 www.thaavan.com thaavan2011@gmail.com	CLEAR IJRCM	Print ISSN: 2249 – 6009, Online ISSN: 2249 – 4561 ----- International Journal of Research in Commerce and Management ----- A Blind Peer Reviewed and Open Access Journal Publication as Per UGC Care of India and SCOPUS
	CLEAR IJRCM	Vol-12, Issue-23 Jan-Jun 2022 pp. 40-46
www.thaavan.com thaavan2011@gmail.com	Indexed Impact Factor Journal	

CLEAR International Journal of Research in Commerce and Management

**PROLIFERATION OF SKILL IN INDIA - PROGRESS AND
ADVANCEMENT**

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ABSTRACT

The demand of dexterity in industries, awareness and competence have aggrandized the necessities for deploying expertise workforce within developing and developed nations in unison which ushers them towards swift proliferation and setting the bar higher every day. With respect to India, skill development is pivotal from both socioeconomic and topographical perspectives. This reconnaissance is an effort to analyse the encumbrances that India encounters upon propelling skill development initiatives on a national scale and possible remedies that could be made in order to tend to it. From a well-grounded acknowledgment, the prowess of an individual is validated in the manner of elementary education and subsequent practice sessions of the Indian laborious manpower. It has been ascertained that within the age group 14 to 60, the level of education and practical training are low. Out of which, 37.8% of the manpower are unlettered, 24.9% of the workforce possess an elementary standard education, 37.1% are qualified with a secondary education, a handful of 10% have obtained distinctive levels of practice, of which 2% are official and 8% are unofficial. The investigation has further emphasized that the Government and its cohort agencies have endeavoured several programs for a multitudinous augmentation of skill development in the economy. Howbeit, it encounters a plethora of obstacles that demand rigorous attention of the decision makers. Therefore, this paper illustrates that implementing agency of the skill development should be gingerly in extirpating the stumbling blocks and ameliorate the plan of action in accordance with a profound notion to enhance the skill development program efficacious.

Article History

Received: 11th March 2022

Received in revised form: 27.03.2022

Accepted: 18.04.2022

Published


: 28th April.2022

Keywords: Skill Development, Economy, Initiatives

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1. INTRODUCTION


Industrialization, information, and competition have increased the demand for highly trained workers in both developing and developed countries, allowing them to propel their economies' development rates to higher levels. To nip at the heels of global quality standards, ameliorate foreign trade, beget luxurious technologies to domestic sectors, and aggrandize industrial and economic development. A trained workforce is considered as a prerequisite for all economic developments. As a result, expertise and proficiency has become the primary operators of any nation's socioeconomic burgeoning. Nations with efficiently trained human capital would produce higher GDP and per capita income, and they intend to deliver feasible and reliable solutions to the tribulations that are being thrown at them. From a socioeconomic and demographic perspective, skill development is equitably pivotal for India. A multi-faceted and highly efficient skill development system is essential for the economy to thrive at an annual pace of 8% to 9%, with blooming rates of 10% for secondary, 11% for tertiary, and 4% for farming sectors. Furthermore, India is destined to proffer to the global labour pool due to a demographic upper hand, with a higher working-age population growth rate than its overall population and the second-largest population in the world (with a headcount of around 1.4 billion by 2025). India has the unusual benefit of encompassing the youngest population in the world, with an average age of 29 upon Juxtaposition with other global powers as the

average age in China and the United States is 37 years, whereas in Western Europe it is 45 years (FICCI, 2014).

India is in a sui generis position to burgeon its market share in the global outsourcing business, which now stands at roughly 37 percent, a credit directly ascribed to the increased globalisation and digital presence. As a result, such a situation instigates worker skill development. However, before undergoing any type of treatment, as part of a skill development programme, it's vital to appraise concurrent skill capability as well as main impediments in the way of skill-development strategies as well as potential countermeasures. This article sheds light on the prowess capacity, development programs and the tasks that the decision makers are saddled with in order to aggrandize the skill development scheme with special reference to India.

2. POLICIES AND MANDATES OF SKILL DEVELOPMENT IN INDIA

In India, skill learning is accomplished via two mediums formal and informal ways. Both the public and private sectors strive to provide formal education. Subsequently, the government is considering the Public-Private Partnership (PPP) model. ITIs, or Industrial Training Institutes, are government-run and are a vital source of vocational training in the country. There are also privately owned Industrial Training Centres, or ITCs, as well as vocational schools. In India, the Labour Laws ensure that students pursuing technical education are taught through industry-provided apprenticeship programs. Despite the fact that the private sector contributes significantly to skill development,

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the public sector continues to exercise sway over the nation's skill development initiatives. The unorganized informal channel can be delivered through on-the-job training or through experience learning. The Indian government created a policy framework targeted at improving the country's talents. The Apprentices Act of 1961, a formal method of skill acquisition, is part of the skill development eco system. The National Skill Policy, which professes the policies and processes for skill amelioration, as well as the National Skills Qualification Framework, are included (NSQF) 3. The Apprentice Act of 1961 mandates that the industry involve in the skill development of students pursuing a formal technical education. Industry professionals are well-equipped to teach students upon honing their skills. The Act intends to make it necessary for commercial and public sector businesses to teach pupils. The industry must give on-the-job training to students, giving them real-world experience with prowess and course of actions and preparing them for employment.


The National Policy on Skill Development was established in 2009 with the goal of bolstering the country's skill development activities. It is a process of public-private partnership that is overseen by the Ministry of Skill Development and Entrepreneurship. It was discerned with the goal of promulgating skill development by establishing a big, high-quality vocational institution with the necessary training infrastructure. India has a colossal number of aspirants, but it lacks the necessary infrastructure to satisfy the demands of vocational education and training. As a result, the government is pursuing additional

partnerships to assure the model's success in providing vocational training.

3. CONCURRENT SCENARIO OF INDIA

With a sheer notion, to reap the benefits of the demographic dividend, India will need to soar its workforce with the necessary prowess. As a result, this section reflects the current skill levels of the Indian workforce in the 15-59 year age range in terms of their general educational and occupational training levels.

The drop-out rates of educational institutions were reckoned to be 49.9% in the age group of 5-14 years and 86.1% beyond 15 years of age, whereas the workforce participation rate soars drastically after 14 years of age, resulting in a semi-literate workforce that struggles to imbibe the prolific and miscellaneous prowess. Eighty percent of India's mastery lacks employable skills. In collation to developed economies such as Korea (95.80 percent), Germany (74.7 percent), Japan (81.2 percent), and the United Kingdom, only about 2% of novice entrants to the labour force have received formal vocational training and 8% have received non-formal vocational training, implying that exiguous new entrants to the labour force have any marketable prowess (68 percent) (Sharma, L., et.al, 2016)

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4. ENCUMBRANCES AND POSSIBLE NOSTRUM UPON ESTABLISHING SKILL DEVELOPMENT

Despite several concerted efforts, the skill development mission remains a long distance from completion due to the presence of several acute and chronic predicaments along the project's route. Some of these snags, as well as potential remedies have been appraised.

4.1. Incongruity in Supply and Demand

As a result, an ideal scenario is one in which labour supply can be transformed into skilled labour that can be easily imbibed by industrial sectors. In India, however, only a handful percentage of the workforce is formally trained.

There has been a decisive soaring in the number of persons. There are more personnel available at the high expertise level than there are at the low expertise level, and there are more jobs available at the low expertise level than there are up north.


There is a mismatch between the education and expertise that young people get and the demands of the work market. To create a holistic approach upon the populace to skill development, skill development initiatives must be oriented with demand and supply scenarios across geographies, industries, and labour markets, so that new skills which are essential to industry or metamorphosis in labour supply can be swiftly tweaked with adequate and effectual training schemes.

4.2. Topography

The states and its demography are quintessential upon the development of skill among the populace. The states which are overwhelmed with people have access to exiguous jobs. While the states which possess a passive economic growth, the residents intend to be on contingent with the migration to fend the families.

To address the concern of disparate geographic and socioeconomic economic fettle, the government, in coalition with its partner agencies, should establish more standardised skill-based institutions or skill development centres across the country, particularly in laggard/backward states, with the goal of purveying equal access to all levels of society, so that the entire society would be lucrative. The skill programmes and schemes aids in the amelioration of the society as a whole

4.3. Low Exposure to Tutelage

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In India, there are more than 1.2 million schools with a total enrolment of close to 240 million students (from pre-primary to high/senior secondary levels), signifying that schools account for the majority of enrollments. Around 20.3 million people work in higher education. Students enrolled in open universities and other diploma programmes make up 24.1 percent of the total student populace. Presumptuous pedagogical quality leads to a lack of reading and numbering abilities among pupils. Even the most rudimentary abilities are difficult for these children to learn. Many skills taught in school have become obsolete, and as a result, employees are unable to find employment that matches their goals.

The essentials of the existing scenario is to deliver high-quality educational programmes at all levels, with a propensity towards skill development. As a result, the industry and educational decision-makers must collaborate to contrive the teaching content or syllabus. It should be regulated on a stipulated basis and should emphasise field and expertise learning over classroom learning. As a result, students would be able to be up to the scratch with the Industrial requirements.

4.4. Occupational training

As it has been observed in India, approximately 91% of jobs are skill-based, requiring some form of occupational training, despite the fact that only 2.2% of the population (in the 15-25 year age group) has signed up in occupational training in India, as on collated with 80% in Europe and 60% in East Asian countries. Most prospective students in the nation do not pursue occupational education due to a lack of comprehension about industrial


demands and the availability of appropriate vocational courses.

As a result, a substantial, effectual and complete occupational training system with appropriate awareness-building initiatives is an exigency. Incidentally, by these initiatives, more people are au courant of current skill development courses and market demands, which ushers to a rise in student enrolment and aggrandizes the reputation of vocational colleges. Education and vocational training are prerequisites to an economy's entire prowess capital pool.

4.5. Gateway to Placement Opportunities

Most of the students, who have garnered a degree or a secondary education would have a predilection to be accrued from a job in due course of time. In India, vocational training is available in almost 120 courses, the majority of which are long-term (i.e. of 1 to 2 years duration). In China, there are about 4,000 short-term modular courses that give skills that are more closely matched with jobs requirements. Micro, small, and medium companies (MSME) in India find it difficult to compete with giant corporations. Because it is difficult to invest in skill development institutes, many MSME enterprises use semi-skilled workers.

Highly trained professionals who are congruous and analytical in nature are acknowledged as the propelling force for innovation and progress in this era of knowledge. India would require an adaptable education system with a multifaceted and highly efficient skill development system to achieve the goal. This system must establish connections between each of its elements and ensure that

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skill development and employment are seamlessly integrated.

5. SKILL DEVELOPMENT FOR DIFFERENTLY ABLED PEOPLE

Skill development is a vital part of a successful transition to adulthood and employ-ability, impacting many aspects of life, including housing and socioeconomic position (Wolf-Branigin, et.al, (2007)). However, a disproportionate number of young people with disabilities drop out of high school and do not work or continue their education, and they are ill-prepared to handle the demands of a fast-paced workplace (Burgstahler, S. (2001)). Despite the benefits of career preparedness programmes for young people, individuals with disabilities are frequently left out and have limited access to high-quality employment development activities during high school (Trainor, A. A. et.al, 2018). Educator attitudes and experiences, worries about behavioural issues, and youth views and preferences are all common hurdles to participation in school-based job development programmes for kids with disabilities. Because they tend to be concentrated in lower-paying and lower-status industries (Roessler, R. et.al, (2007)), some research has critiqued employment readiness programmes for not preparing impaired adolescents with adequate skills and experience to get them above the poverty line. To increase their competitiveness in the workforce, kids with disabilities should have a variety of skill developing and employment experiences as early as feasible (Gall, C.,et.al, (2006)). Because there are nearly 2 million disabled children in India. According to 2011, 7.6% of India's populace are disabled. Therefore, it is vital to


acquire a better knowledge of the precise skills that youngsters are learning in training programmes, as skill gaps can limit possibilities and perpetuate social exclusion and poverty.

6. WOMEN IN SKILL DEVELOPMENT

Furthermore, women in India are disproportionately enmeshed in the informal sector, where they work in low-wage occupations with no benefits. This indicates a shortage of job possibilities and skills for women in the workforce. In order to fully realise the potential of India's female workforce, an employment revolution must be accompanied by a skill development revolution. Women's special policies should be prioritised by planners to ensure their successful involvement in the labour market. Because, it will assist India in meeting its skilling goals and reaping the benefits of having the world's largest workforce by 2025.

7. CONCLUSION

A competent workforce is required to make India internationally competitive and to accelerate its economic progress. As India edges closer to becoming a knowledge economy, it is becoming increasingly necessary for it to focus on skill amelioration, which must be in congruence to the thriving economic environment. An effective skill development system is cardinal for converting the country's demographic dividend. As a result, in order to meet its aspirations skilling goal, it is critical to have holistic answers to the predicaments rather than piecemeal initiatives. Young people's skill development and job experience are pivotal components of a successful transition to adulthood. When competing for job experiences, young people with disabilities may be at a disadvantage if they did not have the same

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vocational possibilities as their normally developing counterparts throughout their high school years. In paid work, people with impairments are constantly underrepresented. This uneven representation in the workforce has consequences for people's economic, physical, and social well-being, as well as their capacity to engage fully in society. This paper has expounded the divers impediments that the young workforce encounter in order to get placed in the job and ameliorate their skill, Researches could be ushered addressing every specific activity, regulations and the more prolific concerns and the extent to which every particular populace runs the gauntlet and caveats to attenuate it.

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