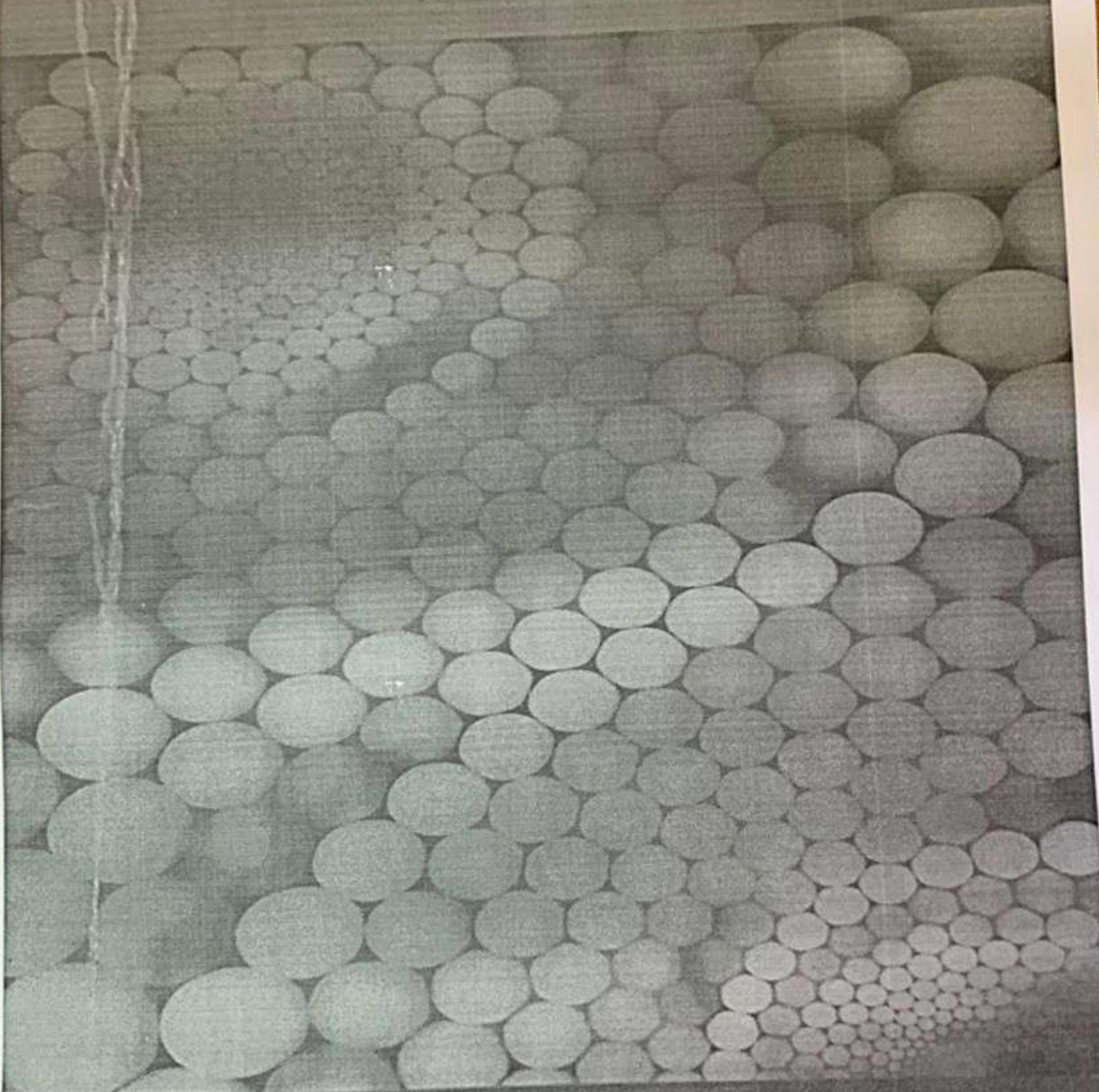


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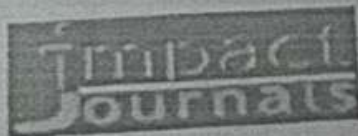
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CHALLENGES AND OPPORTUNITIES OF SKILL DEVELOPMENT IN INDIA

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ABSTRACT

Skills and knowledge are key factors of macroeconomic growth and socio-economic stability. Appropriate policies for the development of skills occupy a dominant place in the development of the economy. According to a five-year plan, India has set aggressive targets for faster and more sustainable economic growth in the nation. With the demographic dividend, India needs to impart the right skills to its workforce. The development of skills has become a national priority for which a series of measures have been taken and are in process for the future. In this context, this document studies and analyses the current state of skill development and the challenges that India faces when implementing different initiatives and strategies. Keywords: skill, employment, demographic dividend, training. The study also found that both the government and its partner agencies have undertaken various measures / initiatives for the effective implementation of the skills development system in the economy, but still face a series of unsolved problems / challenges that require immediate attention from those responsible of the policies. Therefore, government skill development initiatives should focus on these obstacles and develop programs accordingly to resolve these obstacles to the full success of skill development initiatives.

KEYWORDS: Skill development, Knowledge, Challenges and India

INTRODUCTION

Today, all economies need qualified labour to meet global quality standards, increase their foreign trade, bring advanced technologies to their national industries and boost their industrial and economic development. Globalization, knowledge and competition have intensified the need for highly skilled labour in both developing and developed nations, as it allows them to accelerate the rate of growth of their economy towards a higher trajectory. Therefore, skills and knowledge become the main driving force of growth and socioeconomic development of any country. As noted, countries with highly qualified human capital tend to have higher GDP and per capita income levels and adjust more effectively to the challenges and opportunities of the world of work. India is in a unique position in the world due to demographic dividends compared to developed countries whose population is aging. China, USA, Western Europe, Japan and many countries in the world are grappling with an aging population. On the other hand, India with an average age of around 29

years and an average age much lower than that of China and the OECD countries. 65% of the population of India is less than 35 years old and 70% of the population will be of working age by 2025. A high population of employed, trained and productive can easily capitalize on the demographic dividend advantage and drive to sustainable development, but the unemployed, untrained and unproductive population can even turn the demographic dividend into demographic responsibility.

REVIEW OF LITERATURE

NSDC has identified some of the main challenges that must be addressed to build an enabling ecosystem of skills development for the women's workforce. These are the following: (1) the large number of women who need training, since currently only 2% of the female workforce is formally trained. (2) Insufficiency in the quality and relevance of TAVET (Technical and vocational training for employment in India), (3) Inadequate infrastructure, acute shortage of trained workers, poor quality of training. (4) Lack of mechanisms to judge and certify quality (5) Inequality in access to TVET for women (6) Level of legal education of potential female apprentices that limits the training of women in the formal sector (7) lack of recognition of the prior learning of potential female apprentices. (8) Relatively high opportunity cost. The main challenges mentioned here are few, but they represent a complexity of the problems involved, and it is argued that the practice of empowerment must go beyond their focus on women and gender. emphasis on strategic needs, such as leadership and advocacy, rather than a simple focus on basic needs. it will also encourage the understanding and analysis of power relations, and strengthens the idea of developing skills rather than simply skills.

The current classification in the world in industrial production is 10. The total contribution of the GDP of the manufacturing sector is 28%, which implies about 17% of the total labour force. The basis of any manufacturing organization is governed by the amount of money that is willing to invest and the type of people who will work in it. To transform the health status of the manufacturing sector and make it the preferred destination of domestic and foreign investors and industrialists, it is very important to promote financial services based on funds and not based on funds. Manufacturing companies to resist global competition and ensure its long-term sustainability, must invest in large quantities to establish and develop their infrastructure, raw materials, human resource development and R & D (Goyal, Kaur, & Singh, 2015). World Bank data suggest that in 2013, the contribution of the manufacturing sector to the Indian economy was only 13%. The global contribution to GDP by manufacturing sector was only 28%. India's contribution to world manufacturing is also very low, with a contribution of only 1.8%. These statistics clearly indicate that India's position in the manufacturing industry is very poor (Goyal, Kaur and Singh, 2015). If India becomes a manufacturing destination that attracts investment from the global and national industry, it will generate many employment opportunities for the Indian workforce (Goyal, Kaur and Singh, 2015).

In India, only a small part of the workforce actually receives various vocational and technical training courses to improve skills. It has been observed that there are many job seekers compared to the jobs available at the lowest skill level, while the number of jobs available has a higher skill level than the job seeker available that matches the job. Labour requirement This imbalance between supply and demand shows that there is a large

cannot afford the fee and may not be aware of the schemes administered by the government, which also leads to a low mobility to these programs.

- There is a big problem related to the skills that the industry needs and the skills imparted through the educational and training institute. There is a lack of industry-faculty interaction because the skill set does not adapt to the employer.
- Vocational Training Centers in India focus on developing technical skills only while employers feel the need to have Behaviour Skills as well.
- According to India's Intent to Hire Survey, employers also focus on Skills such as Proficiency, Communication, a culturally appropriate person, Honest and Integrity values, Adaptability, Focus on Outcome, Interpersonal Skills and Attitude. Learning. These skills are not covered as an integral part of skill development.
- This is a major challenge as it results in a lot of unemployed skilled labour.

Skill development initiatives of the government

- Establishment of 1,500 new ITIs through the DGET
- Establishment of 50,000 Skill Development Centres through the DGET
- Setting up of PM National Council on Skill Development (operational)
- Setting up of National Skill Development Coordination Board (operational)

Apart from these, several ministries of the Government of India are also engaged in skill development, which are as follows:

- Ministry of Textiles
- Ministry of Rural Development
- Ministry of Human Resource Development (for Higher and Technical Education) including the setting up and up gradation of polytechnics
- Ministry of Urban Development and Poverty Alleviation
- Ministry of MSME Ministry of Food Processing Industries

CONCLUSION

The existing skills development policy in India needs urgent treatment. To make India competitive internationally and to further boost its economic growth, a skilled workforce is essential. As India moves more and more towards the knowledge economy, it becomes increasingly important to focus on the advancement of skills and these skills must be relevant to the emerging economic environment. To transform your demographic dividend, an efficient skill development system is the need of the hour. Therefore, in order to achieve its ambitious training objective, it is imperative to have comprehensive solutions of the challenges instead of fragmentary interventions.

SUGGESTION

- Currently, 80% of the workforce in India (rural and urban) does not possess identifiable and marketable skills. Therefore, bridging this gap through various skills development initiatives can make India the global center of skilled labour, and also result in a surplus of skilled labour of approximately 47 million by 2020 (FICCI).

- As a rapidly growing developing economy, in addition to white and blue collar, India also needs gray collar knowledge workers that include ICT skills, problem solving, effective communication analytical skills and rust-collar-skilled workers at the level base in the currently unorganized sector and unrefereed sectors such as construction, agriculture and related trade.
- Government and industry leaders are constantly launching new skills development initiatives, but somehow they are not reaching the casual workers who dominate the Indian workforce. Stakeholders (industry leaders, government, etc.) have realized that none of them can work in isolation. They will have to collaborate since the participation involved is enormous.
- The socio-economic empowerment of rural women can be achieved by investing in their skills development. They can provide basic education, technical training and other extension services for women. The support of self-help groups and NGOs can help improve their conditions by making them understand the importance of basic education and also by changing the attitude of society towards women.
- The change can be taken from the education system that needs to be renewed and restructured. The young population even after obtaining a degree cannot fit into the industry due to lack of experience to compete. Vocational training can start from high school. Students can prepare for the industry by making the curriculum for professional courses.

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