. Percentage of Diploma Candidates in Overall Hiring

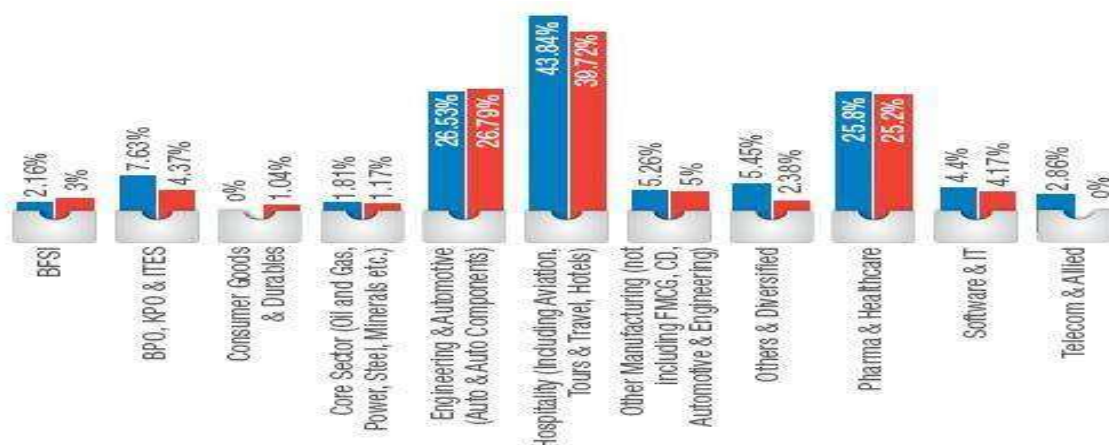


Fig: 4 - Percentage of Diploma Candidates in overall hiring

From the above figure it clear that the candidates who have studied various diploma courses are getting good job opportunities in the present situation , like doing a two year diploma course on hospitality and tour and travels have a great demand in the job field . Nearly 39 percent of the job fields are occupied by the diploma candidates as been clear from the above chart.

5. Percentage of Vocational Graduates in Overall Hiring



Fig: 5– Percentage of Vocational Graduates in Overall Hiring

From the above figure it clear that the candidates who have studied various Vocational courses are getting good job opportunities in the present situation , like doing a one year vocational course on Marketing and advertisement, consumer products and durables etc have a great demand in the job field . Nearly 72 percent of the job fields are occupied by the Vocational course candidates as been clear from the above chart.

6. Comparison in Employability (2019-2020)

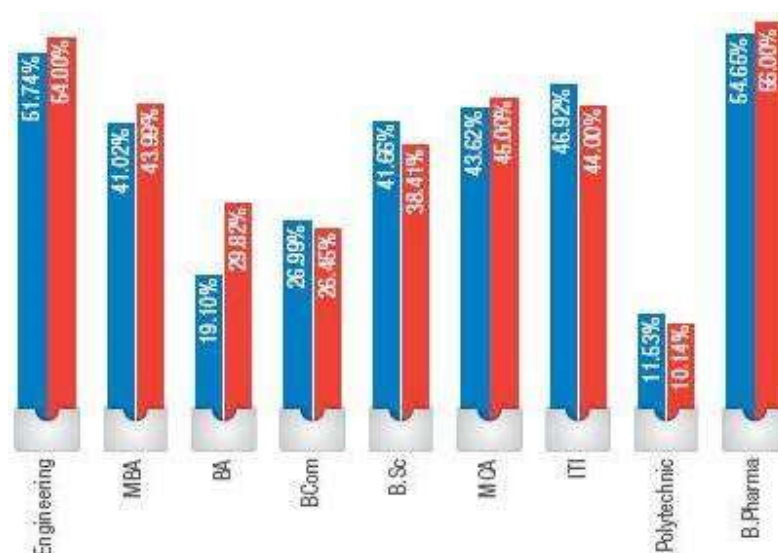


Fig 6-Percentage of Overall Employability

The analysis shows that, maximum percentage of employable skill was available in Pharmacy domain followed by engineering and has grown from last year. The percentage of B. Pharmacy candidates is 56% an improvement of about 2% as compared to 2019 and that of B. Tech was 54%, again an improvement by 2%. The ITI, MCA, MBA & B. Sc remain next in the sequence with a percentage of 44%, 45%, 43% and 38% respectively. While MCA & MBA has shown an increase in percentage in comparison to last year, ITI & B.Sc. has shown a nominal decline in the percentage. However, the situation of Arts, Commerce, and Polytechnics is still grave. Though Arts graduates have shown considerable increase from 19% employability (last year) to approx. 30%, but it is still very low. Academia and the government would need to have a specially focused plan to increase employability in these domains and that too as soon as possible, so that the situation is not out of control. “Unemployability” of educated candidates is a situation that has social, political and economical implications and hence should be dealt with at high priority.

Skill Requirements in Various Profiles

Demographic dividend of India’s population reflects different skills adopted by individuals and also demand of skill varies from industries to industries and skill depends on the job profile required by the candidate. The below diagram explains it all



Fig: 7- Skill Requirements in Various profiles

Challenges in Implementing Skill Development Programme under Skill India Initiative

1. Demand & Supply Mismatch :

The demand and supply of labour-force mismatch leads to worsen skill development initiatives of the Government and its partner agencies as: The number of people formally trained in a year is only 11, 00,000 by Ministry of Labour whereas employment and approximately 32, 00,000 trained by 17 other central government ministries. According to the Manpower Group (USA), in Germany, USA, France, and Japan, the percentage of employers who find it difficult to fill jobs is 40%, 57%, 20% and 80% respectively as compared to Indian employers (67%).

2. Geographical Problem:

The geographical setup of people in India is not shared similarly. There seems to be lower rate of labor force in economically advance state whereas high growth rate of population with few jobs in slower economical regions due to which larger portion of workers have to migrate to urban areas where major of formal institutions & private institutions are located to cope up with challenge of economically backward status.

3. Low Educational Attainment:

Though the country has made progress on educational attainment Poor quality of education which results in lack of literacy skills on the part of students. These students find it extremely difficult to absorb even basic skills. Many of the skills that are taught in the curriculum are outdated, and as a result, people are unable to obtain jobs that match their career goals. Consequently, only a small part of the workforce has any type of higher education or training in skills. notwithstanding significant efforts to increase the capability for offering top-notch formal education.

4. Vocational Training:

India is gradually transitioning to a knowledge economy, where skills are widely acknowledged as a key driver of economic growth. However, the structure of vocational education is still debatable, and many people still believe that it is only for those who are not admitted to the official system. As a result, it will take some time for it to be accepted as a legitimate substitute for traditional education, which will help to eliminate this impression.

5. Skill development for women:

In India, women play a very vital role and substantial part of the workforce; but the working percentage rate of women in total labor force is declining. The share of women workforce (between 25-54 years of age) is about 30% in 2010 as against 39% in 2000, which is quite below as compared to 82% in China and 72% in Brazil.

6. Private sector participation:

In the creation of educational and vocational training policies as well as the development of curricula, the private sector is not sufficiently represented. Due to the concentration of private sector institutions in urban regions, rural populations continue to fall behind. People from rural India find it challenging to access these institutions due to the hefty costs involved as well.

7. Informal & Formal Sector Skill-Gap:

As the Government of India has set a target to impart the necessary skills to 500 million people by 2022 in the Twelfth Five Year Plan, whereas in reality the country is facing a significant skilled manpower challenge over the next decade. In India, around 12 million people are expected to join the workforce every year whereas the current total training capacity of the country is around 4.3 million, thereby depriving around 64% entrants of the opportunity of formal skill development every year. Furthermore, out of approximately 0.4 million engineering students graduating every year in India, only 20% are readily employable. Around 93% of the Indian workforce is employed in the unorganized or informal sector, which lacks any kind of formal skill development training. Barely 2.5% of the unorganized workforce reportedly undergoes formal skill development in comparison to 11% of organized sector. In addition, only around 12.5% and 10.4% of the workforce in the unorganized and organized sectors, respectively, undergoes informal skill development. This indicates that around 85% of the workforce in the unorganized sector does not absorb any form of skill development — formal and informal.

8. Infrastructure Challenge:

One of the important requirements for the proper implementation of the skill and training development programs is the availability of the basic infrastructure for the same. It has been noticed that many skill development institutions suffer from lack of proper infrastructure. The assessment of the fitness evaluation of the institutes is not conducted regularly. The situation is more severe in case of institutions located in semi-urban and rural areas. Further, the lack of industry linkages which would otherwise provide some help in addressing several infrastructure-related challenges including trainers, machines etc. also woefully inadequate.

9. Training of Trainers:

Absence or inefficiency of a proper skilled trainer would result in serious bottleneck in the implementation of skill development projects. In India, the gross requirement of trainers is approximately 79,000. Whereas at present the current annual capacity of the trainers is only 2,000.

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