

## "SKILL DEVELOPMENT INITIATIVES IN INDIA : CHALLENGES AND STRATEGIES WITH REFERENCE TO VOCATIONAL TRAINING INITIATIVES IN MAHARASHTRA"

**Mr. Ramsagar Yadav**

( Assistant Professor) Department Of Mathematics & statistics L.S Raheja  
College Of Arts & commerce , Sanacruz (West), Mumbai

**Abstract :** The Planning Commission of India has estimated that around 500 million skilled persons are required by 2022 while the current capacity of the skill development program is 3.1 million. Considering issues like population growth, unplanned rural-urban migration causing urban poverty, high school dropout rates, India is likely to witness a deficit of 5.25 million employable graduates and vocationally trained workforce in next few years. In a few states, it has been observed that the economic progress of the state is directly related to the development of Technical and Vocational Education System. Those states, where good progress has been made in the field of skill development, have attracted higher Private Investments as well.

### INTRODUCTION

National Policy on Skill Development, 2009 aims to train 500 million people by 2022 by empowering all individuals through improved skills, knowledge and nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in global market. It also aims to increase produce workforce in organised and unorganised sectors especially among youth, women, disables, disadvantage sections.

Out of this 500 million, National Skill Development Corporation (NSDC) will train 150 million, Ministry of Labour will train 100 million, MHRD 50 million and the rest 230 million shall be trained by 21 ministries, departments and various other organisations.

The government of India having conceptualized the need of Skill Development has coordinated Action on Skill Development with a Three – Tier institutional structure consisting of

- (1) P.M.'s National Council
- (2) National Skill Development Coordination Board (NSDCB) and
- (3) National Skill Development Corporation.

The policy is not devoid of challenges. The present paper tries to study the challenges before the Skill Development Policy with reference to vocational training initiatives in MAHARASHTRA.

### OBJECTIVES :

The objectives of the present paper are

- (A) To understand the scope and the challenges of national skill development policy
- (B) To understand vocational training initiatives in Maharashtra
- (C) To suggest strategies to improve employability skills

### METHODOLOGY:

It is based on secondary sources of data which include books, journals, Internet etc.

**(A) TO UNDERSTAND THE SCOPE AND THE CHALLENGES OF NATIONAL SKILL DEVELOPMENT POLICY (NSDP):**

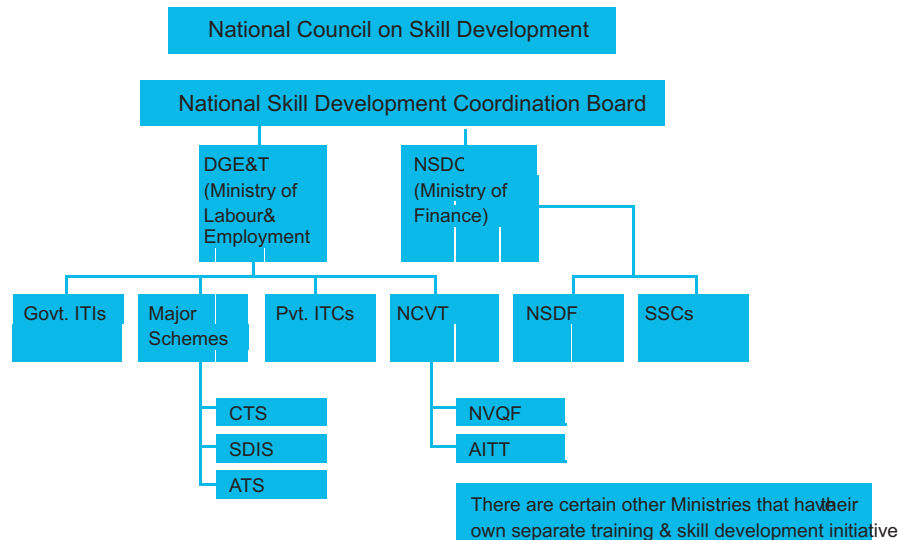


Chart: Institutional Framework Of Skill Development Sector In India

**SCOPE OF NATIONAL SKILL DEVELOPMENT PROGRAMME (NSDP):**

1. Institution based Skill development including ITIs/ITCs/Vocational /Technical Colleges/ Poly techniques/ Professional Colleges etc.
2. Learning initiative of Sectoral Skill development organized by different ministries/departments.
3. Formal & Informal apprenticeships and other types of training by enterprises.
4. Training for self employment/ entrepreneurial development
5. Adult learning.

**CHALLENGES BEFORE NATIONAL SKILL DEVELOPMENT PROGRAMME (NSDP):**

1. Disseminating information about the availability and effectiveness of training programs.
2. Improper and inadequate development of vocational training system.
3. Lack of coordination between vocational training institutions and absence of partnership between these.
4. There is a need to identify institutions to carry out impact evaluation studies / tracer studies/ Surveys of graduates from vocational institutes on a regular basis.
5. Innovative means to encourage good quality public/ private/in-service is not given much attention.
6. Vocational training institutes should be given greater freedom in terms of resource generation (sale of production or service activities, consultation of) and utilizing the proceeds for not only cost recovery but also incentivizing those who generate revenues.

**(B) TO UNDERSTAND VOCATIONAL TRAINING INITIATIVES IN MAHARASHTRA:**

Under the aegis of national skill development policy , the government of Maharashtra seeks to skill 45 million people over a period of next 10 years. There are about 1,444 senior schools in Maharashtra offering 150 courses in major vocational areas i.e. HSC (Vocational) with total intake capacity of over 88,000.

During the year 2011, about 59,854 students appeared for HSC (Voc) examination out of total seating capacity of 88,000, which reflects the under-utilisation of the capacity to an extent of 32%. There are many reasons for the diminishing relevance of vocational courses amongst the students.

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SECTOR	PROJECTED DEMAND IN 2022 ( FIGURES IN ‘000)
CONSTRUCTION	14,155.9
AUTOMOBILE	5,500
IT & ITES	2,238
TEXTILE	3,639
AGRO PROCESSING	1,389
MANUFACTURING	387.56

TABLE:Projected Demand Of Manpower In Maharashtra In Certain High Growth Areas In 2022

The government of Maharashtra has put in place the following governance system, programs and schemes to undertake the various skill development initiatives in Maharashtra:

- (1)State Executive Committee for Skill Development
- (2)Core Group for Skill Development
- (3)Regional Level Committees
- (4)District Level Committees
- (5)Modular Employable Skills (MES)
- (6)Craftsmen Training Scheme (CTS)
- (7)Apprenticeship Training Scheme(ATS)
- (8)Advanced Vocational Training Scheme (AVTS)
- (9)Centre of Excellence (CoE) Scheme

Skill Development Initiative Scheme, Maharashtra:  
[http://sdimh.mkcl.biz/CMS/Content\\_Static.aspx?did=190](http://sdimh.mkcl.biz/CMS/Content_Static.aspx?did=190)

Directorate of Vocational Education & Training, Mumbai (DVET) is the apex authority for vocational training an education in the State.

### CHALLENGES OF VOCATIONAL TRAINING PROGRAMS IN MAHARASHTRA:

#### 1. SEATING CAPACITY :

The available data on seating capacity clearly underscores the requirement to scale up the capacity of ITIs/ ITCs in the state.

#### 2. VOCATIONAL EDUCATION :

The under – utilisation of the capacity for HSC(VOC) examination indicates a need to reform the stream to make it more relevant to the needs of the students like Option for vertical mobility , etc.

#### 3. MANAGEMENT & GOVERNANCE :

- (i) Presence of multiple authorities in vocational training system leading to overlapping of authority and duplication in efforts
- (ii) It has been expressed that NCVT affiliation process is slow and hence the responsiveness of the trade offered to the demands of the industry is low. Moreover, the role of SCVT is very little in the Current system.
- (iii) The financial and academic autonomy at the institute level is low which needs to be relooked especially for larger ITI'S , which are being positioned as centres of excellence .The private ITI'S are not engaged in effectively in administrative decision making and Enjoy much less autonomy in aspects like admissions , examinations, etc.
- (iv) The quality of delivery of training in private ITC'S may be compromised due to low fee structure .

**4.FACULTY DEVELOPMENT :**

- (i)The current system of faculty development requires a systematic intervention as no mandatory training and development programs or industrial Orientation is being offered to the trainers. the private ITI'S receive no support from the government on this front.
- (ii)No minimum qualification prescribed for the faculty/trainers.

**5.INDUSTRY PARTICIPATION :**

No adequate industry participation in the field of curricula development , training of instructors and other aspects of vocational training

**(C) TO SUGGEST STRATEGIES TO IMPROVE EMPLOYABILITY SKILLS:**

- 1.Certain aspects of general education need to be retained in vocational education which may give the option to students to go back to mainstream education subsequently.
- 2.A clear framework for horizontal and vertical mobility for students opting for vocational education needs to be put in place.
- 3.Conduct periodic ‘Student/Trainee Engagement Surveys’, ‘Student/Trainee Destination Surveys’ and ‘Employer Satisfaction Surveys’
- 4.Support to current ITIs covered under the CoE scheme to become actual ‘Centers of Excellence’.
- 5. Devise strategy for innovative financing mechanisms including a PPP blueprint for training and create a PPP cell as a single window agency in the state.
- 6.Introduce private management of institutions in a phased manner.

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