

Role of Education and Skill Development Sector in Skill Requirements and Human Resource

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Abstract: The India is famous for its size, diversity and complexity, whether it be geographical, socioeconomic, cultural, political or developmental, all of which impact on every aspect of life, including education, training employment and workforce considerations.

In the world level, India has one of the major technical human resources. Population of India's is enormous at 1.21 billion. It is rapidly increasing at a rate of 17% and incorporating speedily into the international economy. India is one of the amongst the 'young' nations in the globe. The age group of 15-59 years is a proportionately increasing steadily of the work force. Education is the organised and thoughtful procedure that trains the beginner with knowledge, achievement of skills, ethics and attitudes which empowers them to partake efficiently in entire spheres of lifetime. Inclusive Education and Skill development training is indispensable tool of several plans to enhancing farm and nonfarm output that increases urban and rural incomes. Skill is the bridge between employment and workforce. Skills development is an imperative to enlightening domestic production, employability and income-earning prospects for persons through better-quality skills, knowledge and globally familiar qualifications to facilitate them to access decent employment, to encourage inclusive country development and to make sure India's competitiveness in the international marketplace. It also is improving sustainable development and standard of livings. Skill development in a great scale takes off, executing organizations like government, institutes – both government and private, vocational training providers, and other such implementers will be tackled with challenges that originate at each sector of the 'skill development value chain'. In this paper we analysis the demand for trainers and teachers till 2022 through the crucial parts of the Education and Skill Development Sector in India.

Keywords: Education, Employment, Human resources, Skill development.

I. INTRODUCTION

India has progressively developed as a knowledge-based economy due to the great quantity of skilful, elastic and capable manpower resources. Though, there is a prerequisite to promote improve and endow the manpower resources to make certain the nation's international competitiveness. The economic growth and social development for any nation is depend upon the good skills and knowledge. Indian has enjoyed the popular "demographic dividend" of young population with the distinctive aspect. It can be educated to build a skilled workforce in the immediate forthcoming. In India a well-developed and mature sector is Education. Primary education, Secondary education and Higher education area concrete system which offers an educational infrastructure of the country. The Indian constitutions have made a provision for free and compulsory education between 5 to 14 for every children and it has the basic fundamental right.

Although the categorical pressure have been seen on education and skill development training sector in the nation. There is stagnant a scarcity of skilled human capital to address the escalating requirements and demands of the Indian economy. The Indian government has made offers holistic nourishment through all its resourcefulness in the form of indispensable financial sustenance, infrastructure upkeep and policy provision. The aim of several policy of the government is devotedly determined to initiate to enlarge on outreach, equity and right of entry of education and to provide a formal/informal skill development training programme. It was planned in such way to attain through opening various industrial training institutes, practical schools, professional schools, polytechnics, internships and professional colleges to assist adult leaning, e-learning, skill development training on particular - area, self-employment training and innovative methods for training programme.

Education and Skill development sector develops fairly an imperious to suitable this enormous manpower resource. The private education institutions play an important to fulfilling the

demand of industry when the public education is not supply the efficient and leaves a significant shortfall. India has biggest majority of the youngest working age group between 15 to 59 years which is creating of more than 65% of total population. The higher education sector, private institutions, colleges and universities apart from the Industrial Training, Professional courses and vocational education are playing a crucial role in the Education and Skill development scenery. Skill development is more related to in the framework of industry concerned with training that provide immediate employment.

The skill development programs have current capacity is 3.1 million. By 2022 India has set the target of skilling 500 people. In India, around 2% of the workforce is skilled in comparisons of other countries which are less than the other developing countries. It is twofold challenge of skills and engaging them in an appropriate way of developing. All the labour force along with that labour market for which it is entering into the first time is target by the skill development.

The main aims of the 2009 National Policy on Skill Development by 2022 is to train 500 million people by endowing all individualists through with enhanced skills, knowledge extending throughout an entire nationwide and globally recognized qualifications to gain/increase the accession to respectable employment and ascertain India's competitiveness in international market. It also objectives to escalate produce workforce in unorganised and organised sectors particularly surrounded by youth, women, disables, disadvantage sections. Out of this 500 million, National Skill Development Corporation (NSDC) will train 150 million; the Ministry of Labour and employment with the help of the Directorate General of Employment and Training (DGET) will train 100 million, MHRD will train 50 million and the rest 230 million shall be trained by 21 central ministries, departments and various other organisations through 70 skill development schemes crossways numerous areas are being implemented.

II. REVIEW OF LITERATURE

(Nandini N. & HaseenTaj, May 2014) [1] in his recent research opined on the topic "Inclusive Education: Key Role of Teachers for its Success". The current study introduced that the Inclusion in education is an approach to educate students with special educational needs. The process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that can slow down progress. Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values and attitudes which enables them to participate effectively in all spheres of life.

(Tauffiqu Ahamad, Ambalika Sinha & Rajesh Kumar Shastri, June 2016) [2] has inscribed on research paper its efforts to demonstrate the prominence on "Women Empowerment through Skills Development & Vocational Education". This research paper is an effort to understand the essential mechanism of Vocational Education and training programme. It supports to

develop the farming or non-farming production activities that increase the incomes of rural peoples. A skills development initiative is a crucial to enlightening the domestic production of the country, employability and creating the opportunities for women to increase the income-earning capacity and similarly for improving the sustainable growth and rural livelihoods.

(Gupta, Nov-Dec 2016) [3] in the recent research has highlighted on "Study of Women Empowerment through Skill Development & Vocational Education in India". The present studied is focused on the problems, issues, challenges faced by women entrepreneurs, how to overcome them with skill development policies of Indian government for and problems faced by them while pursuing the same.

III. RESEARCH METHODOLOGY

The present study is foremost based on secondary information. The study drafting and analysis is based on the conclusion of numerous research paper which help in preparing the current research work. So, secondary data have been taken from different research reports, journals, research papers and websites.

IV. OBJECTIVES OF THE STUDY

- To analyse the recent trends and strategies for Education and Skill development sector.
- To study the Growth Drivers and opportunities is available the Education and Skill development sector.

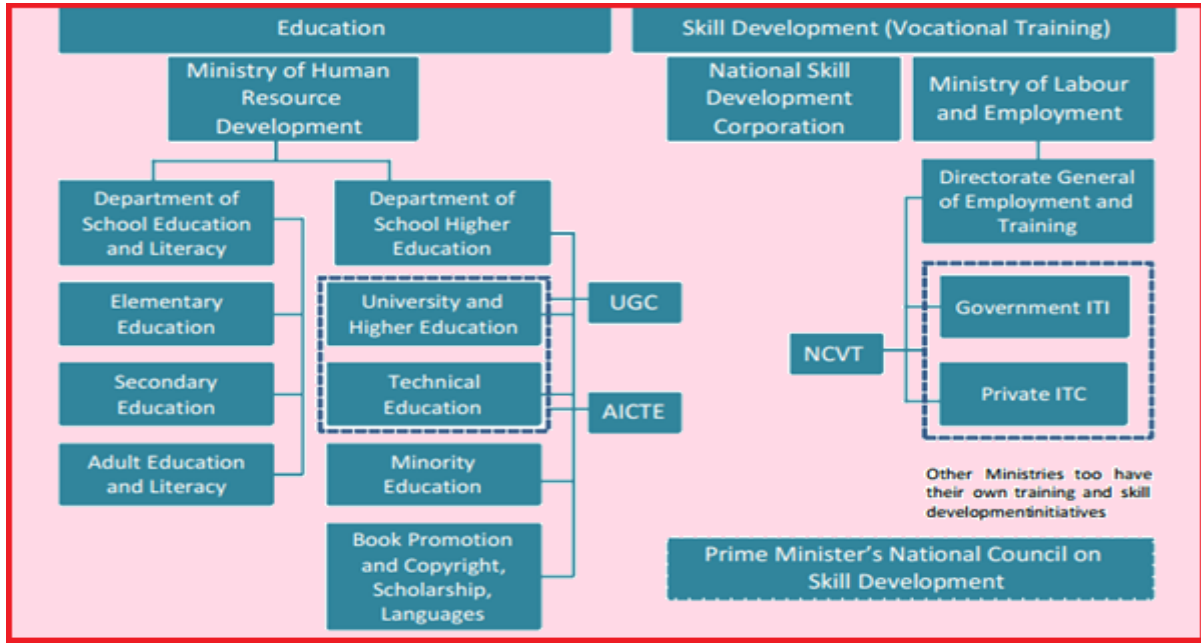
V. NEED OF THE STUDY

Combination of skill development and education industry is playing a crucial role for skilling the peoples and assists to take on wings. A skill development initiative is a backbone to remain a phantasm condition sustained out in segregation over and done with centres only. It has to be revealed in schools along with academics. In the current scenario of globalization, there is gap have been seen in supply and demand of manpower resources so that the skilled and multi-skilled labours demand has enlarged. Therefore, developing countries such as India presenting a vital obligatory for fame of the skill development training programme. Approximately 90% of employment opportunities have need of job-related skills. Simply 20% of the youth get employed who having graduates degree. The rest of the youth have possess a graduate degree but they are incapable to get appropriate job due to the absence of employable skills.

In India, there are two independent ministries underneath which education and skill development sector is organised. It is the Ministry of Human Resource and Development and the Ministry of Labour and Employment. The Ministry of Human Resource and Development is regulated the conventional education system like Primary Education, Secondary Education, Higher Secondary and Higher education sector. On the other side, a

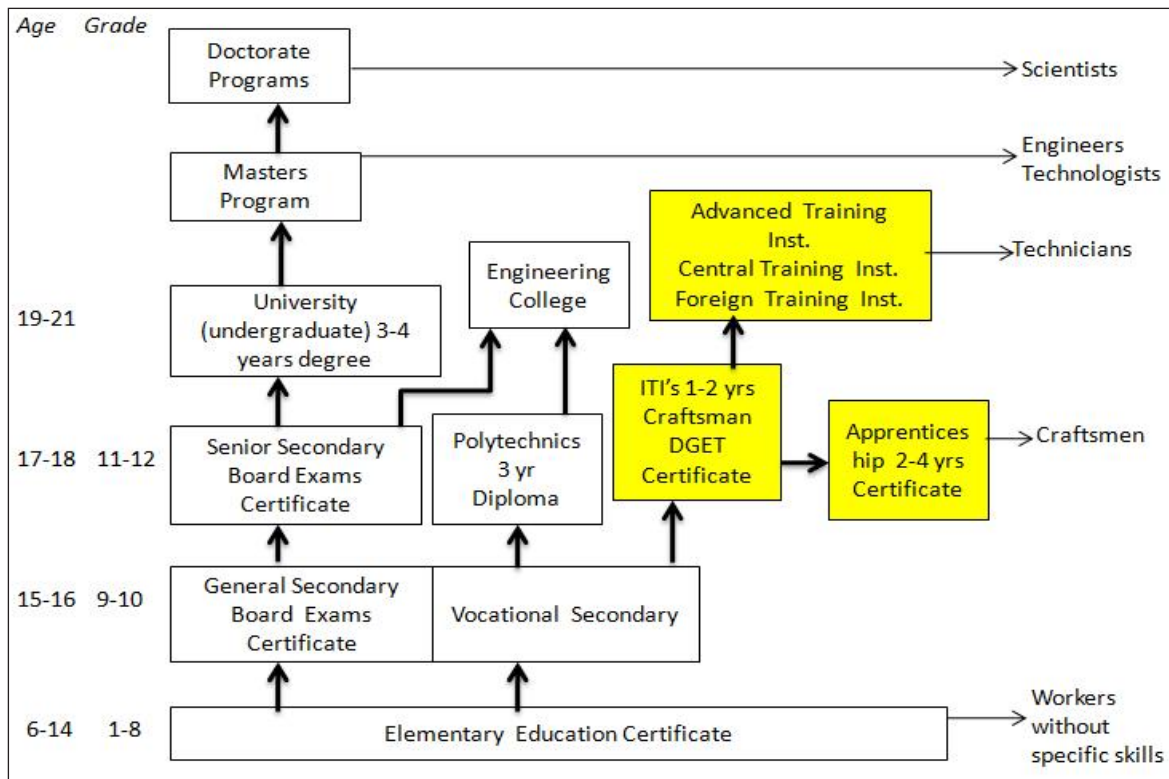
number of commissions and organizations are devoted for higher education in the nation for example AICTE, UGC. The Ministry of Labour and Employment is regulated the Industry

oriented training and education along with the Industrial Training Institute and other vocational education programs is also ambit by them.



Sources: <https://www.civildserviceindia.com/subject/General-Studies/notes/images/Structural-Framework.png>

Fig. 1



Sources: http://www.nistads.res.in/indiasnt2008/images/it1hr/t1hr2_fig1.jpg

Fig. 2

In India a multifaceted, enormous and different ecosystem of the skill development. It provides different stages of skills from corner to corner a immensely diverse population. Skill development programme is segmented into Vocational Education Training in India. Both formal and informal sectors is required a skills training in India. Public and private sector in both of the places have introduced Formal vocational training. For the industry it comprise the privately run ITCs (Industrial Training Centres), specific institutions for technical training, vocational schools, government-run Industrial Training Institutes (ITIs), and apprenticeship training. The public sector always trying to dominated the private sector participation but now the private sector continue has been showing on a rise trend. On the other side the Informal training demands to experiential skills developed on the employment.

In India, the education sector is estimated to rise from US\$ 97.8 billion in 2016 to US\$ 144 billion by 2020. It shows that CAGR (Compound Annual Growth Rate) is 10.16%. Educational industry provides great growth opportunity in the age group of 0-14 years with around 28.1% of populace of India's. This figure shows the state of consistent enrolment in primary and secondary education levels. The country has shown that approximately 1.5 million schools operate where over 260 million students are enrolled in India. In 2016, almost 96.9% have reached School enrolment for the age group 6-14.

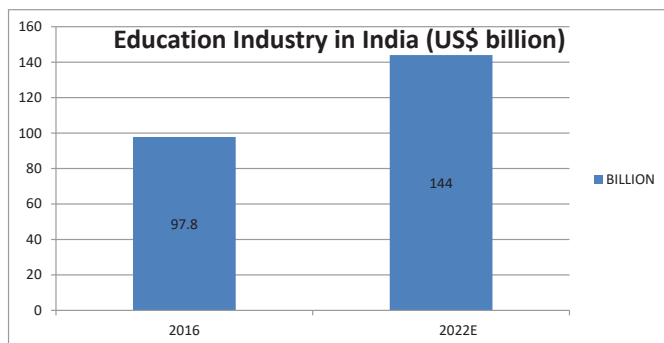


Fig. 3

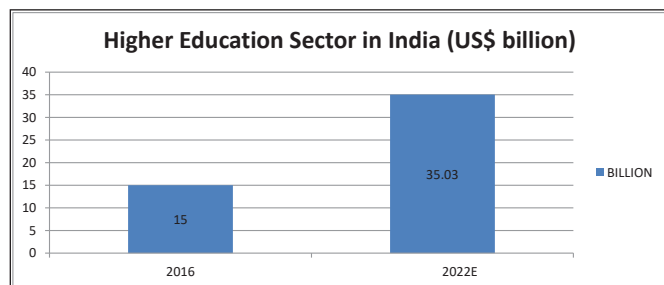


Fig. 4

Notes: CAGR - Compound Annual Growth Rate, E – expected, *As of 2015-16.

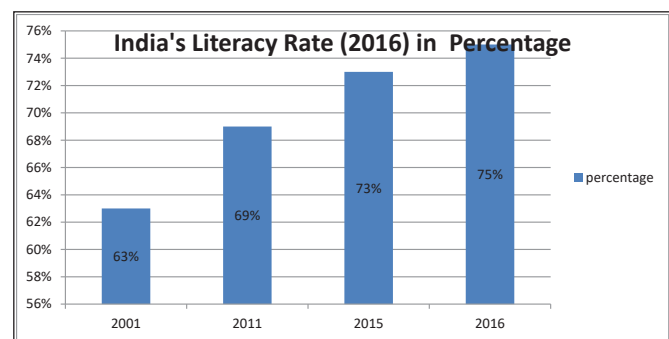
Source: UGC Annual Report 2014-15.

In the world level, India has the largest higher education sector. In 2016 approximately 18% is expenditure is expected grow on higher education sector that is raised from Rs 46,200 crore

(US\$ 6.78 billion) in 2016 to reach Rs 232,500 crore (US\$ 34.12 billion) in the next 10 years. There are approximately 42,047 colleges and institutions in which around 34.2 million students enrolled for pursuing higher education. It includes Universities, Research Institutions, and Colleges for Arts, Science and Commerce, Engineering and Architecture and Medical institutes, Polytechnic institutes and Teacher's Training Institutes. In India, Higher education segment is expected to increase from US\$ 15 billion in 2016 to US\$ 35.03 billion by 2025. Government target of Gross Enrolment Ratio (GER) of 30% for higher education by 2020 to drive investments. In e-learning area after the US India has become the second largest market. By 2020 e-learning is expected to reach US\$ 5.7 billion from presently pegged at US\$ 2 billion. In 2016, India have users of online education is 1.6 million but it is expected to reach 9.6 million by 2021.

VI. BENEFIT OF EDUCATION SECTOR IN INDIA

- In the world level, India has enjoyed largest populace of nearby 500 million in the age bracket of 5 to 24 years.
- The Gigantic demand supply gap is observe with an excessive requirement of 700 universities, 35,000 colleges, 2,00,000 schools and 40 million seats in the vocational and skill development training centres.
- The education sector was witnessed that there is inflow of US\$ 1,639.37 million during April 2000 to September 2017 as Foreign Direct Investment (FDI). In the Indian education industry is permitted 100% FDI (automatic route).
- The international level a literacy rate is average of 84% but only 73% literacy rate observed in India. In current picture, it offers various opportunities to search the untouched market for private sectors.

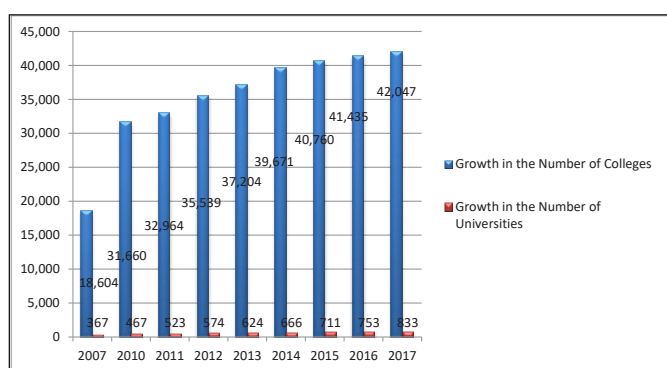


Source: UGC Annual Report 2014-15.

Fig. 5

- The Government is an expected investment of US\$ 200 billion required to attain its target of 30% GER (Gross Enrolment Ratio) for the higher education zone via 2020.
- The government of India has taken numerous step for different initiatives to liberalise the education sector, such as the Foreign Educational Institutions Bill, the National

Accreditation Regulatory Authority Bill for Higher Educational has introduced.



Source: UGC report on HE in India Strategies during 11th plan (2007-2012) for Universities and Colleges, UGC Annual Report 2011-12, UGC Annual Report 2014-15, UGC Report on Higher Education at a Glance - February 2012 PWC, AISHE 2016-17.

Fig. 6

This chart represents that the CAGR - compound annual growth rate is 10.7% of number of colleges and CAGR is 8.31% of the number of universities in increasing trend. In the recent past years, the Government and the private sectors have increased their investment in the schools and a college has witnessed a rising tendency in the education area. Government's has introduced numerous initiatives to increase knowledge among entire sectors of the society. It is an important weapon to encouraging the people for higher education.

Skill development Initiatives will be concerned with towards both outfitting the demand and generating the demand. Skill development is powerfully interconnected to the marketplace and industry. Efficient workers is creating rich human resource by add value across wide sections through skill development programs. The requirement of skill development program for each and every sector of the workforce for the employability. The government has introduced the enormous skill development initiatives but in the present situation the extent to which they work is insufficient to convey effective progress to the apathetic nature. The government has to place gigantic determination to form better educational organization specifically for skill development segment encompassing of industry-oriented training.

In a current tendency reveals that many skill development & vocational training enterprises have come into agreements with various businessman to train their existing staffs with the essential skill sets. In India internet penetration is mounting so that vocational training enterprises are choosing the online network to offer courses and escalation their nationwide spread. Similarly from side to side businesses, vocational training institutions providing training to universities/college students who pass-outs with both soft and hard skills prerequisite by their business assistant. In October 2017, World Bank supported SANKALP and STRIVES schemes permitted in appropriate

way to enhancement Skill India Mission. The aims of RISE INDIA to provide a training facilities 100,000 drivers over a period of 3 years, instruct training to 2.5 lakh drivers, in the next 7 years.

There is immense opportunity is available for skill development in Education industry of India. While a number of institutions are fruitful to be amongst highest 100 in international ranking, insufficiency is moderately ostensible. India would emphasis on a holistic attitude to the manpower resource of the country, by executing healthier explanations to grasp out to thousands of people in rural and urban landscape. These advantages in promulgating efficacious and pioneering methods to educate the under privileged segment fetching in more efficient as well as omnipresent countrywide growth.

VII. CONCLUSION

Education, skill development and vocational training and lifetime knowledge are fundamental mainstays of employability, employment of workforces and sustainable development of the country. India will have look at formulating the workforce according to international prospects. Therefore, that it can operate its premium situation as the manpower resource reservoir. Particular the vibrant labour markets it moreover imperative the workforce acquires and prepares itself as speedily as probable. There is a demand to interconnect between the formal education structure and work necessities, combining the stimulating situation interrelated to the skill gap.

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