

A Vicious Circle of Low Investment, Low Skill Formation, Low Productivity and Low Wages in South-West Madhya Pradesh



Management

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ABSTRACT

Every year the number of unemployed youth is increasing in South -West Madhya Pradesh. Many students are coming out of school every year and this increases the number of unemployed youth while the job opportunities are the same. Unfortunately, large numbers of young people are leaving school without even the foundations necessary to avoid some of the worst forms of disadvantage in the labour market. Those lacking foundation skills face the prospect of extremely low pay – barely enough for their own survival, let alone to support their families. Addressing the deficit in foundation skills is now more urgent than ever. If governments and the private sector fail to educate and train young people and employ them in decent jobs, they risk disappointing young people's aspirations and wasting their potential. This limits opportunities for sustainable growth, and jeopardizes gains from policy interventions in other areas, such as poverty reduction, health and agriculture. Alongside the risks, growing youth populations represent a window of opportunity for development. The rising ratio of working-age people to dependants could give economic growth a boost: a demographic dividend. Those needs start with early childhood care and education – the crucial preparation for a life of learning. The scale and urgency of the problem demand that this study take a pragmatic approach, focusing on skills that can offer all young people, including the disadvantaged, and a chance of obtaining better jobs. Although considerable progress has been made in improving access to primary school in the region, a large proportion of young people still leave school without the skills necessary to avoid some of the worst forms of disadvantage in the labour market. Early unemployment, or employment in low skilled work with no prospect of advancement, wastes young people's potential to forge better lives for themselves and to contribute to their economies and societies. And those with the worst educational outcomes– the urban poor and those in rural areas – are consigned to activities with very low pay, or none at all. Young women, in particular, face discrimination that limits their opportunities in both education and the labor market. Many young people in the region do not have the skills they need for decent jobs. This Study outlines the urgency of making sure young people are given a second chance to acquire skills for work. It shows the regions in the world with the largest numbers of young people in need of foundation skills to find decent jobs. Left unassisted, unskilled youth either add to the increasing number of unemployed or are trapped working for very low pay.

Introduction:

The need to develop young people's skills has become urgent. Governments of state and India are grappling with the long-term consequences of the financial crisis and the challenges posed by increasingly knowledge-based economies. If countries are to grow and prosper in a rapidly changing world, they need to pay even greater attention to developing a skilled workforce. And all young people, wherever they live and whatever their background, require skills that prepare them for decent jobs so they can thrive and participate fully in society.

Growth in the globalized world economy is skill-based but education and training systems are slow to respond to the changed and increased demand for higher skilled workers. Furthermore, skill shortages may be one of the main causes of widening income gaps. Globalization has intensified international competition between companies and countries in products and services, their design, distribution and cost. As a consequence, it has placed a premium on developing a high-quality labour force. Demand has increased most for professionals, technicians, managerial staff and skilled and educated production workers and office staff able to perform tasks to standards, continuously innovate and improve processes and products through the application of new technologies. At the same time, new thinking about how people learn is being used to adapt education and training systems and improve the competencies and employability of the workforce. Competence is a broader concept than skill, embracing the abilities of individuals to apply and adapt their knowledge, understanding and skills in a particular occupation and a given working environment. It aims to bridge the gaps between knowledge acquired in formal education and that learnt in work.

Alongside increased investment, a skills strategy for development requires a focus on the development of a new relationship with employers to ensure that competencies more closely match demand. The development of competence-based national qualifications in close cooperation with industry would result in more adequate reflection of job requirements and would make skills training more relevant and skills more employable.

In India productivity in informal economy enterprises remains

at a low level, while agricultural technologies and farmers yields have stagnated. Linking new and higher skills with the introduction of new technologies lies at the heart of the potential for improving productivity of workers, farmers and firms. However it is important to view "technology" as more than simply capital equipment. The "know how" that users of new technologies need to be able to adapt and use technologies is equally if not more important. Training of professionals, technicians and skilled workers is vital and evidenced by the number of developing countries experiencing both large-scale labour underutilization and serious skill shortages. This is holding back growth and thus inhibiting a faster pace of poverty reduction.

Review

The importance of investing in high-quality education and training systems is confirmed by many studies including by the ILO, UNESCO, the World Bank, the OECD and European Union. The benefits include:

- Better educated and trained (competent) workers produce and earn more;
- Education and training improves a person's employability and labour mobility, and also increases the ability to research and innovate and adapt to changing technologies;
- Abundant education and skills influence the path of national economic development, attract foreign investment and promote growth;
- Countries with a greater share of educated and skilled workforces have raised productivity at a higher pace;
- Education and training generate other significant social benefits – reduced dependence on income support for the unemployed, reduced incidence of crime, improved lawful behaviour and health awareness.

Education in South-West Madhya Pradesh:

Education plays an important role in the development of the personality and building of the capacity of a child necessary to become a responsible parent and a productive adult. It is the basic yet the most important intervention through the processes of learning, knowledge accumulation and skills development. It is in this context that universalization of education of children is one of the cherished goal of all social, economic and human de-

velopment efforts. It may however, be pointed out that although, universalization of child education is a key component of any social, economic and human development process, yet education to all children is not the explicit objective of the XI Five-year Development Plan of Madhya Pradesh. The XI Five-year Development Plan of Madhya Pradesh aims at achieving a literacy rate of 84 per cent by the year 2012 (Government of Madhya Pradesh, 2007). It may be argued here that in order to achieve a literacy rate of 84 per cent, universalization of education of children is a necessary prerequisite. Without ensuring education to all children of the state, it is not possible to achieve a literacy rate of 84 per cent. The focus is on education of children 7-14 years of age as this period is the most important period in the life of every child. During this period, the child enters into an era of learning, knowledge accumulation and skills development along with socialization with the rest of the world. Achievements of the child, during this period, contribute significantly in its recognition as a worthy citizen and responsible parent later in the life. The knowledge gained and skills mastered during this period decide the course of the remaining life of the child as a productive adult and its contribution to the family and the society to which the child belongs. The discussion that follows focuses on the two important aspects of child education – the level of literacy and the extent of schooling among children 7-14 years of age. Although, schooling is not a necessary condition for literacy which means ability to read and write with understanding, yet schooling is the main intervention to achieve the goal of universal education. It may however be stressed that universal literacy maybe different from universal schooling.

Literacy is a not an elite benefit. It benefits those at the social bottom, giving them dignity, status and income potential. The census says literacy has improved from 64.84% in 2001 to 74.04% in 2011, up 9.2 percentage points. In the previous decade, literacy improved a record 12.63 points. So, in the two decades since 1991, literacy has risen 21.83 points. In last two decades the rise in literacy rate of Madhya Pradesh is 25.9 percentage points which is more than the rise at national level (21.83) during the same period. Decadal change from 2001 to 2011 is 6.9%. Similarly in Indore District it raised from 75.2% to 82.3% with 7.2% Decadal change. Indore District has also improved its rank in the state and shifted at 2nd rank from 3rd rank in 2001. Districts Dhar & Barwani has shown improvement in literacy by 8.1 and 8.5% Decadal growth in district Dhar 52.5% people were literate presently it become 60.6%. Khargone (West Nimar) has shown very poor performance in improvement in literacy which is only 1% in a decade. It become 63% to 64% and ranked 41st in the state. District Burhanpur has shown moderate improvement Decadal change 5.3% which rose from 59.9% in 2001 to 65.3 % in 2011. It ranked 38th in the state. District Khandwa (East Nimar) has shown 4.7% decadal growth. It Increased from 62.8% in 2001 to 67.5% in 2011. District Jhabua has also shown poor performance in improvement in literacy. It increased from 41.4% in 2001 to 44.5% in 2011 with 3.1% decadal growth. The Districts of South-West M.P. has great disparity in literacy. Indore District has highest literacy in the region with 82.3% and ranked 2nd in the state. Districts Khandwa (East Nimar), Burhanpur, Khargone (West Nimar), Dhar, Barwani, Jhabua are ranked very below in the state. Their ranks in the state are 33, 38, 41, 46, 48 and 49 respectively. South -West M.P. is dominated by Tribal population.

Though the overall achievement in elementary education has shown some positive indicators in terms of increasing enrolment rates for boys and girls as well as increasing literacy rates the qualitative aspect seems to have gone ignored. The limited achievement have been the result both of reluctant increase in resources allocated to education and also due to programmes and schemes that focus on some of the specific lacunae in the educational infrastructure and the educational system. One cannot remain contented by the mere numbers of achievement alone. Average statistics hide the unevenness of the achievements; moreover higher achievements quantitatively by no means imply adequacy of quality. NCE's concern is that the quality issue has remained ignored in the era of economic reforms, reflecting itself in phenomenon such as growth in number of

Para-teachers recruitment inviting private sector in elementary education etc. It still remains to be seen how the successive governments and policy makers address the challenges of implementing and organizing many of the 'well -meaning' and 'normative' initiatives to promote the three key principles of equity, quantity and quality in the context of making India literate. India cannot shine and develop as a strong nation unless free and compulsory elementary education of an equitable quality is provided to all its children through a Common School System. History is evident that almost all countries which are today in the category of developed nations have adopted a Common School System.

Technical and Vocational skills in South-West M.P.

Many jobs require specific technical know-how, whether related to growing vegetables, using a sewing machine, engaging in bricklaying or carpentry, or working on a computer in an office. Technical and vocational skills can be acquired through work placement programmes linked to secondary schooling and formal technical and vocational education, or through work-based training, including traditional apprenticeships and agricultural cooperatives. If young people are to maximize the benefits of technical and vocational training, foundation and transferable skills are essential – even more so in today's dynamic global economy, where labour market demands and the skills for specific occupations are constantly evolving. Countries with large numbers of young people who lack foundation skills require a focus on improving access to primary and lower secondary education, as well as expanding second-chance programmes for those who have missed out.

ITIs & ITCs Training Institutions in South-West M.P.

The Industrial Training Institutes (ITIs) and Industrial Training Center (ITCs) offer the first level of technical manpower at certificate level, producing skilled workers/ craftsmen who are the backbone of the manufacturing sector. Such training is provided after matriculation in majority of trades. There is need for creation of large scale skill development opportunities and infrastructure on an urgent basis throughout the country, to meet the demand of skilled work force by the industry and service sector and to keep the economy growing, as also to facilitate employability of the rapidly growing work force. The table below shows the number of institutions and capacity in these institutions in South-West MP.

Table 1.1

Districts	Number of Institutions			Total Capacity		
	ITIs	ITCs	Total	ITIs	ITCs	Total
Barwani	01	-	01	140	-	140
Burhanpur	02	02	04	300	160	460
Indore	05	03	08	450	300	750
Jhabua	04	-	04	500	-	500
Khandwa	03	01	04	420	100	520
Khargone	03	01	04	450	100	550
Dhar	04	-	04	520	-	520
South-West MP	22	07	29	2780	660	3440
MP	155	76	231	22165	6300	28465

**Source: 1. Directorate of Training Government of MP, 2012
2. 11th Five year Plan, Report of Task Force on Skill Development.**

Table 1.1 reveals that the central as well as state governments are inclined towards the skill development. At the national level there are 5988 ITIs& ITCs in 3828 ITIs and 2160 are the ITCs. According to the table in MP there are 231 Institution with 155 ITIs and 76 ITCs with total capacity of 28465. Similarly in South-West MP the total number of ITIs are 22 and ITCs are 07. total capacity is 3440. Indore District has highest number of ITIs and ITCs colleges in the region which are 8 in number and with 750 seats capacity. District Barwani has least number of institutions that is 01 with 140 capacities. The rest of the districts Burhanpur, Jhabua, Khandwa, Khargone and Dhar have the equal number of institutions that is 4 with capacity

of 460,500,520,550 and 520 respectively. The table shows that there is significant number of technical institutions which are imparting vocational Training. Since the region is having near about one crore of population and the education level in region is moderate so there is requirement of more number of institutions. These institutions are unable to develop the skills in that region where large population is schedule caste and schedule tribes. These populations are depending upon government expenditure and investment.

Polytechnic colleges in South - West M.P.

Table 1.2 shows the number of polytechnic institutions and seat capacity of these institutions. In the country presently 1344 polytechnic institutions from which in Madhya Pradesh there is total number of polytechnic institution are 54 including 12 women polytechnic institutions. The seat capacity in MP is 8764 in which 2000 seats are for women polytechnic colleges.

Table also reflects the total numbers of polytechnic college in south-west MP are 8 in which 3 women polytechnic colleges. It shows that the government of MP is inclined towards the skill formation in women in south-west MP. This region is dominated by the ST population and these populations lack behind in the skill and the condition of women in the skill is very poor. The district Indore has the highest number of polytechnic that is 3 including 1 women polytechnic and the total numbers of seats are 310.

Table 1.2

District	Colleges				Total no. seats
	Men/ Women		Specially for women		
	No. of colleges	Seats	No. of colleges	Seats	
Barwani	-	-	-	-	-
Burhanpur	-	-	01	180	180
Dhar	01	90	-	-	90
Khandwa	01	210	-	-	210
Indore	02	190	01	120	310
Jhabua	01	90	-	-	90
Khargone	-	-	01	130	130
South-west MP	05	580	03	430	910
MP	54	6764	12	2000	8764

**Source: 1. Directorate of Training Government of MP, 2012
2. AICTE Bhopal, 2012**

District Burhanpur and Khargone have one women polytechnic college with a seat capacity of 180 and 130 respectively. Districts Dhar, Khandwa and Jhabua have each one polytechnic college with seat capacity of 90, 210 and 90 respectively.

In the south-west region only Barwani district has no polytechnic college presently. It comprises more than 15 lakhs of population with majority of tribal population. In the eleventh plan there is a proposal to open one polytechnic college in district Barwani. The table shows the poor investment made by the government in skill formation. The districts Dhar, Khandwa, Jhabua, Burhanpur and Khargone are totally dependent on government expenditure for skill development.

Technical & professional colleges in South - West MP

Table 1.3

District	Engineering	Pharmacy	M.C.A	M.B.A	Architecture
Barwani	01	-	-	-	-
Burhanpur	-	-	-	-	-
Dhar	-	01	-	-	-
Khandwa	01	-	01	-	-
Indore	41	19	24	56	02

Jhabua	-	-	-	-	-
Khargone	02	02	01	-	-
South-west MP	45	22	26	56	02
MP	204	132	101	208	04

Source: 1. DEVI AHILYA UNIVERSITY INDORE, 2. RAJIV GANDHI PRODHOGIKI VISHWAVIDYALAY, BHOPAL, 3. AICTE DATA BHOPAL, 2011 - 12

The table 1.3 reveals that the number of technical and professional colleges imparting technical & professional education in districts of South - West MP. The total numbers of engineering colleges in MP are 208 including 04 Architecture colleges. The maximum numbers of these colleges are private owned. Similarly there are 132 pharmacy colleges in the state, 101 MCA colleges and 208 MBA colleges are there. The table reflects that Indore district is known for the professional and technical education. It has number of National level institution which is imparting quality education. There are 41 engineering, 19 pharmacies, 24 MCA, 56 MBA with 4470 intake and 2 architecture colleges. The Districts Burhanpur, Barwani, Dhar, Jhabua and Khandwa has negligible or none of the institution which can impart the technical and professional education in these area. Khargone district followed the Indore and there is only 2 engineering, 2 pharmacy and 01 MCA colleges. The overall infrastructural situations in South - West MP are moderate. But it shows the great disparity between the districts of South - West MP in development of infrastructural facility in the region. One of the basic reason for the disparity is the maximum number of colleges established in Indore are self owned which has the objective of earning profits. It shows that the district Barwani, Jhabua, Burhanpur, Dhar and Khandwa are tribal populated area where in rural areas poverty factor create the problem to get technical or professional education by paying a big amount to the private owned organization. The government central and state may take the lead and give priority to this area and improve the infrastructure facility for professional & technical education in the region.

In South - West MP there are 39 B.Ed. colleges which are imparting teaching professional knowledge. These institutions are very important for producing trained and qualified teachers in the region. These teachers may contribute in the initial level of schooling and quality teaching. There is growth in the number of B.Ed. colleges and these colleges have the sufficient intake. Again the Indore district is leading in the region which have 24 colleges those are imparting education for B.Ed. & M.Ed. programmes followed by Khargone district which has 4 colleges, district Barwani, Dhar, Khandwa each have 3 colleges and district Burhanpur has 2 colleges. It is important that the teachers who are taking training in these colleges must get the qualitative teaching.

Growth in number of Medical Colleges in South-West M.P.

Table 1.4

Country/state/ Districts	Number of Medical colleges		
	1980-81	2006-07	2009-10
India	106	260	314
M.P.	06	08	11
Indore	01	02	03
Burhanpur	-	-	-
Khandwa	-	-	-
Barwani	--	-	-
Jhabua	-	-	-
Dhar	-	-	-
Khargone	-	-	-

Source: 1. For 1981 statistics, GOI, CBHI, Health statistics in India, 1981, 2. Medical Council of India, 2012, 3. Medical Council of State, MP 2012.

Table 1.4 shows the growth of medical colleges in the South – West MP. It reveals that there were 106 medical colleges in the country in 1980 – 81 which increased and become 260 in 2006 – 07 and presently these are 314. There are 327 dental colleges, 214 Ayurvedic colleges and other colleges which show a significant growth in the country. Madhya Pradesh is presently second largest state as well as having the population of 7.25 crore have only 11 medical colleges with 1320 seats which are imparting the medical education. In 2006 – 07 there were only 8 medical colleges in the state. Presently apart from these these medical colleges 15 dental and 14 Ayurvedic colleges are in the state. The region of South – West MP is showing a dissatisfactory picture. In the region there is great disparity among the districts related with medical education. In the region only Indore district has the medical colleges which are imparting medical education with 390 seats. In Indore district 4 dental colleges, 1 Ayurvedic, 1 Unani, 2 Homeopathic colleges are there. In the region Burhanpur district has 1 dental college which is private owned, 1 Unani and 1 Ayurvedic college District Dhar has only one Homeopathic college, other districts in the region have no any colleges which are imparting medical education in discipline. From this table we can conclude that there is great disparity among the districts of South – West MP for medical education.

Nursing educational institutions in South-West M.P.

Table 1.5

District	ANM Training		GNM Training		B.Sc. Nursing Colleges		P.B. B.Sc. colleges		M.Sc. Nursing colleges	
	No.	Seats	No.	Seats	No.	Seats	No.	Seats	No.	Seats
Barwani	01	60	-	-	-	-	-	-	-	-
Burhanpur	01	40	-	-	01	40	-	-	-	-
Dhar	02	80	-	-	-	-	-	-	-	-
Khandwa	-	-	01	10	01	10	-	-	-	-
Indore	07	185	04	155	16	755	02	45	04	71
Jhabua	01	30	-	-	-	-	-	-	-	-
Khargone	01	29	01	50	01	50	01	30	-	-
South -West MP	13	415	06	215	19	855	03	75	04	71
MP	91	3320	60	2352	88	4305	20	560	16	236

Source: Mahakoshal nurses registration council MP, 2012

Table 1.5 reveals the information regarding the colleges and institutions which are imparting nursing education in South – West MP. It shows that there are 91 Training centres with 3320 seats which are Training Auxiliary Nursing Midlife (ANM) Previously they were known as female health workers. Now they are known as ANM. In the South – West region of MP there are 13 Training centres with 415 seats Indore district is at the top in training of ANM. There are 7 Training centres with 185 seats. District Dhar is at second place with 2 centre’s and 80 seats. District Khandwa has no any centres to train ANM. The districts Barwani, Burhanpur, Jhabua and Khargone each have one centre with 60, 40, 30 and 20 seats respectively. Similarly the nursing schools which are imparting education and training the GNM (General Nursing Midwives) the total number of institutions in MP are 60 with 2352 seats. In which 11 institutions with 277 seats are from public sector and 49 institutions with 2075 seats are private sector. The Indore district is at the top in imparting training to GNM. It has 4 institutions with 155 seats followed by Khargone with one institution with 50 seats and Khandwa institution with 10 seats. Districts Barwani, Burhanpur, Dhar and Jhabua have no any institutions which can impart the training to GNM. There are 88 Nursing colleges in the state which are running the B.Sc. nursing 4 years programs. The number of B.Sc. nursing seats in the state is 4305. The maximum colleges are from private sector. The district Indore has the highest number of nursing colleges. It has 16 colleges with 755 seats. District

Khargone, Burhanpur and Dhar each have one college with 50, 40 and 10 seats respectively. The region has 19 colleges with 855 seats which are imparting education in 4 years B.Sc. Nursing Programmes.

Para-Medical institutes in south-west Madhya Pradesh

Table 1.6

Districts	2004-2005		2007-2008		2010-2011	
	No of Colleges	Seats	No of Colleges	Seats	No of Colleges	Seats
Barwani	1	25	2	200	3	400
Burhanpur	1	50	3	500	4	650
Dhar	1	200	1	200	3	600
Khandwa			1	150	2	500
Indore	5	1285	13	2410	14	3325
Jhabua					1	150
Khargone	1	150	1	150	1	150
South-West MP	10	1710	21	3610	28	5745
MP	46	7227	84	13649	123	29456

Source: Madhya Pradesh Para-medical council, Bhopal, 2012

Table 1.6 shows that the growth in Para-medical in Madhya Pradesh and the region of south-west M.P. Table reveals that the number of Para-medical colleges in MP in 2004-05 was 46 with the permitted seats of 7227. In the South-West M.P. the number of these colleges is only 10 with total seats of 1710. The Indore district has the highest number of colleges that is 5 with 1285 seats. District Jhabua and Khandwa have no colleges. The districts Barwani, Burhanpur, Dhar and Khandwa each have 1 college with 25, 50, 200 and 150 seats respectively. In the year 2007-08 it shows the growth in number of colleges as well as number of seats. The total number of colleges in MP became 84 with 13649 seats which are doubled in comparison of 2004-05. Similarly district Indore has highest number of colleges which are imparting Para-medical education. These became 13 with 2410 seats. Followed by Burhanpur with 3 colleges and 500 seats. The district Jhabua has not shown any growth and has no colleges in this period. District Barwani with 2 colleges and 200 seats are at third position. District Khargone, Dhar and Khandwa each have one college with 150, 250 and 150 seats respectively. Presently there are 123 colleges with 29456 seats which are imparting the Para-medical education in the state which shows more than two and half time growth in number colleges and four times increase in the number of seats. In the south-west region of MP is also showing the significant growth in Para-medical education. Presently in the region there are 28 colleges with 5745 seats are imparting Para-medical education. The district Indore is at the top with 14 colleges and 650 seats. The districts Dhar and Barwani each have 3 colleges with 600 and 400 seats respectively. The district Jhabua and Khargone each have only one college with 150 seats. I can conclude that the south-west region has shown the growth in the area of Para-medical education but there is a great disparity in the region. Indore district has got more privilege in the area of Para-medical education. The backward districts like Jhabua, Khargone, and Khandwa show the least growth in the region. The above mentioned institutes in South-West MP are imparting education in scheduled areas.

Findings and Observation:

- It was found that large number of youth is deprived from the skills in the region of South-West M.P.
- Poor investment made for skill development in the all districts except Indore in South-West Madhya Pradesh.
- There is great disparity in infrastructure development for skill formation within the districts of region.
- Poor skill formation is unable to provide employment opportunity to the youth population of the most districts of the region. The basic reason for not getting employment is there is mismatch between skills required in the industries and the people of the region possess the skill does not

match.

- Major population is dependent on agriculture for their livelihood. Landless workers also do the work for others field and get poor or low wages.
- Where young people live can further determine their education opportunities, with rural/urban or regional divisions reinforced by gender. Young women living in rural areas are least likely to acquire foundation skills.
- The rate of unemployment has remained high over a number of years. It is therefore an intractable challenge.
- The youth labour market is particularly affected by the problem of unemployment.
- Education does seem to have a positive impact on employment outcomes, but there appears to be significant scope for improving the extent of this impact.
- Demographic factors such as communities and age are significant variables to be accounted for in the effort to address the problem of unemployment.

Suggestions and Recommendations:

- To ensure equity in education inputs and learning outcomes.
- The most cost-effective way to provide basic skills is to ensure that all children of the region have access to good quality primary schooling in the first place. As long as this is still not a reality, there is an urgent need to ensure that all young people today have a second chance to achieve this goal.
- To accelerate training output in the priority areas of design, engineering and artisanship that is critical to the manufacturing, construction and cultural industries.
- To increase the number of skilled personnel in the priority areas of design, engineering, artisans that is critical to manufacturing, construction and cultural activities.
- To improve learner performance and quality of education in the schooling system.
- To improve the percentage pass rate in Grade 12 and ensure that the profile of passes is commensurate with the country's social and economic imperatives.
- To ensure that Vocational and technical education are responsive to the skills demands arising from India's social and economic development imperatives.
- To improve the employment outcomes of post-school education and training programmes.
- To ensure that all learners, especially the poor, have access to basic health-promoting interventions that is aimed at removing barriers to learning.
- To ensure that skills development programmes are demand-led through substantive and systematic input from employers in the determination of skills demands for the

country.

- To ensure that skills development planning is credible, integrated, coordinated and responsive to social and economic demands.
- To ensure that unemployed adults, especially women, have access to skills development programmes which are explicitly designed to promote employment and income-promoting outcomes.
- To ensure that all unemployed adults have access to training opportunities.
- To accelerate the implementation of training programmes for the youth which are focused on employment creation.
- To improve the coverage and efficacy of vocational guidance and labour market information in a manner that promotes the optimal uptake of training and employment opportunities available to the youth.
- To increase the number of skilled personnel in areas of science, engineering and technology.
- To improve the credibility and impact of training in the public sector by improving service delivery.
- Implement effective measures to ensure that all learners in Grades 8 to 12 have access to career guidance.

Conclusion:

The indicators and targets enumerated in this study are critical to South West M.P.s path toward reduced levels of poverty, unemployment and inequality. They are critical in improving social justice and to achieving sustainable reconstruction and development. The targets are not just numbers; they represent opportunities for changing the living conditions of people for the better. They will also play a fundamental part in improving community and social cohesion.

One important aim of the skill development is to provide a framework for the multitude of skills development activities in the region and, in so doing, to render them more purposeful and to improve their impact on the skills challenges in the country. It is hoped that this strategy will promote the skills development agenda that will take us into the next two decades of development for the region.

Skill development represents a key lever for accelerating economic growth and development in India. The responsibilities of government arising from this study are significant. It is a call to all stakeholders and agents that have a role to play in skill development: workers, employers, the non-governmental sector, educators, learners, parents, individuals and the community. It is a call to create a better life for all South -West Madhya Pradesh and people of India.

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