

## SKILLS DEVELOPMENT IN INDIA

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### ABSTRACT

*This is the research paper that communicates information about the concept of skill development in India and what are the programs and policies that have been initiated for this purpose. In India, this concept was not very well developed and recognized but in today's world, various programs, policies, educational and training centers have been established to implement this concept. In urban and rural areas, various training centers have been established to impart skill development activities to the individuals such as literacy skills, which mainly consists of three Rs, reading, writing and arithmetic; computer skills, artisan skills, production, manufacturing and so forth. The kind of skills the individual learns depends upon his capabilities and interests; leadership skills are meant for leaders, the management within the organizational structure, or leaders in any organization in whose hands the authority is vested, for them it is essential to understand the leadership skills. India has progressively advanced as an aware country because of the wealth of competent, intelligent and experienced human resources. In today's world, within schools, majority of the students are performing to the best of their abilities; with the increasing globalization, many opportunities have developed for the people to advance their skills.*

**Keywords:** Skill development, National Policy, Vocational Training, Leadership skills, Employment.

### INTRODUCTION

India has gradually progressed as a knowledge-based economy due to the profusion of capable, flexible and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation's global competitiveness. The skill development of the working population is the main priority for the government. This is apparent by the exceptional progress India has witnessed under the National Policy on Skills (2009) over the years. The objective of the policy is to expand on outreach, equity and access of education and training, which it has aimed to fulfill by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult learning, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training. The government therefore provides holistic provisions through all its initiatives in the form of necessary financial, infrastructure and policy support (Knowledge paper, 2012).

In addition, the private sector has also recognized the importance of skill development and has begun facilitating the same through three key elements — non-profit initiatives, profit enterprises, and consumers. Currently, there are many skilling opportunities approached by the government, the private sector and the collaboration between the two. The current focus of skill development has shifted to the learner and his/her requirements and expectations from vocational education and training; in order to empower the working population and other citizens of the country, it is essential to put emphasis upon skill development (Knowledge paper, 2012).

## **NATIONAL POLICY ON SKILL DEVELOPMENT**

In order to provide adequate training to the youth the government formulated the national skill development policy that laid an outline for skill development, ensuring that the youth of the country get better access to skills and knowledge. Key features of the National Skill Development policy have been stated in the following paragraphs (Knowledge paper, 2012).

Institution-based skill development - This includes vocational schools, technical schools, polytechnics, professional colleges, etc; learning initiatives of skill development organized by different ministries and departments; formal and informal apprenticeships and other types of training by enterprises; training for self-employment and entrepreneurial development; adult education, retraining of retired or retiring employees and lifelong learning; non-formal training, including training by civil society organizations and E-learning, web-based learning and distance learning (Knowledge paper, 2012).

Institutional framework - The policy lays down three institutional frameworks comprising of Prime Minister's National Council on Skill Development, National Skill Development Co-ordination Board, National Skill Development Corporation (NSDC) and National Council for Vocational Training (NCVT). The policy conditions the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions, skill providers and resource persons. Promotes the expansion of outreach, equity and access under the skill development plan; the skill development plan requires that there is a significant amount of capacity building, innovative delivery approaches and managerial aptitude. The policy provides equal access of skill development for women, disadvantaged groups (SC, ST and OBCs), minorities, disabled persons and economically weaker sections of the society (Knowledge paper, 2012).

Lays down standards for quality and relevance - The policy also makes provision for quality standards to achieve global competitiveness. It lays down standards for quality assurance which is based on legalization of qualifications for ensuring that they reflect market requirements, substantiation of training process, accreditation of training providers and institutions, research and information. Quality of infrastructure, trainers, national vocational

qualification framework, labor market factors and HR planning mechanisms are some of the aspects that have been reflected under the policy agenda (Knowledge paper, 2012).

Emphasizes on skill development for the unorganized sector - The policy lays down special importance on skill development for the unorganized sector. The policy provides for having a separate institutional method to arrange, execute and scrutinize the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employed individuals (Knowledge paper, 2012).

## **NATIONAL SKILL DEVELOPMENT CORPORATION**

There are imperfections and gaps in the skills training framework that encouraged the Prime Minister's council on skill development to come up with an innovative program in the form of the NSDC in 2008– 09 to concentrate on the skills gap in India. The plan was to have a system that enabled the government provision of training to be disconnected from the government financing of training; focus was put upon output (demand) rather than input (supply); it laid prominence on competencies and not specific skills; was flexible; based on intermittent labor market surveys; and addressed the issues of affordability and accessibility. A unique experiment in the skills arena, the NSDC was officially launched in October 2009 with an authorization to skill 150 million people by 2022 in 20 focus sectors identified by the government and the informal segment through a three-pronged approach rotating around generating, funding and enabling sustainable skills training initiatives on personnel basis (Chenoy, 2012).

## **IMPARTMENT OF SKILL DEVELOPMENT THROUGH VOCATIONAL TRAINING**

Skill development through vocational training in India is offered by the Directorate General of Employment and Training (DGET) under the Ministry of Labor and Employment. The DGET is an organization for development and coordination at the national level for the programs relating to vocational training. Vocational training is imparted through various schemes and they have been categorized as follows: (NSDC, n.d.)

1. Craftsmen Training Scheme (CTS) – ITI/ITC training
2. Apprenticeship Training Scheme
3. Craftsmen Instructor Training Scheme
4. Advance Vocational Training Scheme
5. Women Training
6. Research and Staff Training
7. Instructional Material Development

8. Hi-Tech Training
9. North Eastern States
10. Modular Employable Skills (MES)
11. Centre of Excellence and World Bank Assistance
12. Up gradation of ITIs through Public Private Partnership (PPP)

## **LEADERSHIP SKILLS**

Motivating People – The individuals employed within the company are the primary reason for its success and the source of its competitive advantage. The performance of the individuals is dependent upon two factors which are their abilities and motivation. There have been particular ways through which motivation takes place, first is the Maslow's hierarchy of needs, which comprises of physiological needs, safety needs, social and belongingness needs, esteem needs and self-actualization needs. Second are the ERG theory, existence needs, relatedness needs and growth needs. Third is the two-factor theory, job satisfaction and dissatisfaction are not opposite ends of the same continuum but are independent states and different factors affect satisfaction and dissatisfaction (Kouqing, 2009).

There have been motivating practices, finding meaningful individual rewards, if an employee is performing well within the organization, than in order to motivate him to perform even more better in future, it is essential to reward him, hence rewarding is one of the main motivating factors for leaders. Another factor is redesigning jobs, job enlargement, it means adding to the job additional tasks with similar complexity to the current tasks, require the use of different skills, another is job enrichment, which means adding complexity to the job, increasing responsibility. Another motivating factor is making provision of constructive feedback, the employees should be provided with feedback regarding their performance and negativities should also be stated in a positive manner to avoid detrimental outcome. In order to motivate individuals, it is important to clarify expectations and goals of the organizational structure with them (Kouqing, 2009).

Communication – This is one of the most crucial leadership skills, there have been various aspects of communication that is downward, upward and horizontal and it can be formal and informal. There always arise barriers to effective communication; organizational barriers can be information overload, noise, time pressure and information distortion, cross-cultural barriers etc. Individual barriers comprise of differing perceptions, poor listening skills, consideration of self-interest, etc.

There has been an appropriate procedure to carry out the communication process in an

organized manner. The steps are as follows: An idea is encoded, and then it is transmitted from the sender to the receiver, then the receiver receives the idea, decodes it and then acts. There have been important ways to improve ones communication skills, one should be a good listener, know the audience, in other words the communicator should know well who he is communicating with, selection of a proper communication medium is vital, encourage feedback and there should be regulation of information flow and timing (Kouqing, 2009).

Decision Making – Another most important leadership skill is making effectual decisions.

An appropriate procedure has to be followed when making decisions, first is defining the problem, second is identifying criteria, third is gather and evaluate data, fourth is list and evaluate alternatives, fifth is select best alternative and sixth is implement it and follow up. For the purpose of effective decision making, there are certain group decision making techniques which have to be taken into account and these are as follows: Brainstorming – It is a process in which a large number of ideas are generated while the evaluation of the ideas is suspended. Nominal group technique – In this case, the discussion is structured and the final solution to the problem is decided by the silent vote. Delphi Technique – This is a new technique which promises to help the decision maker with concise directly relevant information. The goal of the Delphi technique is to predict the future and to evaluate alternative courses of action; the researchers and the respondents are actually accomplices to the prediction enterprise. In other words the decision making participants are surveyed regarding their opinions or best judgments. Dialectical Decision Making – There is usage of debate between highly different set of recommendations and assumptions to encourage complete discussion (Kouqing, 2009).

## **SKILL UP GRADATION AMONGST THE RURAL MASSES**

Within the rural sector, there are three areas which are vital to develop for the welfare for the rural masses regarding the skill up gradation; rural self sufficiency in resource utilization, governance and leadership. Within the rural sector, most of the individuals are not able to read or write, hence, this lack of educational abilities results in poverty, they are unable to find employment opportunities, even if the individuals have some savings, they are unable to utilize them in the effective and productive ways, hence the ultimate outcome of these problems is poverty and destitute conditions. Education of the rural masses is essential so that they learn and acquire awareness about how to solve their daily problems. Mahatma Gandhi introduced the Nai Talim concept which is to attain basic education. The idea of rural institutes has been finding place in the recommendations of various education commissions starting from Dr. Radhakrishnan Commission of 1949. Succeeding this, a rural-based agricultural university was set up at Pant Nagar in Uttar Pradesh in 1960 and the second university in 1962 at Ludhiana. When India was undergoing the problem of grain shortage, the entire attention of the agricultural

universities was on research, development and extension of agriculture. In the process, rural development programs, a task originally meant for State Agriculture Universities (SAUs) were not looked upon (R.D, n.d.).

In view of the Constitutional Amendment Act, 1992, main priority was given to rural development programs. It is in this context that the National Council of Rural Institutes (NCRI) has started considering introduction of rural higher education programs, primarily based on the Nai Talim concept; these programs were in accordance with local needs and requirements of the people who have not been integrated in typical higher education, covering the elements of research, teaching, extension and networking. It is with the introduction of this type of a rural education program that the Panchayat raj system will get the needed strength for understanding and resolving local rural problems. The ultimate aim is the development of competent and conscientious human beings, fully capable to organize and finally lead a profession to new pinnacles of accomplishment in the service and goodwill of the society (R.D, n.d.).

Learning within the higher institutions is based upon hypothesis, concepts and theories evolved by western scholars including rural sociologists; their application towards our rural development has been to a limited extent. Every rural area is different within the country and the solution of rural problems. In the context of rural development, indigenization of concepts and theories are essential for understanding the problems of Panchayat raj institutions, state governments and stakeholders. For this purpose, it is vital to obtain information and knowledge about social science research relating to the rural areas, if this process is carried out effectively then rural transformation, fulfillment of requirements and solution to impediments and dilemmas can be brought about rapidly (R.D, n.d.).

## **ENHANCING SKILLS AND GENERATION OF EMPLOYMENT OPPORTUNITIES**

Skill building is viewed as an instrument whose main purpose is to enhance the efficiency, productivity and contribution towards the different sectors of the economy such as industries, agriculture, manufacturing, education, communications and so forth. The economy comprises of three sections primary, secondary and tertiary and in all the three sectors, the personnel, the human resources that are employed are required to enhance their skills, knowledge and capabilities to work. Skill building is meant to empower an individual and improve his/her social acceptance within the society. Skillful and productive individuals are always accepted and recognized everywhere; they are always in high demand (The Planning Commission, n.d.).

When an individual is skillful and proficient in his respective field; this leads to generation of employment opportunities for him. Foundations are being laid by the three tier structure of Prime Minister's National Council, National Skill Development Coordination Board (NSDCB) and National Skill Development Corporation (NSDC) for a more positive role of

public, centre and states, private and third sector communications and borders for harnessing the benefits of demographic dividend. Major prominence has also been laid on skill development through the creation of a coordinating mechanism. The factor of skill development has been made an important agenda for the Governments at Centre as well as States and the significance of State Governments has been authenticated in the promotion of skill development (The Planning Commission, n.d.).

## **VISION FOR THE NATIONAL SKILL DEVELOPMENT INITIATIVE IN INDIA**

The following points depict the vision for the National Skill Development Schemes: (NSDP, 2009).

1. **Scale of Ambition** – Currently the capacity for skill development in India is around 3.1 million individuals per year. The 11<sup>th</sup> five year plan envisages an increase to 15 million on an annual basis. India has set up an objective of creating 500 million skilled workers by the year 2022. In order to achieve this objective the country has to formulate skill building programs and plans.
2. **High Inclusivity** – The skill development schemes will connect inclusivity and reduce distributions such as males and females, rural and urban, organized and unorganized employment and traditional and contemporary working environments.
3. **Dynamic and Demand based System Planning** – The skill development schemes sustain the delivery of trained workers who are adaptable dynamically to the changing demands of employment and technologies. This policy will promote superiority and will meet the requirements of knowledge economy.
4. **Choice, Competition and Accountability** - The skill development scheme does not discriminate between private or public delivery and puts importance on the results, users' preference, competition among trainers and their responsibility.
5. **Policy Coordination and Coherence** - The skill development schemes sustain employment generation, economic growth and social development processes. Skill development policy will be a fundamental part of widespread economic, labor and social policies and programs. A structure for better organization among various Ministries, States, industry and other stakeholders will be instituted.

## **WAYS OF FACILITATING SKILL DEVELOPMENT ACTIVITIES**

There have been methods to smooth the progress of skill development activities through the following: (Demographic Dividend, 2013).

1. Creating and enhancing the skill development infrastructure.

2. When construction of schools, institutions and other establishments take place, there should be adequate measures for skill development to take place such as usage of technology.
3. Current institutions, ITIs, acquire mechanisms and equipment required for vocational training of the individuals.
4. Establishment of skill development centers in rural and urban areas, especially where there were not any.
5. Finances have been major issues especially for the economically weaker sections of the society; hence some measures have to be formulated to finance their skill development programs.
6. There has to be involvement of private organizations, profit as well as non-profit in activities implemented by the CSR cell, CSR activities make skills a responsible activity and they are really useful.
7. Efforts have to be implemented to increase the number of skilled personnel within the country and on the basis of their skills they should be able to accomplish something for themselves and find employment not only in industries but in all kinds of sectors education, transport, manufacturing etc.
8. Differential wages should be offered for the skilled and certified workforce to encourage recognition of the skill development programs by the society so that more and more individuals join them.
9. There should be encouragement of social benefits such as proper working environments, mutual coordination, team work, adequate means of communication, leadership skills, planning, management and organization of performances.
10. In all kinds of organizations, companies, associations, institutions there should be integration of skill development programs along with the work duties so that employees can learn beyond their job assignments.

## **CONCLUSION**

In India, the concept of skill development has been largely recognized and many programs and policies are being formulated to initiate this concept not only amongst the individuals in urban areas but in rural areas as well. NSDCB and NSDC are the organizations that have formulated policies for skill development amongst the individuals and besides these there are vocational training centers. Skill development has been facilitated by the organization of certain programs, educational institutions and training centers. Skills are of various kinds, within an organizational structure it is essential on the part of the management to develop leadership skills amongst themselves such as motivating people, decision making and communication. In India, rural masses are still in a backward condition, steps therefore have been implemented to develop skills amongst them for the purpose of obtaining self-sufficiency in

resource utilization, governance and leadership. The different kinds of other skills which can open ways towards development of the individuals are literacy skills, computer skills, craftsmanship, manufacturing, trading skills and so forth. Skill development always leads to progress of the individual and the kinds of skills and knowledge that he acquires may not be applicable immediately but it always proves to be beneficial in the long run.

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