

FOSTERING SKILLS THROUGH NATIONAL SKILL DEVELOPMENT PROGRAMME ISSUES AND CHALLENGES

¹Dr. (Mrs.)Vaidehi Daptardar ²Mrs.S.V.L Anuradha

¹principal Adarsh College Of Arts And Commerce Badlapur.

²Associate. Prof & HOD Business Economics Smt. C.H.M. College-Ulhasnagar-3.

Abstract :The global knowledge driven economy is transforming the demand of the labour market in the economies throughout the world. It is putting a lot of pressure on the people who need to be more skilled and knowledgeable to sustain a living. The knowledge economies depends more on labour intensive technologies which are skill driven. The labour intensive countries have a tremendous potential to exploit this opportunity because of young population. However India has a paradox of abundance of labour force which is not employable because they lack the skills and talent needed by technology driven knowledge economies. For increasing the employability the policy makers will have to contemplate an integrated approach involving the schools, vocational and University education which will focus on skill competencies for making the workforce employable. In this context the NVEQF is a commendable initiative of Ministry of Human Resource Development which can equip the workforce with competencies to meet the demands of global economy.

Keywords: Knowledge economy, skills, employable, NVEQF

“The highest education is that which does not merely give us information but makes our life in harmony with all existence”.

Rabindranath Tagore

INTRODUCTION

The emergence of knowledge economy has placed a significant importance on intellectual capital. In such economy, technology, skills, training has become an important engine of development which enhances the productivity and quality of human resource. To quote UNESCO 'Technological developments lead to change in work & changes in the organization of work, & required competencies are therefore changing.' Critical thinking, ICT skills, specialized skills, Decision making skills, Leadership skills, Teamwork skills, Communication skills, are the competencies gaining importance (UNESCO 2002). In today's global economy, a country's competitiveness depends on capacity of the workforce to use knowledge and technology to generate the goods and services for the benefit of the society as in particular and economy in general. CEOs of Fortune 500 companies say that to compete in the global market place they need college graduates who know Maths, Science, Business, Law and strong problem solving skills. Country needs a great & vibrant higher education system to prosper. Investment in education always yields tremendous returns and it is truly a win-win situation. Educated graduates get better jobs. Trained workers enable companies to compete successfully in regional and global markets. In addition creative, empowered individuals become entrepreneurs who create new jobs.

The population of India as on January 2015 is 1271702,542. India's population trend shows that 50 percent is between 0-25 years. The average age is 25 years. The paradox of India is that though it has abundance of potential labour which can contribute to productivity and economy but the quality of labour is poor which makes the labour force unemployable due to poor skills and training. As of now, only 5 percent of the workforce has undergone any kind of vocational training, where as in Mexico it is 28 percent, industrialized

nation it is 60 to 80 percent, Korea it is 96 percent. According to NASSOM, almost 40 percent of the skilled workforce is not employable because the acquired education and training are of substandard quality. Many are also not employable due to the reason that the skill acquired have limited market application (Chandrasekhar et.al.2006). ASSOCHAM has frequently complained that almost 90 percent of the fresh graduates of India's Universities are found to be inadequate in respect of knowledge and skills required by modern day employers, businesses, industries, Government and even social services. They also lack in basic value of character like punctuality, time sense, and tenacity of working in different situations, both manually & with sophisticated technology, particularly ICT. Thus are averse to risk taking and owing responsibility for their decision.

India needs to train 70 million people in vocational skills over the next five years. In addition, there is a need to retain another 360 million workers. The Government's target is to train 500 million people by 2022, also by encouraging the participation of entrepreneurs (edupreneurs) and private organizations. The target is high. The Government has realized the importance of skills. A three –tier institutional structure consisting of ; (i) the Prime Minister's National Council on Skill Development, (ii) the National Skill Development Coordination Board and (iii) the National Skill Development Corporation , has been set up to take forward the Skill Development Mission(GOI 2010:205)

Against this background the research paper is structured as follows: Section II will focus on the Need, objectives and aims of NSDP to bring out the issues in employment market. Section III will emphasize on the role of NVEQF as an important Institution of MHRD, Section IV will finally conclude with suggestions and recommendations.

NEED, OBJECTIVES AND AIMS OF NSDP:

India is a large mass but per capita income and labour productivity is less than 1/10th and 1/7th respectively as shown in the Table-1

Table 1: Country-wise population, per capita Income and Labour productivity

Country	PCI	Population	%World population	Labour Productivity
China	\$7,600	1,340Mn	19.22	\$9,518
India	\$3,500	1,201 Mn	17.36	\$ 7,700
USA	\$47,200	313 Mn	4.48	\$70,235
Japan	\$34,000	126 Mn	1.80	\$49,900
Thailand	\$8,700	89 Mn	1.00	\$13,842
France	\$33,100	63 Mn	0.91	\$56,563
UK	\$34,800	62 Mn	0.89	\$47,349
South Korea	\$30,000	48 Mn	0.69	\$33,552
Netherlands	\$40,300	17 Mn	0.24	\$51,516
Denmark	\$36,600	5.5 Mn	0.08	\$45,423

Source: World Development 2011.

The issues:

The key issues are:-

- Mismatch-between the curriculum & skills expected of the course
- Lack of integration of academic and vocational education
- Private and industry participation is lacking
- Lack of qualified teachers to train the students on vocational skills. In foreign countries BVE (Bachelor of Vocation Education) is mandatory)
- Lack of industry linkage's

f) Poor funding to vocational training institutes.

The 21st century needs workforce with skills as well as knowledge. In India millions graduate from universities, obtain engineering degrees from technical Institutions, pass out from ITIs, obtain diploma from Polytechnics but too fit to hire. In colleges and Universities curricula does not have market/ industry significance. The curriculum does not focus on innovation, entrepreneurship, and peer learning and teaching ability, problem based learning and societal relevance, technological skills, critical thinking skills, managerial skills, presentation skills, motivational skills. The courses of the study are obsolete and mostly irrelevant to social needs. Lectures are delivered with minimal use of ICT, evaluation methods are not taken seriously in spite of introducing the credit system where some percentage is given for projects and assignments. Science students lack poor knowledge in basic sciences like physics, maths, and chemistry. The engineering students are poor in the core engineering subjects, the basic concepts are not clear, ITI students are trained in maintenance, testing and quality assurance but do not know the application. They do not have the knowledge of basic sciences like maths, physics and chemistry. The students get no hands on experience to develop skills which are market relevant or which can make them employable. Thus most of those graduating just swell the market of unemployment and unemployable.

More emphasis is given to lectures and less on practice and practical projects. The engineering students/ graduates lack the aptitude for practical aspects of critical thinking and real life problem solving skills. They also lack communication skills.

Another reason for the poor skills is that the syllabi of the various courses is abundance including various topics but no direction as a result the students end up by rote learning without having the subject knowledge. Students do not understand the subject relevance. There is also minimum focus on R&D leading to poor pedagogy. There is also the issue of poor industry and Academia interaction as the requirements of the industry does not match with the qualifications and skills possessed by the students.

In India there are 17 different ministries which conduct trade related skill development programmes but their acceptance is low, there is no coordination, no vertical mobility and no Central Quality assessment and accreditation. An integrated mechanism is required to link schools, Vocational and University education which will focus on quality of education and its relevance.

In this contest the National Skill Development Policy objectives are to provide diversification of educational opportunities which will enhance individual employability, to reduce the gap between demand and supply of manpower and improve the skills to meet the requirements of the industry, to provide an alternative for those pursuing higher education, to increase the workforce in various fields, to enhance the capability to adapt to the changing needs of technologies and markets and to ensure India's competence in the global market. It aims to increase the employability and productivity quotient of the youth and to create a pool of skilled manpower to meet the challenges of the domestic and global market. 500 million have to be trained by 2022 which is a big target. In this context the NVEQF initiated by MHRD can play a commendable role.

The Role of National Vocational Education Qualification Framework (NVEQF):

The strategies and measures for skill development has brought a paradigm shift in vocational education system in the India. The National Vocational Education Qualification Framework (NVEQF) is a descriptive Framework that organizes qualifications according to a series of levels of knowledge along with skills. (Table 2)

Level	Certificate	Case I Equivalence	Case II Equivalence	Certifying Body
10	NCC 8	Degree	Doctorate	University and SSC ^A
9	NCC 7			University and SSC ^A
8	NCC 6	PG Diploma	Masters Degree	University and SSC ^A
7	NCC 5	Advanced Diploma *	Bachelors Degree**	*Board of Technical Education and SSC ^A
6	NCC 4			**University and SSC ^A
5	NCC 3			*Board of Technical Education, and SSC ^A **School Board and SSC ^A
4	NCC 2	Diploma*	Grade XII**	
3	NCC 1		Grade XI**	
2	NCWP 2	Grade X	Grade X	School Board and SSC ^A
1	NCWP 1	Grade IX	Grade IX	School Board and SSC ^A
RPL	RPL 2	Grade VIII	Grade VIII	NIOS /State Open Schools and SSC ^A
	RPL 1	Grade V	Grade V	NIOS /State Open Schools and SSC ^A

Source: Government of India Ministry of Human Resource Development.

RPL: Recognition of Prior Learning

NCWP: National Certificate for Work Preparation

NCC: National Competency Certificate

^Joint certification with industry (SSC)/industry would entail assessment for skills by SSC/industry. The credits would be communicated to the respective awarding bodies for issuance of respective Certificate/Diploma/ Degree.

These levels are defined in terms of learning outcomes i.e. the competencies which a learner must possess regardless of whether they were acquired through formal, non-formal or in formal education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is therefore a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. Architecture of the NVEQF is shown in the above table (Table 2).

The above table (Table 2) is emphasizing the vertical mobility of VET Programmes from recognition of prior learning (RPL 1 and RPL 2 equivalent to Grade V and VIII) to National Competence Certificate eight equivalence to level ten. In 2012 UGC allowed Indian Universities to offer B.VOC Degree which may be awarded to a student after completion levels 5, 6, and 7. This is linked with Skill Knowledge Providers (SKPs) approved by All India Council of Technical Education (AICTE) a statutory body recognizing the VET. Knowledge of skill levels 1, 2, 3 and 4, will be required to enter into a degree programme and a candidate shall have to clear attainment of competencies pertaining to level 1, 2, 3, and 4 for admission to a particular vocational programme through online or off-line exam. The success of NVEQF will depend on how it is addressing the various issues mentioned above. The research paper would like to focus on certain suggestions & recommendations which can aid the individuals, organizations and the Government to build a successful workforce for the future.

SUGGESTIONS & RECOMMENDATIONS: It is necessary to address the reforms at the institutional level as well as changes required for VET.

1. **Institutional autonomy:** Institutional autonomy is required with careful planning of management capacity, new accounting systems and training for board members accompanied with accountability.

2. **Developing the indicators of Internal and External efficiency:** Indicators of internal and external efficiency is needed to measure the performance of institutions.

3. **Introducing Modules relevant to work place requirements:** Many times it appears that the training Institutes teach obsolete trades which does not match with the requirements of the market. Employers experienced problems finding employees with the right skills. Thus in the training Institutes such modules has to be introduced which match the needs of the industry.

4. **Courses:** Vocational education has to be revamped. Obsolete courses should be identified and dropped. Courses should be restructured based on labor demand, the curricula of subjects need to be revised introducing different tracks within the courses for different levels of specialization.

5. **Conducting teaching in English as well as local languages:** curriculum and coursework can be taught in English as well as local language in their respective schools. Teacher and trainer guides, practical manuals/workbooks, charts, worksheets Handouts, Kits, etc. can also be made available in English as well as local language.

Along with Institutional changes, changes are also required at the level of Vocational Education by:

1. **Blending of Vocational and General Education:** In India Vocational Education is treated as a separate entity. As a result the learner fail to take interest in Vocational education. Thus Vocational Education should be a part of general education which can attract the learners and also change the perception of the parents towards Vocational Education.

2. **Different courses for Different educational attainment with Flexibility:** The education pattern of Indian system is 10+2+3 in all parts of India. After 10th standard a learner can choose either academic course or Vocational Course. The courses in VET must be developed / designed as per the students' academic attainment i.e. different courses for different levels of educational attainment. The Government has to build a labour market formation system which can bring the stakeholders on one platform to match their skills to jobs. The flexibility of vertical mobility from vocational to academic learning and vice versa should be allowed indicating that Vocational Education in not a dead-end.

3. **Introducing Vocational Education at school Level:** The Vocational Education should be introduced at a school level to provide the students some basic pre vocational skills which can be further developed at

higher secondary level.

4. Vocational Education to be part of Literacy Education and Adult Education: In schools and colleges the vocational education should be incorporated in Literacy education and Adult education which can give a feel and seriousness of skills and training to the youth.

For successful implementation of Vocational Educational Programme a systematic planning is required by the way of:

Increasing Resource Allocation:

Enhancing fees, coupled with students loans schemes, resting funds through a cess on employees, making obligatory fee for companies to finance Public Vocational Education and Training Programmes.

Increasing the Capacity of Institutions:

Explaining the innovative delivery models through Public Private Partnerships (PPP), decentralized delivery, Distance Learning and computerized training.

Assembling the Impact on Employability:

Collecting and analyzing the data like-Wage permission or other advantages enjoyed by VET graduates, seat violation in training issues, and nature of employment.

Other Measures:

It is also required to enhance the training options available for the informal sector as more than 93 percent of the workforce is employed in the unorganized sector. An independent regulatory agency for VET is the need of the hour for addressing the issues mentioned in the research paper.

CONCLUSION

India has a huge asset of working population. Imparting the skills and making the youth aware about the self-employment and entrepreneurship may lead to employability. But piece meal methods will not work. What is required is a coordinated effort on the part of educationalist, Universities, Industrialists and Government to consider the importance of VET which is contemporary to the development of human beings in particular and economy in general to match the tsunami of Globalization.

REFERENCE

- 1.UNESCO (2002) Information and Communication Technologies in Education: A Curriculum for schools&Programme of teacher's development. www.unesco.org.
- 2.Government of India Ministry of Human Resource Development Department of School Education & Literacy-2014.
- 3.Eleventh Five Year Plan (2007-2012)Social Sectors.
- 4.Twelfth Five Year Plan (2012–2017) Social Sectors.
- 5.National Skill Development Corporation of India