



Prominence of Skilling Youth in India

Dr. P.SIVA
RAMAKRISHNA

Academic Consultant, Department of Commerce, Vikrama Simhapuri
University, Nellore.

KEYWORDS :

1.1 Introduction

India lags far behind in imparting skill training as compared to other countries. Only 10per cent of the total workforce in the country receive some kind of skill training (2per cent with formal training and 8per cent with informal training). Further, 80 per cent of the entrants into the workforce do not have the opportunity for skill training¹. The main goal of youth skill development is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development.

The new programme aims at providing training and skill development to 500 million youth of our country by 2020, covering each and every village. Various schemes are also proposed to achieve this objective².

1.2 Problems with Skill Development Programmes

The biggest problem that occurred was of lack of coordination. Government was preoccupied with financing and implementation lost track. The Employment Exchanges were not utilized properly for training and information dissemination. The skill development programmes were implemented by ministries, departments and state governments. There was not centralized curriculum or certification. NSDC was kept under the Finance Ministry. It had hardly succeeded in coordination among various ministries and departments.

Involvement of Industry and employers in the skill training structures (such as ITIs) is almost nothing. They could not be brought forward to proactively participate in the skill development. They were not brought forward because this would entail larger autonomy to institutions. India has a fragmented vocational education system, managed by multiplicity of bodies under different wings. Lack of coordination among them has resulted in ineffectiveness of any top down approach to skill development. The quality of vocational institutes is also low. Funding of vocational education in

India is restricted largely to government, where little attention was paid to quality. Once an institution begins to receive funding, subsequent funds are assured regardless of the institution's performance. Moreover, Education being a state subject, the implementation of any vocational; education would be in the domain of respective state governments. While the student fees in ITI's/polytechnics go to the State treasuries, the institution itself does nothing to cater to the market requirements. For now, far too much of young India learns on the job. It learns well but lacks the stamp of authority, and languishes in low-paid jobs or in the informal sector. A large number of students with vocational education need to look for placement in private organizations or for self employment. The condition of private industrial employments and self employment are inferior in India in comparison to other countries. Subsequently, only a smaller fraction of students (5%) opt for vocational education. The Distribution of Young Workers in India by status of employment presented in Table 1.1. It is quite clear from the table that in Total work force major portion was occupied by Youth in both rural and urban. It indicates the importance of Skill Development of Youth in India.

Table 1.1 Distribution of Young Workers in India by Status of Employment (Figures in Percentage)

Sector	Status	2004-05		2014-15	
		Youth	All	Youth	All
Rural	Self-employed	55.4	60.2	53.8	58.1
	Regular wage/Salaried	6.7	7.1	7.6	7.5
	Casual Labour	37.9	32.7	38.6	34.4
Urban	Self-employed	40.8	45.4	35.5	43.1
	Regular wage/Salaried	37.7	39.6	43.5	41.2
	Casual Labour	21.5	15.0	21	15.7

Source: Computed using NSS Employment and Unemployment Survey unit record data.

Note: 1) Youth constitutes aged 18 to 29. 2) All constitutes youth and aged 30 and above

When we consider rural and urban areas, the share of regular salaried was very high in the urban worker both among the young and all when compared to that of rural workers. The share of self-employed and the casual labour is higher among the rural workers when compared to that of their urban counterparts.

1.3 The Efforts under New Government:

Separate Ministry The incumbent NDA government has established a separate ministry for skill development. This central ministry takes the core elements from various ministries and pools them under one minister, Sarbananda Sonowal, and under one budget, which could be in the region of Rs 25,000 crore. In June 2014, the ministry had begun negotiations with two dozen ministries, however, most of them had apparently objected to losing their turf. The current position is as follows: The 73 schemes remain (as of now) with the respective ministries and the skill ministry to work as coordinator The new ministry will devise training curriculum in key sectors and issue certificates to trained personnel³.

Three key agencies viz: National Skill Development Corporation, National Skill Development Agency and National Skill Development Trust — which used to be attached to the department of economic affairs under the ministry of finance are now under the administrative control of new ministry. Whether the government will continue to fund individual ministries for skill development as it did earlier or, the new ministry finally gets a mandate of handling all skill development work across sectors, thereby trimming work assigned to other ministries—this question remains unanswered as of now challenges to skill development in India by 2022⁴.

India will have the maximum number of working age population in the world. The FICCI-KPMG Global Skills Report has noted that if properly skilled, they can contribute to economic growth. But there are many challenges to skilling in India. Some of them are: Problem

in Mobilization Student mobilization to get trained has been a major concern due to the traditional mindset, low willingness to migrate, low salaries at entry level. Issues in Employers' Buy-In The employer does not distinguish whether an employee has picked up skills on the job or he has acquired them through formal training, Problems In Scalability Scaling up aspirations to current jobs as well as getting the right kind of training partners and effective stakeholder management are important.

Mismatch between youth aspirations and jobs Finding students to fill the classrooms and getting people to accept new kind of jobs have been difficult. Ensuring Minimum Wages At present, wages are linked with categorization of 'skilled', 'semi-ski lied' or 'unskilled', but these have to be aligned with skill levels defined as per National Skill Qualification Framework (NSQF) and recognition of higher level of skills in terms of minimum wages is noted.

1.4 Initiatives of Youth Skill Development in India

National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) have continued to drive the empowerment of youth in India in the space of skill development through the pillars of governance, ecosystem interventions, special initiatives, initiatives of scale and international support⁵.

Some initiatives by NSDA in this regard are:

a) A campaign for enrolling youth for skill development - NSDA is launching this campaign to inform the youth of the country of the choices available to them in terms of sectors, modules

and training providers with better career opportunities. This will be done through the existing network of 2.77 lakh NYKS (Nehru Yuva Kendra Sangathan) clubs spread throughout the country, as well as other social groups and private organisations. All persons mobilized will be entered into a national portal for youth seeking skill development training. This will ensure that there is a ready list of candidates who are keen for skill development. The target is to mobilize at least 2 crore persons for this training within the next one year, of which 1.5 crores will be trained within one year.

b) PM's Skill Development Fellows –

NSDA is working on the draft guidelines to create a team of PM's Skill Development Fellows where young professionals will be recruited to work with the district administration to spread awareness about skill development, coordinate the skill development effort, and to identify the local needs. The target is to cover 300 districts in the first year, and expand to the remaining districts in the next year. NSDA would soon submit the draft guidelines to the Department of Skill Development and Entrepreneurship.

c) Rashtriya Kaushal Evam Udyamita Puraskar -

In order to make skill development aspirational, NSDA has drawn up the blueprint for National Awards for institutions doing 12 excellent works in skill development. These awards, to be called the Rashtriya Kaushal Puraskar Evam Udyamita Puraskar, would provide national recognition to outstanding contributions of institutions in the field of Skill Development and entrepreneurship, thereby creating a positive image around skill development, and making it aspirational.

d) Leveraging technology-

NSDA is working towards leveraging the social networking and mobile applications ecosystem for greater engagement and collaboration with the candidates. e) Media plan – NSDC has plans to tie up with media houses like FM Radio and other TV programmes who will act as evangelists of the cause and further it through their own network technology

NSDC too has been working hard on bringing the skill development theme to the forefront amongst the youth, industry and training ecosystem in an endeavour to make skills aspiration.NSDC launched an advocacy campaign to motivate youth to enroll for skilling programs across the country. The campaign went on air on 2nd Oct 2014 with three additional TV commercials (as a follow-up to two TVCs run earlier in the year), focusing on Gems & Jewellery and Security sector, along with a multi-skilled montage film. A 360 degree amplification plan which will include promotion through hoardings, cinema, radio and social-media platforms is also being worked on. In order to support enquiries on Skills, NSDC has setup a pan-India based Call Centre. Any aspirant can give a 'missed call' and will be given a call back to provide relevant information on skilling opportunities.

1.5 Suggestions

NSDA and NSDC continue to work towards the following key points as part of the roadmap for skill development in India.

a. Cradle to career approach

Integrated seamless skill development interventions are conducted at every stage of individual starting from UID at birth to vocationalisation of education with multiple livelihood options that are in synchronized with industrial needs of the country.

b. Digitized market place

Seamless transactional experiences are enabled through a digital platform, between youth seeking job opportunities, training providers and employers.

c. One Nation One Quality

National Standards for skilling are globally aligned and Indian youth can aspire to avail local, national and international job opportunities.

d. Vocational Education by choice

Vocational education is a well-accepted career choice by youth, as skills get their due recognition and industry accepts wages linked to skill and competencies.

e. Talent Capital of the world

A vibrant educational and skill ecosystem makes India well poised to earn the title of talent capital of the world.

REFERENCES

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