

## **Need of Skill Development Training through Education and Pedagogical Knowledge**

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### **Abstract**

Now-a-days technology has been so developed and every work is being vast from which we need to do all work in less time then we need to enhance our skills. "A skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both". By this it is very clear that all of us need skills to lead a life, we can also say that without a skill there exists no life at all. Yes, I can defend this statement by an example. India Skill Capital is also one of the best website to provide the online skill development program for enhancing your skills from experienced and expert person. When we speak about the skill development in India, there are many reasons to vote for this. It is because of the current education system in India is concentrating only on the grades and it is ignoring the talent and skill levels of the students. We are living by means of an employment; it may be of anything and any type. It is the reason for our food. A potter makes a pot with the skill he got, he doesn't have any education, and all he knows is how to follow the wheel. A mechanic whom I know in my personal life didn't study mechanical engineering, but he repairs a car with such a talent which will amaze the customers. By the above examples it is true that skill along with the education or skill in a stand-alone manner, it is a necessity. And skill development in India is really needed among the youth. This paper defines role of Skill development training and education are the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence .

**KEYWORDS:** Skill development, Education, pedagogical Knowledge

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### **INTRODUCTION**

**There is no way the country can reap its demographic dividend without fixing vocational education**

Salvaging the Indian demographic dividend must be a key part of India's growth story. In 2016, the Government of India formed the Sharada Prasad Committee to rationalise the Sector Skill Councils (SSCs), which are employer bodies mostly promoted by the Federation of Indian Chambers of Commerce and Industry, the Confederation of Indian Industry and other industry associations, and improve 'Skill India'. The committee submitted its report in 2016. Now over a year later, it may be prudent to look at the reforms it suggested and action taken in the vocational education/training (VET) system.

**Skill development training along with education**

When skill development is added to the education it will be like a perfect recipe which is provided with all the lovable ingredients and hence it makes the dish more delicious.

Let's talk about the skill development in India today because we need to go global in order have our name repeated in the history and to make our marks as inspiration to the coming generations.

**Skill India** is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aims to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

**The National Skill Development Corporation India (NSDC)** was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. It is based on the following pillars:

1. Create large and good quality vocational institute.
2. Reduce risk by providing patient capital. Including grants and equality.
3. To enable the creation and sustainability of support systems required for skill development. This includes the Industry led Sector Skill Councils.<sup>[1]</sup>

**PMKVY** is the flagship scheme of the Ministry of Skill Development & Entrepreneurship. The objective is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.<sup>[2]</sup>

PMKVY is applicable to any candidate of Indian nationality who is unemployed, school or college dropout, or as identified by the Sector Skill Council (SSC) for their respective job roles.

Rozgar Mela- The Scheme aligns itself to the common norms and, therefore, part of the Training Partner payment structure is linked to the placements. It is, therefore, important for the Training Partner to place at least 50 percent of the batch under PMKVY to ensure that its performance is not downgraded. Group Personal Accident Policy under Pradhan Mantri Kaushal Vikas Yojana (2016-2020) provides coverage to the candidates skilled by/through NSDC under PMKVY for a Sum Insured of 2 Lakhs for Accidental Death/Permanent Total Disablement for a period of three years from the policy generation date for the Candidates certified after 31.03.2018.

The objective of the **National Policy on Skill Development and Entrepreneurship, 2015** will be to meet the challenge of skilling at scale with speed and standard (quality).

It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres.

The Minister of State (Independent Charge) for Skill Development and Entrepreneurship Shri Rajiv Pratap Rudy has said that Skill Loan Scheme was launched by the Hon'ble Prime Minister on 15th July, 2015 with a view to support youth who wish to go through skill training programmes in the Country. This **Skill Loan Scheme** has replaced earlier Indian Banks Association (IBA) Model Loan Scheme for Vocational Education and Training. The Indian Banks Association (IBA) has already circulated the scheme to the Chief Executives of All Member Banks for implementation of the Scheme. Any Indian National who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to National Skill Development Corporation (NSDC) Sector Skill Councils, State Skill Mission, State Skill Corporation can avail loan for the purpose. <sup>[3]</sup>

### **Schemes for the skill development launched by Government of India**

1. Deen dayal upadhyaya Grameen Kaushalya Yojana
2. Pradhan mantri Kaushal Vikas Yojana
3. Financial Assistance for Skill Training of Persons with Disabilities
4. National Apprenticeship Promotion Scheme
5. Craftsmen Training Scheme
6. Apprenticeship training
7. Pradhan Mantri Kaushal Kendra
8. Skill development for minorities
9. Green Skill Development Programme <sup>[4]</sup>

### **Skill India Developments**

Oracle on 12 February 2016 announced that it will build a new 2.8 million sq. ft. campus in Bengaluru will be Oracle's largest outside of its headquarters in Redwood Shores, California.<sup>[8]</sup> Oracle Academy will launch an initiative to train more than half-a-million students each year to develop computer science skills by expanding its partnerships to 2,700 institutions in India from 1,700 at present.<sup>[8]</sup>

Japan's private sector is to set up six institutes of manufacturing to train 30,000 people over 10 years in Japanese style manufacturing skills and practices, primarily in the rural areas. Japan-India Institute of Manufacturing (JIM) and Japanese Endowed Courses (JEC) in engineering colleges designated by Japanese companies in India in cooperation between the public and private sectors would be established for this purpose. The first three institutes would be set up in Gujarat, Karnataka and Rajasthan in the summer of 2017.<sup>[9]</sup>

In the budget of fiscal year 2017 - 18 the government of India has decided to set aside ₹ 17,000 crore, the highest ever allocation to this sector, in order to boost the Skill India Mission. At least ten million Indian youth enter the country's workforce each year, but the employment creation in India has not been able to absorb this influx, making increasing unemployment a severe problem. Through this allocation the government aims at generating employment and providing livelihood to the millions of young Indians who enter the work force every year.

The government has invested ₹ 4000 crore in the launch of SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood Promotion Programme), another big initiative under the Skill India Mission. Through this it aims at providing market relevant training to 350 million young Indians. Apart from this, the government would set up 100 India International Skills Centres that will conduct advanced courses in foreign languages to help youngsters prepare for overseas jobs.<sup>[10]</sup> It provides opportunities to the youth of India.

### ***Partnerships***

NSDC operates through partnerships with multiple stakeholders in catalysing and evolving the skilling ecosystem.

- **Private Sector** – Areas of partnerships include awareness building, capacity creation, loan financing, creation and operations of Sector Skill Councils, assessment leading to certification, employment generation, Corporate Social Responsibility, World Skills competitions and participation in Special Initiatives like Udaan focused on J&K.
- **International Engagement** – Investments, technical assistance, transnational standards, overseas jobs and other areas.
- **Central Ministries** – Participation in flagship programmes like Make in India, Swachh Bharat, Pradhan Mantri Jan Dhan Yojana, Smart City, Digital India and Namami Ganga, among many others.
- **State Governments** – Development of programs and schemes, alignment to NSQF and capacity building, operationalization of program, capacity building efforts among others.
- **University/School systems** – Vocationalisation of education through specific training programs, evolution of credit framework, entrepreneur development, etc.
- **Non-profit organizations** – Capacity building of marginalized and special groups, development of livelihood, self-employment and entrepreneurship programs.
- **Innovation** – Support to early-stage social entrepreneurs working on innovative business models to address gaps in the skilling ecosystem, including programs for persons with disability.

### ***Achievements***

- Over 5.2 million students trained
- 235 private sector partnerships for training and capacity building, each to train at least 50,000 persons over a 10-year period.
- 38 Sector Skill Councils (SSC) approved in services, manufacturing, agriculture & allied services, and informal sectors. Sectors include 19 of 20 high priority sectors identified by the Government and 25 of the sectors under Make in India initiative.
- 1386 Qualification Packs with 6,744 unique National Occupational Standards (NOS). These have been validated by over 1000 companies.
- Vocational training introduced in 10 States, covering 2400+ schools, 2 Boards, benefitting over 2.5 lakh students. Curriculum based on National Occupational Standards (NOS) and SSC certification. NSDC is working with 21 universities, Community Colleges under UGC/AICTE for alignment of education and training to NSQF.
- Designated implementation agency for the largest voucher-based skill development program, Pradhan Mantri Kaushal Vikas Yojana.
- Skill Development Management System (SDMS) with 1400 training partners, 28179 training centres, 16479 trainers, 20 Job portals, 77 assessment agencies and 4983 empanelled assessors. Hosting infrastructure certified by ISO 20000/27000 supported by dedicated personnel.

### **Skill Development Indicators**

Skills and knowledge are driving forces of economic growth and social development for any country. Given that developing skills requires huge investments, it is necessary to have availability of real time data on what constraints skill development in a region/area/district/state; identification of sectors where skill development is most needed; how well the skills of individuals match those required in the labour market, and the outcomes of various interventions undertaken thus far.

The first such efforts to create Indicators for skill development has been made by the OECD that established the World Indicators of Skills for Employment (WISE) (link is external) in close collaboration with the World Bank, ETF, ILO and UNESCO. The conceptual framework includes focus on contextual factors such as GDP, population, access to internet, employment in informal sector; factors affecting skill acquisition such as educational attainment, literacy rate, enrolment ratios, vocational programme, participation in apprentices and training; factors affecting skill requirement such as employment share by level of education, occupation, incidence of self-employment, skill use and outcomes in terms of growth in GDP, labour productivity, employment rate, earnings etc. The focus is on identifying skill gaps, changes in earnings and unemployment by education.

Adapting from this framework, an attempt has been made to develop indicators addressing various challenges in improving the efficiency of the Indian skill ecosystem in terms of matching skills across sectors/regions so that we can realize the potential of our youth power. The indicators would also help in measuring the outcomes of various interventions and to institutionalize a focus on improving outcomes (Access, Equity, Quality, Relevance and Finance) in India.

The Skill Development Indicators (SDI) would bring the available data from different sources at one place – as a single resource – for the purpose of evaluation of skill development initiatives across the country. The SDI would enable the states to evaluate and compete with their own past performances and comparing the changes in the indicators from time to time will make it possible to track improvement or progress of states and of different skill development programmes. The indicators would also facilitate sharing of best practices across different sectors and States/UTs. It would help in assessing the match between employers' needs and future labour market opportunities. Based on the assessment of existing policy initiatives and their outcomes, the future course of policy action can be planned or modified.

The indicators have been classified under broad parameters of Access, Equity, Quality, Relevance and Finance.

The parameter of access would measure the capacity and outreach of the programmes. For instance, the indicator on Neither in Education nor in Employment or Training (NEET) will portray the percentage population of youth who are 'missing'.

Relevance would measure the ease of entry to the labour market with an enhanced employability.

Equity will measure the equal accessibility of the opportunity to all and quality will evaluate whether the training imparted meet the required standard of employability. For instance, the indicator on Compliance Rate of National Skill Qualification Framework (NSQF) will explain the extent of adherence of courses to established standards. And finally, the parameter of finance would measure the cost-effectiveness of the funding.

The dearth of reliable data is a pressing challenge in developing these indicators. However, the creation of indicators itself is expected to catalyze the availability of reliable data on a periodic basis. This push is also for the need to generate data on a space that is leading up to the labour market and will also emphasize on the need of systematically including key questions on skills in employment-unemployment surveys such as the Periodic Labour Force Surveys. Once the indicators are finalized, an index can be built that can rank the States based on their performance outcomes. This assessment at the national level would facilitate in coming up with mid-course corrections in policy and implementation strategy. The measurement of outcomes will also throw light into various skill development models that are successful and bring out the best practices for further emulation.

With the Fourth Industrial Revolution round the corner, it needs to be ensured that our youth thrives any shift in the skill requirements in both foundational soft skills and skills specific to different job roles. Thus the need of the time is to build the evidence that can redirect the policy solutions to address the constraints, make the policy inclusive and sustainable according to the demographic context of each state to realize the potential of youth bulge and make India skill capital of the world.

. Though India enjoys the demographic advantage of having the youngest workforce with an average age of 29 years in comparison with the advanced economies, as opposed to the developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records a low 5% of workforce (20-24 years) with formal employability skills.

With the present education and skill levels of those already in the labour force being very low, it would be a major challenge for India to reap its demographic advantage.

This challenge becomes enormous as the recent studies indicate that employers found just about 25% of Indian graduates are 'employable' in the organized sector. The informal sector which comprises 93% of the workforce has no skilling mechanism, as the skill development takes place on the job.

So, there is a need for quick reorganization of the skill development ecosystem and the promotion of which is necessary to suit to the needs of the industry to ensure enhancement of life of the population. India would surely rise to be the Human Resource Capital of the world by appropriately skilling its youth bulge and convert its advantage into a dividend.

Skill Education,

Skill development initiatives will help actualize the inert potential, for which development and articulation of a national policy on skill development is already in progress.

As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion in skill training for the youth, but also to the much more important task of raising their quality. With a goal to create opportunities, space and scope for the development of the talents of the Indian youth and to enhance their technical expertise, ICT Academy focuses on Youth Skill Development as one of its pillars.

### **It is important to get employable skills**

About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills.

In the present context of globalisation, the demand for skilled and multi skilled workers has increased. Therefore in the context of developing countries, such as India, there is a critical need for quality skill development and training.

In general, apart from the core subject expertise, some of the prominent employable skills that employers seek are:

- communication skills (verbal and written)
- commercial awareness

- attitude towards work
- lifelong learning
- self-management
- teamwork
- problem solving
- initiative
- self-motivation
- adaptability
- stress management
- creativity
- interpersonal sensitivity
- technology/it skills

**Pedagogical knowledge at school level:**

**Various ways to carry out skill development at school level:**

- At school level, there must be options available for skill development courses and they must be provided in the secondary stage of schooling
- Many more courses in fields such as Hospitality and Tourism, Handicraft, Healthcare, Textiles, Photography, IT, Retail, Banking, Insurance can be added that would interest students to learn from
- For instance if a student opts for healthcare, he could learn to be a blood-collection expert and later can add further courses to become full-fledged pathology technician or nurse
- The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on.

**At which age should skilling ideally begin for students?**

- To make India the skill capital of the world, the school curricula will have to go through a dynamic change
- Skill development should ideally begin at the age of 13 years, from the eighth standard, while in school
- Integration of skill development and education is essential for skilling to take wings. Skill development will remain a dream if carried out in isolation through centers alone. It has to be imparted in schools alongside academics
- If a student opts for motor repair as a skill development course while in school, at a later stage, he can opt for a diploma or degree in automobile engineering

**Importance of skill training young students even before they graduate high school:**

**Nayana Mallapurkar:**

- Considering the Indian population, there is an acute need for training the young workforce, just to shape them in a better way
- In today's scenario there are ample opportunities that one can choose from and excel in. However, the Indian thought process is more clued on to the typical traditional academic streams and careers in the field of engineering, medicine, accounts, MBA etc



- There have been numerous instances where a student is pushed in to a particular field due to parental/peer pressure only to realise at a later stage in life about his/her passion or calling in life and to start all over again from scratch
- Introduction to skill training at a young age will by all means give the student an opportunity to explore various options and accordingly, narrow down on a vocation of his/her liking

#### **How vocational courses can help students:**

##### **Nayana Mallapurkar:**

- The BVoc programme gives an opportunity to the student to choose a vocation of his/her choice, rather than be pushed into main stream education for which he/she has no interest and does not add any value for further progression
- Also, the focus of the vocational courses is to gain hands-on experience, which makes the students industry ready. Thus, these students stand a better chance in terms of employability

#### **Unique features of TISS SVE model towards skill training:**

##### **Nayana Mallapurkar:**

The TISS-SVE BVoc programme is a unique programme with emphasis on:

- Work Integrated Training (WIT): The curriculum includes 270 hours of theory training (vocational theory and generic content) and 360 hours of practical/on-the-job training in the Industry in the respective sector per semester
- Students get paid a stipend for the hours spent for on-the-job training. Hence this also allows the student to "Earn While You Learn". This allows students to pay for the course fees and support themselves without putting much financial burden on their parents / guardians
- The BVoc programme allows the option of multiple entry and exit system. Although, it is a full-time degree programme, the students can exit after completing a level and begin working as a skilled professional in the chosen skill. Later, they can rejoin for progression to the next level. TISS-SVE will award level certificate on successful completion of each level
- Students will get hands-on experience from the industry through the Skill Knowledge partner during the training period, thereby giving them a much needed edge when they compete for jobs
- TISS-SVE vocational courses seeks to have as minimal eligibility criterion as possible. This is to enable education to reach out to as many students as possible. Thereby, it endeavours to design and make programmes as inclusive as possible and on a continuous basis
- TISS-SVE has its presence in more than 35 cities in the country. This programme is implemented through our Training Hub partners and will provide access to students at local level ensuring quality education.

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