



ORIGINAL RESEARCH PAPER

Education

CHALLENGES IN THE EFFECTIVE IMPLEMENTATION OF VOCATIONAL AND SKILL DEVELOPMENT PROGRAMMES IN HARYANA

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ABSTRACT

In this study, vocational and skill development initiatives in Haryana, aimed at empowering the youth and addressing economic gaps. It highlights various programs, The primary goal is to assess the effectiveness of ongoing skill development initiatives in Haryana, recognize the implementation obstacles, and suggest improvements to vocational and skill development programs aimed at empowering the youth for economic advancement and enhanced employment opportunities in the region. Moreover, the study reviews challenges encountered in the effective implementation of these programs, including the impact of the COVID-19 pandemic, aligning vocational courses with industry demands, and overcoming negative perceptions about vocational education. It also explores the status of women in Haryana, emphasizing efforts to promote gender equality and address multifaceted issues related to women's advancement. The review of literature provides important insights into the prospects and challenges of skill development and offers recommendations for program enhancement. It also underscores the gender disparities in access to skill development programs and the need to promote equitable opportunities for both men and women. The suggestions section outlines a multi-pronged approach for effective implementation of vocational and skill education programs in Haryana, including curriculum restructuring, addressing school dropout rates, promoting industry-integrated education, and establishing regional centers of excellence. The key findings, challenges, and potential solutions identified in the study, providing a comprehensive overview of the vocational and skill development landscape in Haryana and the efforts to empower its youth for economic growth and employment opportunities.

INTRODUCTION

Often times the terms vocational education, Vocationalisation of education, job oriented education and education for the world etc are utilized consistently especially where a particular type of education is specifically mentioned in a mostly situation or environment. Vocational education promotes technical skills for a trade as well as a specific career. It provides practical awareness as opposed the academic knowledge provided by the traditional formal education system. Various academic institutes may assist you enroll in the right choice, from electives retirement growth and development. The Indian government aims to provide skills training to 500 million individuals by the year 2022. Alternatively, it has been estimated that by 2022, India will require approximately 291 million skilled workers to establish itself as a top global manufacturing economy (Times of India 2012). The National Skills Qualification Framework (NSQF) is a competency-based framework that organizes qualifications into ten levels, each representing a specific depth of knowledge and skill. It defines learning outcomes that learners must possess at each level, focusing on practical skills, abilities, and aptitude relevant to the chosen field, regardless of the learning path. The NSQF recognizes formal, non-formal, and informal learning, ensuring quality by aligning qualifications with specific learning outcomes and providing a transparent and consistent way to assess and compare qualifications. Additionally, the National Qualifications Register (NQR) maintains an official record of all qualifications aligned to NSQF levels, allowing learners to access information about registered qualifications and their accrediting authorities.

The status of skill development initiatives in Haryana

In Haryana, skill development initiatives are actively addressing the youth's economic empowerment and employability. The Haryana Skill Development Mission (HSDM), established in May 2015, serves as the central coordinating body for skill development schemes across various departments. As of March 2023, HSDM has achieved significant milestones, including enrolling 152,026 individuals, training 114,254, and certifying 72,940, with 18,152 successfully placed in jobs. Offering over 80 courses across 15 sectors, HSDM collaborates with professionals and

training partners to provide futuristic skills leading to employment or entrepreneurship opportunities. The Vishwakarma Skill University plays a pivotal role in bridging the skill gap and enhancing employability by implementing various initiatives such as skill development centers, apprenticeship programs, and industry-academia collaborations. Additionally, the recent adoption of the National Skills Qualification Framework (NSQF) by the Haryana government ensures transparent assessment and recognition of competencies across learning paths, contributing to the overall skill development landscape. Furthermore, the Integrated Skill Development Scheme aims to train 20,000 youths in the next two years, focusing on enhancing employability and addressing industry demands. Collectively, these initiatives are working towards equipping the youth of Haryana with the necessary skills for economic growth and employment opportunities.

Programs for vocational and skill development in the context of Haryana:

In Haryana, various initiatives and programs have been implemented to encourage vocational and skill development, aimed at empowering the youth and driving the state's economic advancement. Some notable programs include the Haryana Skill Development Mission (HSDM), which offers over 80 courses across 15+ sectors, and F-TEC Skill Development, addressing the demand for IT-skilled professionals and multi-skilling across 10 Indian states. Additionally, the Central University of Haryana's Department of Vocational Studies and Skill Development offers B.Voc degrees in industry-relevant streams like Retail and Logistics Management. The Department of Skill Development and Industrial Training operates a network of 166 Govt. Industrial Training Institutes, focusing on creating a skilled workforce aligned with industry needs. Moreover, initiatives by CBSE and UGC have introduced skill-based vocational courses in schools nationwide and funded community colleges for employment-oriented programs. Together, these programs contribute to skill development, employability, and entrepreneurship, equipping Haryana's youth for the modern workforce's challenges.

The vocational and skill development initiatives in Haryana:

The vocational and skill development initiatives in Haryana aim to empower youth and boost their employability through various programs and schemes

- I. Industrial Training Institutes (ITIs): These institutes equip students with practical skills for employment, providing vocational training primarily at NSQF level 4.
- II. Skill Development Initiative Scheme: Targeting school dropouts and semi-skilled workers, this scheme offers vocational training aligned with industry needs, leveraging existing infrastructure in industry and government/private institutions.
- III. Deen Dayal Upadhyaya Kaushal Kendras: These centers offer a diverse range of vocational programs, including options at graduate and post-graduate levels, allowing individuals to progress in their vocational learning journey.
- IV. National Apprenticeship Expertise Scheme: A 12-month practical program designed to equip young individuals with technical expertise and hands-on experience essential for industry readiness.
- V. Rural Self Development Training Institutes: These institutes empower rural youth by imparting relevant skills, enabling them to contribute to their communities and livelihoods.
- VI. Haryana Skill Development Mission (HSDM): Strategically located in seven headquarters, HSDM provides high-quality skill training to young people, with a significant increase in the number of pupils receiving training over the years.
- VII. National Skills Qualification Framework (NSQF): Recently adopted by the Haryana government, this framework organizes qualifications based on competency levels, ensuring that all students possess defined learning outcomes irrespective of their learning path.
- VIII. Special University in Palwal: Focused on offering skill-based programs in NSQF-designated sectors, ranging from Diploma to Post-Graduate levels.

Challenges in the Effective Implementing of Vocational and Skill development Programme in Haryana:-

The effective implementation of vocational and skill development programs in Haryana faces several challenges. The shift to online platforms due to the COVID-19 pandemic posed challenges for traditional, classroom-led skill development programs, with limited digital access for low-income participants and insufficient trainer preparedness widening the digital divide. Sectors like retail, hospitality, and tourism experienced a decrease in job opportunities as the pandemic disrupted the demand-supply chain, impacting job availability. Ongoing challenges include aligning vocational courses with industry demands and overcoming negative perceptions about vocational education, while addressing infrastructure limitations and vertical mobility is crucial for sustained growth. Government initiatives often struggle to bridge the gap between training and industry requirements, emphasizing the need to prioritize industry relevance. In addressing these challenges, a multi-pronged approach involving improving digital access, enhancing training quality, fostering industry connections, and altering negative perceptions about vocational education is vital to empower Haryana's youth for the future.

As for the status of women in Haryana, historical challenges related to education and economic independence, along with gender-based discrimination affecting their economic participation, persist. The Women's Vocational Training Programme (WVTP) aims to provide vocational training to bridge this gap. Illiteracy among women restricts personal growth and economic advancement, while efforts are ongoing to improve maternal health and overall healthcare services. Women's limited representation in decision-making processes and political representation, along with persistent incidents of violence against women, require ongoing efforts to ensure safety and promote gender equality. Varying

disparities in women's status across districts highlight the need to address these multifaceted issues for women's advancement in Haryana across economic, health, education, governance, and safety dimensions.

The researchers have made an extensive review of the studies conducted on the skill development model in the country. Conducting a literature review is essential for comprehending the deficiencies in skill development and vocational education in India.

Saini & Saini (2022) Skill and knowledge are key drivers of economic growth, where knowledge enhances analytical abilities and skills boost task efficiency, leading to increased productivity and economic output. "Skill India Mission: A study of Prospects and Challenges with Special Reference to the State of Haryana" focuses on examining the employment status of ITIs and PMKVY's Skill Development Centers, as well as understanding the workforce's struggles and opportunities in acquiring skills. Statistical tools like Mean, Median, Average, and Chi-Square Tests were used to analyze the data. The study revealed that ITIs had an employability rate of 35.2%, while PMKVY's centers stood at 6.6% in Haryana. Prospects of skill development include boosting confidence and motivation, improving workforce productivity, expanding job options for seekers and employers, facilitating career growth, and enhancing job security.

Raj (2022) this study aimed to evaluate the efficiency of the PMKVY program in Haryana and offer suggestions for improvement. Adapting PMKVY programs to align with the labor market's requirements is essential to bolster the nation's ongoing progress. Implementing improvements in the program's content and delivery method is crucial for advancing competence and skill development.

Pudghal (2021) in this study, it is discovered that chances for skill development are not allocated and accessed equally by men and women. The study revealed that just 12–15% of seats in skilled development programs are filled by women, whereas over 85% of seats are filled by men. The majority of the courses offered at the institutions are intended for male trainees, leading the study to conclude that the design of skill-generating programs is dominated by men. The drive was adversely affected by the extremely high dropout and failure rates that were discovered.

De (2019) aims to explore obstacles hindering the "Skill India Movement" at grassroots levels by identifying challenges faced by training partners linked to NSDC and skills councils. A round-table discussion gathered feedback from stakeholders involved in skills initiative decisions. Primary data were obtained via discussions, questionnaires, and official sources like NSDC and Pradhan Mantri Kaushal Vikas Yojna. The study uncovers gaps in initiative administration and offers guidance for effective implementation, emphasizing sustainable solutions. Practical implications include adding value for stakeholders through strategies enhancing youth employability and industry support. The research discusses challenges in Skill India implementation and suggests solutions to align with long-term goals, empowering youth for employment opportunities while addressing administrative gaps.

Kedar (2015) in the past few years, India has undergone rapid growth fueled by emerging industries, resulting in a surge in demand for higher service quality driven by increased buying power. This evolving economic landscape underscores the importance of nurturing and promoting the skill sets of India's youth, as nations with advanced skill levels adeptly navigate the global workforce's opportunities and challenges. Despite the emphasis on education and training, India still grapples with a shortage of skilled manpower to

meet the economy's burgeoning needs. This study aims to offer recommendations to bridge the existing gap between skill supply and demand in the Indian economy. The approach involves analyzing the skill gap, evaluating current skill development initiatives, and addressing the challenges within India's skill development system by proposing viable solutions.

Singh & Singh (n.a) Skill development is a crucial element of personal growth. The acquisition and enhancement of skills are necessary for continued existence and self-improvement, typically attained through learning and training. These capabilities are essential for earning a livelihood. In the current economic landscape, the lack of skills poses significant challenges and issues. With about 85 million young individuals below the poverty line as per the 2011 Census, the foremost challenge in India is the deficiency of skills among the youth, impacting their employability. Illiteracy further exacerbates this issue, hindering employment opportunities. Various states, such as Jammu and Kashmir, Punjab, Himachal Pradesh, Delhi, and Haryana, face substantial challenges in skill development. The high levels of unemployment in these regions underscore the severity of the problem within the Indian economy. This study addresses the multifaceted issues surrounding skill development for India's youth, emphasizing the importance of skill enhancement initiatives in improving employability and job market competitiveness.

Suggestions:-

Several of these issues are systematic, so they can easily overcome. The following suggestions can be made for effective implementation of Vocational and Skill Education Programmes in Haryana:

1. Every of these areas should be given responsibility for creating the course curricula. The role of the government should be so as to of a regulator, not a plan implementer. For this, the private sector must participate more actively in the creation and transmission of content.
2. The most important goal is creating awareness of the potential advantages of education based on skills. In order to modify the negative view of vocational education, stakeholders should dispel common myths about it. Consequently, the public should be informed about the adaptability and interdisciplinary nature of vocational education along the range having both horizontal and vertical of vocational learning in the educational system through conferences, seminars, campaigns, etc.
3. The skills training curriculum must be regularly restructured to satisfy industry demands and to be in line with the self-employment alternatives available. The exam should be administered by knowledgeable and experienced educators. It is required to rebrand vocational education at the secondary and university levels, and institutions may create "skill development institutes" on their campus.
4. Stopping school dropout rates at different stages. Education is difficult. Several regional, economic, and intellectual factors contribute to dropout rates.
5. At the school level, counseling staffs have to be present who can inform parents and pupils about the skills and occupations that are available. It will assist in reducing stigma and prejudice related to such professional training. A skill sensitization-cum-education program for counseling, qualification/skill mapping, vocational guidance, skill/field introduction, practical/industry exposure, and life skills can be prepared by universities for use at the university level. Programs for skill certification throughout the summer can also begin.
6. Industry-integrated education may enhance employable qualifications. There must be an approach to skill make them bitter employable skilled person. Under the guidance of HVSUs, many, small-strength (30-60 seats), integrated programs with industrial partners that guarantee placement are possible. A large number of

concluding programs for technology along with additional graduates may be carried out at several places through a hub-and-spoke model. Such programs may also be utilized for the industrial workforce. The hub and spoke deign can run specialized finishing schools in company among different institutions with manufacturing associates in those areas throughout the whole state.

7. This is an opportunity for the university to launch several of local vocational training programs. The institution of higher learning may establish many of industrial Regional Centers of Excellence.

CONCLUSION:-

The vocational and skill development initiatives in Haryana are crucial for enhancing youth employability and economic empowerment. Organizations such as the Haryana Skill Development Mission (HSDM) and the integration of the National Skills Qualification Framework (NSQF) have resulted in significant advancements in addressing the skill gap and providing futuristic skill training opportunities. However, the effective implementation of these programs faces challenges, including digital access disparity, trainer preparedness issues, and declining job opportunities in sectors like retail, hospitality, and tourism. Additionally, gender disparities and historical barriers hinder the status of women in these initiatives. Literature review underscores the importance of addressing program effectiveness and gender disparities. To address these challenges, suggestions include empowering private sector involvement, restructuring the skills training curriculum, and reducing school dropout rates through counseling and targeted education programs. Industry-integrated education and the organization of regional centers of excellence are also recommended. In conclusion, to overcome these challenges, a multifaceted approach involving digital access improvement, quality training enhancement, industry connections, perception alteration, and gender equality promotion is necessary. By adopting these measures, Haryana can establish a more efficient and equitable vocational and skill development ecosystem, empowering its youth for a brighter future.

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