

Skill Development and Employment Programme With Reference to Swami Ramanand Teerth Marathwada University, Nanded

**Dr.Mohan Balgarkashi*

Training and Placement Officer, SRTM University, Nanded.

Abstract:

Improved training and skill development has to be a critical part of the employment strategy. Both the Tenth and the Eleventh Plans noted the large gap between the number of new entrants to the labour force and inadequate availability of seats in vocational and professional training institutes. The Eleventh Plan also identified various sectors with prospects for high growth in output, and for generation of new employment opportunities. Accordingly, the Eleventh Plan aimed, inter alia, at launching a National Skill Development Mission which would bring about a paradigm change in handling 'Skill Development' programmes and initiatives. Subsequently, the Union Cabinet approved a Coordinated Action Plan for Skill Development, which envisaged a target of 500 million skilled persons by 2022.

Generation of productive and gainful employment with decent working conditions on a sufficient scale to absorb the growing labour force was a critical element in the Eleventh Plan strategy for achieving inclusive growth.

The Eleventh Plan aimed at bringing the overall unemployment down by generating new work opportunities exceeding the projected addition to the labour force. The results of NSS 66th round (2009-10) indicate that 18 million new work opportunities were created on CDS basis between 2004-05 and 2009-10. The unemployment in absolute terms came down by 6.3 million and the unemployment rate declined to 6.6 per cent in 2009-10 for the first time since 1993-94, after increasing to 7.31 per cent in 1999-2000 and 8.28 per cent in 2004-05. On UPSS basis also, during the same period, the unemployment rate declined to 2 percent in 2009-10 from 2.3 per cent in 2004-05. The overall labour force expanded by just 11.7 million. The increase in labour force was lower compared to previous years. This, however, is a positive development as it can be attributed to higher retention of the young in schools and colleges, and also lower distress labour participation by working age women as family incomes improved in both rural and urban areas

Objectives:

National Skill Development Mission is a part of Skill India launched by the Indian Government. It aims to train 400 million Indians by the year 2020. NSDM is an ambitious scheme to tackle the problem of unemployment rampant in India due to low-skilled people. Along with other schemes such as Pradhan Mantri Kaushal Vikas Yojna, Skill loan schemes and National policy for skill development and entrepreneurship, it aims to reap the demographic dividend of India by providing adequate institutions and opportunities for the youth. It seeks to include Industrial Training Institutes (ITI), Vocation training at school level, and polytechnics to achieve its mission. The role of private sector in skill development is very crucial as they are the ultimate beneficiaries. Private sector has many ITIs, more than the government ones. Yet, the quality of courses offered is not upto the mark. Onsite industrial training should be provided to the work force so that people can be efficiently take up the task at hand. Private sector should cooperate with education institutions and outline their requirements, so that training can be a part of academic curriculum.

Apprenticeship and internship should be encouraged by the private sector to expose students to industry standards. India is at the pinnacle of its economy transformation, and a skilled, vibrant population is very much needed to take the country forward. Both the private sector and government should play an active role in this regard. India is not only a populous country but is also the youngest country of the world. These youths demand employment for their livelihood which can't be achieved without acquiring right type of skills. National Skill Development Mission combines youth employability aspirations with our national dream of becoming the human resource capital of the world. The objective to provide an outcome-focused implementation framework, incorporation of skilling in school curriculum, development of skill in critically un-organized sectors such as construction and development of proper institutions planning, implementation and monitoring demonstrate the wide vision of the policy makers.

KEY WORDS: Training, Skill India, Mission, Employment, Population, Sectors, Population Pyramid

MISSION:

The mission aims to provide employment seeking skills to 400 million youth by 2020. It thus share the major responsibility of skilling 400 million out of 700 million that will explore job market by 2020. To achieve this humongous target the mission is supported by multiple schemes like:

- (a) Pradhan Mantri Kaushal Vikas Yojana for acquiring skill and its certification.
- (b) Skill Loan Scheme to finance up to 1.5 lakhs for acquiring skills.
- (c) National Policy for Skill Development and entrepreneurship to promote start-ups.

With 92% of the employment being provided by the private sector its role assumes utmost importance. Private sector has a duty of interpolating and providing the profile of the skills to be acquired by its future workforce. Also, considering its financial might and technological competence private sector should shoulder the responsibility of skilling India. Simultaneously its global outreach can be utilised to ascertain the global human resource requirement so that not only Indian labour market but also global labour markets can be captured.*

For India's leap in the world economy on the basis of its huge bulge of workforce, it is imperative to first develop and train this human resource to achieve the goals of boosting manufacturing sector share in GDP and generating employment. In view of this, an ambitious mission - National Mission for Skill development has been launched by government of India with an aim to train a minimum of 300 million skilled people by 2022.

The Mission currently includes 7 sub-mission to incrementally implement the mission;

The introduction of several schemes such as Pradhan Mantri Kaushal Vikas Yojana, National policy for skill development and

entrepreneurship etc. need to be effectively spread across the length and breadth of the country with the crucial involvement of private sector.

There is a huge potential of employment generation in private sector, and skill is an important parameter for the country to grow and thereby effective involvement of all stake holders is inevitable.

Prime Minister Narendra Modi launched his pet project **Skill India** Campaign in New Delhi on the occasion of the first ever World Youth Skills Day which included the launch of the National Skill Development Mission and unveiling of the new National Policy for Skill Development and Entrepreneurship -2015.

"Through a policy driven approach we have waged a war against poverty and we have to win this war. India's youth is not happy simply asking for things. He or she wants to live with pride and dignity. I believe Indian youth has immense talent, they just want opportunities," Modi said.

The Prime Minister said that each poor, underprivileged youth was a soldier in this war. "This mission is not limited to skill, we have linked entrepreneurship to it," the prime minister said. He said over the next decade India will have a surplus manpower of 4-5 crore and emphasised the need to provide this youthful manpower with skills and ability to tackle global challenges. Modi warned that the demographic dividend would otherwise become a challenge in itself.

"And the demographic dividend India is proud of, its guarantee lies with skill and trained manpower," he said.

The Prime Minister said that while in the 20th century the IITs made a name for them globally, now in the 21st century ITIs

(Industrial Training Institutes) should acquire global recognition for producing quality skilled manpower.

He also called for constant updating of training programmes and syllabi to ensure that the youth are exposed to the latest technology and industry environment. Linking the necessity to promote both apprenticeship and entrepreneurs, the prime minister said that it was important to predict the possibilities of the future and prepare for them today itself.

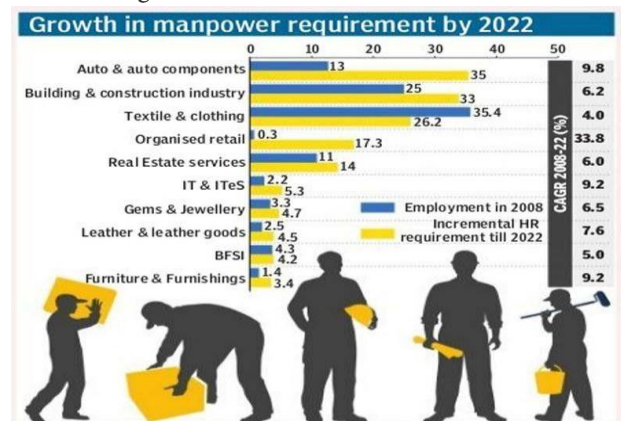
- 1) INSTITUTIONAL TRAINING: Demand-driven outcome based training
- 2) INFRASTRUCTURE: High quality skill development in infrastructure sector.
- 3) CONVERGENCE: Skill development efforts across multiple stakeholders.
- 4) TRAINERS: Improve quality and availability of trainers and training institutes.
- 5) OVERSEAS EMPLOYMENT: Global standard of training and facilitating international mobility
- 6) SUSTAINABLE LIVELIHOOD:
- 7) LEVERAGING PUBLIC INFRASTRUCTURE

The launch of the mission assumes significance as "India currently faces a severe shortage of well-trained, skilled workers. It is estimated that only 2.3% of the workforce in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Large sections of the educated workforce have little or no job skills, making them largely unemployable. Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth", the document on the framework of implementation of the National Mission for Skill Development said.

According to the note of implementation, more than 54 percent of the country's

population is below the age of 25 allowing it with an opportunity to provide a skilled workforce to fill the expected shortfall in the ageing developed world.

"The country's population pyramid is expected to bulge across the 15–59 age group over the next decade. This demographic advantage is predicted to last only until 2040. India therefore has a very narrow time frame to harness its demographic dividend and to overcome its skill shortages," the document said.



Skill Development for Employment Approach in 12th five year plan

Priority Sectors

1. Sectors that will create large employment
 - Textiles and Garments
 - Leather and Footwear
 - Gems and Jewellery
 - Food Processing Industries
 - Handlooms and Handicrafts
2. Sectors that will deepen technology capabilities in Manufacturing
 - Machine tools
 - IT Hardware and Electronics
3. Sectors that will provide Strategic Security
 - Telecommunication equipment
 - Aerospace
 - Shipping
 - Defence Equipment
4. Manufacturing Technology Sectors for Energy Security
 - Solar Energy
 - Clean Coal Technologies
 - Nuclear power generation

5. Capital equipment for India's Infrastructure Growth
 - Heavy electrical equipment
 - Heavy transport, earth moving and mining equipment
6. Sectors where India has competitive advantage
 - Automotive Sectors
 - Pharmaceuticals and Medical Equipment
7. Micro Small and Medium Enterprises Sector - The base for the Manufacturing Sector –

Employment and enterprise generation.

SKILL DEVELOPMENT PROGRAMMES OFFERED BY THE UNIVERSITY

Swami Ramanand Teerth Marathwada University, Nanded comes within the purview of section 2(f) and is fit to receive central assistance under Section 12(B) of the UGC Act, 1956. The University caters for southern part of Marathwada region of Maharashtra State, specifically to the districts of Nanded, Latur, Parbhani and Hingoli. These districts are identified as backward districts of the Maharashtra State regarding human development. On this backdrop the University is doing a challenging job of preparation of quality human resources. Within a short span of 22 years it has become a renowned university in the state.

The university has undertaken academic reforms to provide holistic education which includes subject, knowledge, communication skills, personality development, attitude, values and various skill developments.

For the first time university has introduced a novel scheme "ONE TEACHER ONE SKILL – ONE STUDENT MULTIPLE SKILLS" for students development. The university has introduced CBCS (Choice Base Credit

System) for UG and PG level which includes SEC (Skill Enhance Course) component in curriculum.

University effort is to impart knowledge and professional skills as per the industrial requirements through University – Industry Interaction, thereby enabling students of diverse backgrounds to achieve their educational goals and develop overall personalities to become socially responsible managers in the regional and competitive environment.

Career Counselling Cell under Training and Placement Officer are taking efforts in the overall development of the students by

Arranging various training and workshop by inviting eminent expert speakers from different institutes and industries to interact with the campus students.

This university recently established **Skill Development Centre** and conducting **Skill Certification programme** on different topics in association with Treezec E Solutions Pvt.Ltd, Mumbai which is open for all the students.

Presently university has introduced following courses under the **Skill Certification programme** and it is open for all the people from society and affiliated college students on a very minimum fees.

1. Spoken English, Interview Skills, Personality Development, Confidence Building
2. Basic Computers and Microsoft Office.
3. Advance Excel.
4. Android Development.
5. Tally.
6. Fashion Designing.
7. Web Designing.
8. Hardware Assembling and Troubleshooting.
9. Advance and Core Java.
10. Graphic Designing.

The classes are conducted on the campus every Saturday and Sunday for the

convinces of the students and people from society. Training and placement Cell apart from students development activities also assist them in getting placement through organising on and off campus placement activities. The university is also providing free coaching to selected students for competitive exams under expert faculties from Pune and the classes are arranged on every Sunday for full day. The Training and Placement Cell organises different training programmes, workshop, seminar, invite eminent speakers from industries and institutes for getting exposures to recent trends for the betterment of the students.

University provides following services to the campus students:

PHOTOS OF TRAINING PROGRAM AND UNIVERSITY INDUSTRY INTERACTION:

PHOTO DETAIL: 1. MR.MAHESH AMDEKAR,DGM HR ,GLENMARK PHARMA.MR.CADR I-SPEAKER,MR.R.GO HAR,CONSULTANT, DR.PEKKAMW AR,DIRECTOR, PHARMA SCHOOL,DR.MOHAN B.K.,TPO WITH HON.VICE CHANCELLOR. 2.HON.VC DR.P.B.VIDYASAGAR ADDRESSING STUDENTS AND STUDENTS.3.MR. MAHESH AMDEKAR ADDRESSING STUDENTS. 4. AFTER THE WORKSHOP STUDENTS,FACULTIES AND SPEAKERS.

1. Grooming students
2. Resume building service
3. Domain specific assessment test.
4. Placement services (on and off campus)

The university is competent to provide all the necessary resources including classroom facilities, library, internet etc. and also the expert faculty who have utter interest in the involvement of their services for enhancing excellence with equity. This university is very young and vibrant in the development process with strong dedication.



University Industry Interaction : Industrialist from Nanded visited university to interact with Hon. Vice chancellor, Director – BCUD, Director-NAAC and Training and Placement officer.

Conclusion :

The lack of workforce skills is a particular problem for small businesses in the present scenario all over the world. Workforce skills and skills of business owner are crucial to the economic growth of any country. Training in SMEs is very low, informal sources of learning such as the use of expert advice and consulting are often neglected by small businesses, and many entrepreneurs do not possess the basic competences and skills that will enhance their chances of survival and growth.

The lack of workforce skills is a particular problem for small businesses. They devote fewer resources per head to training their larger counterparts and they suffer from more important externalities problems as employees shift companies, leading to greater reliance on the public sector in providing external training solutions. At the same time, public vocational education and training programmes do not always achieve the hoped-for results in furnishing SMEs with mid-level technical and professional skills because of a lack of correspondence between the design and accessibility of public programmes and the needs and modes of functioning of SMEs. It is necessary to work on the following factors at the educational level to promote skill

learning:

- What are the existing good policy practices in workforce skills development?
- What is the evidence on the impact of workforce skills development policies at national and local level?
- Entrepreneurship skills for growth-oriented businesses will include both the basic management skills and technical skills needed for business operation.
- What are the skills necessary for successful entrepreneurship?
- What are the current practices in entrepreneurship training at universities and vocational education institutions? Are they different?
- To what extent should entrepreneurship training be integrated with business creation support?
- How can local/regional policies promote growth-oriented entrepreneurship skills?
What are the existing local/regional policy good practices in the promotion of growth oriented entrepreneurship skills?

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