Chapter VI

SUGGESTIONS FOR SKILL DEVELOPMENT IN INDIA

The levels of unemployment among the educated has led to demands to reduce the intake and/or close down of particular streams of higher education, declare certain other streams as non-utility courses, etc. At another level, the state in India, faced with the embarrassment of having to answer for large numbers of formally illiterate persons as well as for large numbers of out of school children has reacted by turning the issue into one of competing resources between higher and elementary education. The excuse of competing resources flies in the face of the fact that in India only 7 percent of the populations in the age group 17-24 attend higher educational institutions as against 92 percent of the eligible age group population attending higher educational institutions in USA, 52 percent in the U.K. and 45 percent in Japan (Nathan 2005).

The interface that education has with economic development in general and employment in particular or the lack of it has merited very little academic attention in India. The controversy around the report by Ambani and Kumaramangalam (Ambani and Kumaramangalam 2000) submitted to the Prime Minister’s Council on Trade and Industry provides and illustration of the particular nature of our concern. Briefly, Ambani and Kumaramangalam argue, among other things for an overall change in the approach to higher education one where there is full cost recovery from students of public higher education, institutions and immediate privatisation of entire higher education except those areas of education involving disciplines that have no market orientation (as quoted in Sharma 2003). The report of Ambani and Kumaramangalam has drawn flak from all over, particularly academicians. While, very rightly, these critiques have condemned the report and its authors for perceiving higher education as largely a profitable industry, not a single critique, that we have read so far, has taken the industrialist-authors to task for not including even a single line outlining industry’s responsibility towards the products of higher education. The state in India, for its part, is bent on downsizing higher education through starving universities of resources, freezing appointments and encouraging commercialisation (Sharma 2003).
Government of India (GOI 2001) has devoted a whole chapter on labour force, skills and training. Government of India (GOI 2003) again has detailed recommendations: for industry, for government, for the AICTE itself, etc. While none can quarrel with the spirit of each of the recommendations, the inability of this report to situate and contextualise these recommendations within an overall economic and social system is visibly glaring. For instance, McCormick (McCormick 1991) explicates thus this point very succinctly when discussing the feasibility of replication the Japanese system in Britain:

Thus, even if the innovative and higher value-added strategies of Japanese companies are similar to those advocated of British companies, and even if more career development policies through internal labour markets in Britain echo lifetime employment policies the scope for implementing these business and human resource strategies will be severely restricted if they are dependent on the peculiar financial structure of Japanese companies. Similarly, the emphasis on group work cannot simply be seen as the logical outcome of an internal labour market. Behind group work lies the influence of Japanese language and culture where the language encouraged heavy dependence on oral communication and pre-industrial work.

McCormick (McCormick 1991) also notes other peculiarities of Japanese society that the British may not want to emulate, namely, long working hours, curbs on individual liberties, company management of careers, etc.

An examination of the systems of vocational education in other countries is no doubt essential to enable us to understand to some extent the kind of institutions that have been put in place the nature and depth of interactions among these institutions, so that it becomes possible to gauge how smoothly or otherwise students are able to make the transition to work. A more significant purpose of this exercise, however, is the hope that it will initiate in India the kind of discourse that preceded these arrangements in these countries in the first place, and the changing nature of the discourse over time (Nathan 2005).

There is now an increasing demand for skilled labour. This is on account of several reasons, such as globalisation, changes in technology, and changes in work processes. As a result of the heightened competition and economic change, developing
of their labour force. Simultaneously, though not correspondingly, competition and economic changes also have been providing some opportunity for economic growth and employment expansion. To take the advantage of those opportunities which are likely to be initiated by globalization, one of the critical factors is the possession of quality and relevant skill by the workers. Moreover, rapid technology changes and transition to a more open economy entails social costs. These can be restricted only through equally rapid upgradation of the capabilities of the workforce (GOI 2002 [a]). Against this backdrop, countries like India, which have opened their economy in the last decade, need to invest in the skill development, training and education of their workforce. As technological change, shorter product cycles and new forms of work organization alter the environment, training systems come under pressure. To counter these pressures on training, incentives for training systems need to be considered. These will help the country’s industry to adapt successfully to ongoing economic change (ibid.).

The emergence of skill needs can be visualized from two angles: one from the point of view of meeting the demand for manpower by the economy and from the point of view of improving the quality of human resources available. Diverse skills are required to maintain the existing and anticipated production levels, improve productivity and respond to changing technologies in enterprises, to meet overseas demand and to sustain productive self-employment activities in the economy. There is also the need to improve the employability of the existing and potential labour force, raise incomes of individuals through higher skills, enhancing upward mobility and adjust to various situations of involuntary unemployment. The Task Force on Employment Opportunities (GOI 2002 [a]), viewed the need from manpower demand side while the Special Group on Package for Creation of Ten Million Employment Opportunities Per Annum in the Tenth Plan (GOI 2002[b]), consider the situation from the manpower supply side. While skill development in the absence of effective demand is an exercise that would result in skill surpluses, in a country like India with massive levels of illiteracy, underemployment and poverty, the latter considerations are equally, if not more, important.

The vocational courses have to be market-relevant attracting a significantly higher proportion of students. It is important to expand the counseling services in schools substantially to achieve this diversion. A sound labour market information system that
would continuously generate signals to indicate directions of change in the demand, domestic and overseas, for diverse skills is *sine qua non* for any efficient vocational training system. Establishing a sound labour market information system that would enable identification of marketable skills, area-wise, on the basis of labour market signals, identify the changes in skill needs due to technological and other innovations and assess their demand (domestic and overseas) in the short or medium term.

With the shrinking of employment opportunities in the government sector in general and the public sector in particular, due to ongoing process of disinvestments, the employment situation has become quite grim. On the other hand, rising literacy levels in both rural and urban areas for male as well as female workers has resulted in higher unemployment rates for the educated persons. Unemployment among the educated may also be high because of a mismatch between the existing qualifications of the educated and those desired by the employers. It is evident that the educated and skilled workers may be able to take advantage of the changes afforded by globalization. The uneducated and unskilled workers will, however, be facing the burnt of restructuring of the economy leading to redundancy, skill mismatches and under-employment under the unstable labour market regime. In the post-liberalization period, uneducated and unskilled workers are in a great deal of trouble and even the educated workers will find it difficult to get regular jobs. The Indian economy is now moving on the fast track. In order to maintain the present tempo and to further accelerate the speed, more dynamic, productive, skilled, visionary and committed human resources are required. The onus, therefore, lies on our technical institutions for training the young graduates to face the challenges of the current century. In order to make their products (engineers) more competitive in the global job market, they will have to impart education in a multi-cultural, multi-lingual and multi-disciplinary environment. Resource generation, globalization of education, improvement in quality, better delivery systems, distance and continuous learning, virtual classrooms through Tele and video conferencing, digital libraries, flexibility in intake, courses and programmes, forging effective linkage with industry, improving infrastructure and its optimal use, flexible salary structure, hiking of tuition fees without harming the interest of poor students, collaboration with foreign institutions, and constant development of skills for life-long learning etc., would be the main concerns of technical education in this
century in the wake of globalization. They have to be effectively dovetailed with economic policies, labour market and social policies and programmes for achieving higher income and employment growth.

The major objective of creating ITIs was to provide skilled and technically trained manpower to industry. The existing training institutions like the ITIs have, no doubt, been meeting significant part of the requirements of the skilled manpower of the organized industry. It, however, seems necessary that the process of restructuring and reorientation of their courses are made more expeditious with a view to quickly responding to the labour market. For skill upgradation of the workers in the unorganized sector, flexibility in the duration, timing and location of training courses would need to be introduced. To the extent a sizable proportion of employment would have to be self-employment in tiny and small units in various sectors, the training system should also gear up not only for providing 'hard' skills in suitable trades, but also the soft skills of Entrepreneurship, Management and Marketing, as part of Training Courses” (Awasthi2002). Sahu (Sahu 2002) in his study mentions that rural industry is much labor oriented where 3/4 th of the labour are involved. This is in comparison to urban workers which is 34.7 per cent in this tiny industry. The situation regarding the skill up-gradation is particularly bleak. Only five percent of the secondary students’ pass-outs opt for vocational training as against the target of 25 percent during the Eighth Plan (GOI 2002 [e]). Yet, the training system suffers from limited flexibility, poor curriculum and weak links with the industry. Vocational education/training is mostly focused on the organized sector which has extremely limited relevance for economy at large (Bala 2004).

Given that the productivity of the Indian labour force is low as compared to the other developed countries and even some of the more developed developing countries and given that it is necessary that the labour force needs upgradation in tandem with technological changes in order to be competitive in the world market, skill training efforts do acquire critical significance for the future economic prospects of a country such as India. The skill training efforts made so far through the public ITIs are commendable but the employability of the passouts is not as we expected. In fact, in the present employment and unemployment scenario, where absorption of the labour force is primarily in the unorganized sector, the increase in the productivity will substantially
depend on how far the skill training efforts meet the requirement of the unorganized sector also. The ITI trained persons, when employed in the organized sector get training in the specific equipment and machines within the overall gamut of the trade and becomes expert skilled personnel to meet the specific requirement of the establishments in which they work. In this aspect, the ITI pass outs have definitely made their mark in the industry when we see that most of the ‘Vishwakarma Awardees’ are from the ITI background. The employers of the industrial sector are quite happy with their performance. But they are unable to absorb all the passouts primarily because of less additional employment generation taking place in the organized sector. Consequently, the sitting capacity in various trades taught at ITIs can possibly be readjusted keeping in mind the unorganized sector.

A major drawback in the ITI network is that job specific training, which matters for the unorganized sector, does not take place in it and hence when the ITI passouts try to take up self employment activities, their lack of knowledge on specific jobs does not permit them to carry out the work to the full satisfaction of the customers and therefore the customer will always try to avoid them. This is exactly the reason why ITI passouts are not able to make any substantial dent into the self employment ventures and why instead they prefer regular wage paid jobs or help in their family enterprises. The question, therefore, arises as to what exactly should be done. Should we reorient the ITI training system towards meeting the requirements of industrial sector and create separate training network for meeting the requirements of unorganized sector? The problem is that if the ITI network is shifted from organized sector to unorganized sector requirements, there will always be a vacuum which will be difficult be overcome in future.

The unorganized sector requirements are competency based specific job oriented skills (e.g. scooter mechanic, car mechanic, etc.) This training is to be imparted with primary emphasis on practical aspects and under constant and personal supervision of the master craftsman in the workplace. The time requirement for such specific training may not be quite long in view of the narrow coverage of skills (Ray 2005).

Since the type of technical skills possessed by workers who are retrenched may not be matching the skill requirements of jobs which emerge in the envisaged lines of production, in order to make transition from a protected to a free market regime as
smooth and painless as possible, the following imperatives of the transition process need to be borne in mind while gearing the needs of vocational and technical education and training in the economy to match the emerging scenario during the period of economic reforms.

**MAJOR ISSUES**

(i) *Flexibility of Trained Manpower*

There exist more than one type of approaches to devising systems of training and imparting vocational knowledge. As evident from earlier discussion, there are two main characteristics which distinguish the alternative types of training systems. First of these attributes pertains activity site itself of whether it is imparted separately in an institution. The latter type of training does not preclude some part of training being imparted at the site of production while the main component of instruction and training are imparted in an institutional environment.

The second main attribute which distinguishes different types of training is in respect of the extent to which training and vocational instruction are of a specialised character which meet the requirement of only a specific occupation of narrowly defined occupations. The alternative approach to training programmes could be characterized as being, more broad based in which basic knowledge imparted is such which can cater to the needs of a cluster of allied occupations rather than to the needs of a specific occupation. The first stage of such form of training aims at providing familiarity with the theoretical base of technology which the imparted skills are expected to handle. At a subsequent stage of training, which could however also overlap with the first stage, instruction could equip trainees with capability to handle different types of technical operations and problems which may arise in their smooth functioning.

The strength of the latter system of training lies in its ability to generate trained manpower with a high degree of flexibility to suit the needs of a wide range of technologies and adaptability to cope with new technologies that would be expected to emerge in the future. Within the manufacturing sector, the newer types of technologies which are emerging to be successful are “flexible manufacturing” techniques that can be
adapted quickly to changing demand conditions in the product market. The base of such "flexible manufacturing" lies in computer aided operations, ranging from designing stage to decision making. In a similar way, in the factor market the training and skills which are provided to manpower should be of a type that makes labour market. The imperatives of such flexibility require that training should provide core skills in the first instance. Over and above such core skills, skills meant for specific occupations within a cluster could be imparted. Such core skills shall involve a sound basic knowledge about operation of computers, which needs to be propagated on a much wider front, especially in the rural and semi-urban areas. In urban areas knowledge of computer functioning has already made inroads, especially among the younger group.

(ii) The Significance of Demand Factor

Provision of appropriate training facilities deals with only one side of the employment problem emerging in the post-reform phase. Equally important is the fact that provision of training in each area should be related to the envisaged pattern of demand for different types of skills in respective areas. For this purpose, district level area specific manpower demand surveys should be drawn upon to provide guidelines for skill development in different regions. In this manner, balance between demand and supply of the manpower of different types could be maintained at the regional level.

At the same time it needs to be borne in mind that unless adequate aggregate demand for labour exists in different areas on the basis of a sufficiently high level of productive activity in respective areas, simplify provision of training facilities, however well conceived, cannot eliminate the problem of unemployment and absorption of retrenched labour. The stabilistaion component of economic reforms carries a high risk of inadequacy of aggregate demand for absorbing the available and retrenched manpower. This is quite evident from result of the 1999-2000, NSS Round of Employment and Unemployment results which reveal an increase in the incidence of unemployment compared to that prevailing at the time of 1993-94, NSS Round. Steps for expansion of economic activity in different areas so as to generate sufficient demand for labour with varying types and levels of skill acquisition is an important precondition for success of any training programmes in the region. Provision of training facilities and measures for
demand generation cannot be viewed independently of each other, if success on labour absorption front has to be achieved.

(iii) Area Based Manpower Resurveys

Area based manpower surveys are needed not only for ascertaining demand for manpower with different types of skills but also to ascertain as to how far training provided in the past has enabled absorption of trained manpower in productive activity. Such resurveys, in so far as they can be organised on a continuing basis, should help in identifying gaps in training programmes and modifying training modules to suit changing requirements and demand conditions in the labour market. These surveys can also be used to ascertain as to how far training provided has helped in improving earning level of the workers.

(iv) Training Programme for the Self-employed

The structure of employment in India leans heavily on the self-employed and casual worker vis-à-vis the wage employed category. The wage/salary employed category forms only 12-15% of the total workforce, the proportion being about 6 percent in rural areas and about 40 percent in urban areas. Moreover, the proportion of casual workers has been tending to increase while both the other categories have been shrinking. Training provided would thus have to be such that it suits the self-employed category, particularly in the informal sector, and not only the wage/salary employed segment of manpower. However, the TRYSEM programme which falls in this category of training, has not met with sufficient success. This could to a certain extent be a consequence of the fact that the performance of self-employed workforce depends upon a number of factors other than training alone, e.g., availability of credit, marketing facilities, etc. Training support needs to be co-ordinated with assistance to the self-employed segment on these fronts as well.

Further, in order to improve the productivity, it is equally important to bear in mind that needs of casual workers should not be ignored. In terms of earnings, it is this segment which is in most acute need of some element of education and training improve its skill level and income earning capabilities. The workers education cell in different
states, which is generally with in the overall charge of Labour Commissioner, is supposed to look after this task.

(v) Restructuring of NRF

The original design of National Renewal Fund (NRF), which was an important step in the evolution of the concept of ‘Safety Nets’ for safeguarding the interests of labour, provided for training as a key plank for smoothing the impact of structural adjustment. However, given the from in which NRF has developed, the focus has shifted to VRS as a means of retrenchment. Very little has been done by way of strengthening the training programmes. This is a major lacuna which needs to be rectified by suitable designing of a scheme for developing a regular system for manpower training and retraining and devoting a much higher proportion of NRF resources for development of these facilities (see qChandr1990).

(vi) Timing of Training

Moreover, provision of training after a worker has been retrenched is not the most ideal stage for retraining. Upgradation of skills through on the job/institutional training to keep in step with changes in evolution of technologies and organizational structures has to be devised on a continuing basis. Appropriate training should be provided ahead of retrenchment rather than once a person is on the streets when his primary concern would be in earning a livelihood for supporting his family, rather than going in for fresh training. It is in this context, as emphasised earlier, that in case basic training is anchored on providing some core skills and not only on highly specialized training for specific jobs, it would bring about a ‘flexible’ pool of trained manpower capable of adjustment to changing technology.

Further, in addition to provision of training, in order to cushion the socially adverse impact of retrenchment, the objective should be to develop a scheme of unemployment insurance as a part of social security system. This is an additional line for development of ‘Safety Nets’.
(vii) Training for Export Expansion

Finally, apart from training in computer related technologies to which a reference has already been made, in the era of globalization where thrust on exports is going to be dominant, sufficient prominence needs to be given to training programmes in export promotion, familiarizing the trainees with all the rules and regulations pertaining to exports and import in India as well as abroad. In the emerging scenario, familiarisation with developments on WTO front is equally important for export promotion.

(viii) Importance of Dissemination of Skill Upgradation Programmes

Most of the regression and correlation results point to significance of improving technical education and training in skills at the lower level of the educational system. Improvements at the lower level, namely ITIs, craft schools and vocational stream of general education, are apparently more effective in exercising developmental influence over a wide front, which is essential for making the economy more technically oriented and productive.

Thus, efforts for the spread of technical education and skills as also improvement in quality of instruction at this level – and to the extent possible in conjunction with the system of general education – need to be pursued more vigorously than at present.

In the light of preceding discussion about the directions in which approach to development of training facilities needs to be strengthened, it is evident that success of such an endeavour shall be crucially dependent on the extent to which such steps are coordinated with measures for demand management and evolution of a social security cover, especially for those working in the Informal sector. This would be a major task, but any piecemeal approach to development of training facilities may not meet with the desired level of success. (Mathur & Mamgain2002).

Some of the suggestions as given in the Tenth Plan for recasting the vocational education could be noted here. The vocational courses in schools should be competency-based and in modular form with a credit transfer system and provisions for multi-point entry/exit. There is a need to establish linkage between vocational courses at the +2 level and courses at the university level. The present admission criterion for entry into vocational courses at the graduation level also needs to be changed. The existing scheme
should be strengthened by involving industries through memorandums of understanding, in designing of the course, development of the curriculum, training of faculty/students and certification of the courses. In order to sustain the scheme, schools may consider charging fees and the courses may be designed on a self-financing basis. The apprenticeship training facility needs to be utilized fully and made compulsory. To achieve this, the placement of those who have completed vocational studies for apprenticeship and training should be decided by Board of Apprenticeship Training immediately after the results of the +2 examinations are declared. Before vocational courses are started in schools, local business and industry should be closely involved in studying the need and for conducting district vocational surveys. Facilities for running vocational courses should become mandatory for the Kendriya Vidyalaya and Navodaya Vidyalaya school systems. Persons with disabilities should be given special treatment while designing vocational courses and their needs and integration into courses should receive appropriate attention. Financial assistance may be provided under the scheme for creating testing and certification systems in states in co-operation with user bodies and professional associations. Finally, the All India Council for Technical Education’s (AICTE) vocational education board needs to be reactivated for providing technical support to the school system and for establishing linkages with other technical institutions (GOI 2004[a]; Bala 2004)

Following aspects require consideration in regard to the skill training efforts in the country: (i) Training is to be provided keeping in view the requirements of both organized and unorganized sectors. Disturbing industrial sector training for accommodating unorganized sector training may create imbalances after some time. Therefore separate set up for the unorganized sector will have to be thought of. Of course, the infrastructure available will have to be made full use of; (ii) Training to meet the requirement of unorganized sector can only be imparted by master craftsman for a specific job/occupation and has to be practically oriented and should take placed in the workplace of the master craftsman; (iii) Training for the informal sector requires day to day flexibility and this may be difficult in the governmental set up; (iv) Unless we create an atmosphere of creating sufficient economic activates wherein such skilled workers can find gainful engagement training for training sake will lead to unemployment problem
changing into skilled labour unemployment problem; and (v) Government may act as facilitator and leave the training for the unorganized sector to the private sector or allow for the acquisition of skills through informal means. In this context testing and certification of skills obtained through informal means plays an important role (Ray 2005).

PROPOSALS OF THE SECOND NATIONAL COMMISSION ON LABOUR AND THE TENTH PLAN DOCUMENT

It is in the light of the contemporary situation in respect of vocational education and the levels of skill attainment in India that one has to consider the proposals for skill development, training and workers' education made by the Second National Commission on Labour (GOI 2002[a]) which are discussed below.

(i) Modular Approach to Vocational Training

The basic idea of this approach is to provide multi-skilling so that an individual gets trained in a set of inter-related skills, rather than being dependent on mono-skills. This has the advantage of providing workers the capability to (i) shift to newer types of job which arise when the economy has to keep pace with fast changing technologies which have been arising in the wake of computerization & IT revolution, and (ii) shift from one job to another and back to it during the course of a year. This is particularly important where production cycles are of a seasonal nature, particularly in agriculture and avenues of employment dependent on climatic cycles like the ice-making factories. The training in the form of small sequential result oriented modules through which a trainee can progress along paths which enable acquisition of more than one skill is thus the right approach towards development of a flexible manpower on which primary a trainee can progress development of a flexible manpower. Hopefully, this shall enhance career prospects of the trained labour force both for employment in the organised sector and for those self-employed in the unorganized sector.
(ii) Competency Based Training System

The basic idea behind competency based training system is to provide avenues for competence assessment and certification at each hierarchical level of learning and training imparted in different trades. In competence based training systems standards of performance are measurable at different stages so that an individual can shift from training after acquiring one level of competence back to a job and revert to training at a higher level whenever the person’s job situation permits. Thus, the emphasis is on attainment of certain specified competencies rather than on the length of time for which training is imparted. In this system there would not be a single terminal examination or assessment but competence testing at a number of successive stages. Since the emphasis would be on competence attainment rather than simply on time spent in training, over time this should help to raise the qualitative content of skilled labour force.

(iii) Competence Certification System

The competence based training system outlined above can function only if there is an effective competence certification system as well. Only in that type of a situation it would be possible to delink competence acquisition through successive stages of training and the time spent on training. Thus to make this system operational it is proposed to introduce national level certification for different trades and skill levels. For this purpose, the Commission has recommended an independent regulatory authority which shall set standards of competence to be achieved at different levels in each important trade. For the purpose of standard setting it is also recommended to actively associate product/service users associations or individual experts as independent members. With this system through traditional modes, through on the job training, through self-learning, or through internet, would have an opportunity to get their skills certified. Hence they would add to the pool of vocationally qualified manpower in the country while improving their individual earnings as also the degree of their employability.

The proposals outlined above are in the right directing but their implementation would have to be made more effective in order to gear the existing standards of the labour
force to the needs of a fast moving economy. In this context, the following provided more in line with the needs of industry.

i) First, the existing course structures of many of the ITIs are outdated and need to be reoriented to changing technology requirements. Moreover, the institution industry interaction needs to be strengthened in order to bring the training provided more in line with the needs of industry.

ii) In order to help the above task of ITIs as also the Craft School, it is essential to bring about a balance between the supply and demand for manpower with different types and levels of training. In order to make the task of matching supply to demand for different skills, rather than the other way around, it is important to give effect to district level manpower surveys which shall go to strengthen the labour market intelligence system.

iii) The degree of unemployment among the educated and even among those possessing vocational qualifications underlines the need not only for reorientation of vocational courses and manpower demand surveys, which have been stressed above. Non-absorption of the adequately qualified manpower cannot get eliminated unless the efforts on the two fronts stressed above are properly dovetailed with measures of macroeconomic policy to maintain adequate aggregate demand and pace of economic growth, specifically in the non agricultural sector.

Finally, it needs to be stressed once again that in tacking the unemployment problem, not only the general one but even that of educated and youth unemployment, unless macroeconomic demand management of the economy can be put on the right path, simply technical education and training schemes, or the safety nets approach (cf. Hirway 1995; Mathur1999), by themselves cannot help much in tacking this menacing problem. The empirical results of this study provide visible pointers in this direction. (Mathur & Mamgain 2002).

CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

The expansion of technical educational facilities continues even though the rate of absorption of technical manpower, particularly technically trained persons has declined. This has led to a situation of an increase in the number of trained professionals who are
without jobs and resulted in imbalances in the proportion of manpower with different levels of technical competencies. In order to overcome this kind of situation the state will have to be supported by a robust labor market information system (Manpower information system). The mismatch between supply and demand for labour with different skills is mainly due to the reason that the changes in the demand side are much more rapid in the context of opening up of the economy. However, the demand trajectory is not guided by supply trajectory.

Information base in India is available only for a small proportion of technical manpower and is totally absent in the case of the informal sector economy and the semi-skilled labour force (Ramachandran 2002). Twenty two Lakh Students who have passed 10th class did not go up to 12th class, which is essential for seeking admission for some of the trades of vocational training (Ibid). There is thus a need to follow up these students, thereby helping them to take up trades, which already have demand in the market. In India, vocational training could be broadly viewed under five categories:

1. The craftsmen Training Program, catering to the needs of persons in the age group of 14 to 25 years. The training is organized through a network of industrial training Institutes (ITIs). The period of training and entry level qualifications for admission to various trades differ from course to course.

2. Job related training to persons, who are engaged in certain jobs with inadequate skills, or are likely to take up jobs for which they do not have adequate preparation. Course’s under the Apprenticeship training programme, training of Ex-servicemen and part time programs for industrial workers fall under this category.

3. Training programs organized by the Indian council of Agricultural Research (ICAR) and others such as the Handicraft and Handlooms Developments, which impart training for maintaining quality and productivity.

4. Directorate General of Employment and Training (DGE&T), Ministry of labour is a major government agency responsible for the administration of vocational training comprising of Craftsmen Training Scheme (CTS), and Apprenticeship Training Scheme (ATS). While the former is imparted in a structured institutional environment, the latter is a combination of institutional and on the job training in
which the trainees are exposed to the industrial environment. The passout trainees under CTCs are semiskilled workers and the trainees who complete ATS schemes are expected to be skilled workers.

5. Job seekers for self-employment: The community polytechnics (CP) each with a number of Village Extension Centres come under this category. Community Polytechnic (C.P) targets unemployed/underemployed youth school college dropouts women and weaker sections of the society. Some of the existing polytechnics have been designated as CPs. About 02 lakhs rural youth had been trained by CPs till March 1999.

This also includes programmes offered by the Khadi and Village Industries Commission through departmental and non departmental training enters, the Prime Minister’s Rojgar Yojana and production cum training centres under various state government offices also provide training. (Ramachandran 2002; Bala 2004).

SUGGESTION AND RECOMMENDATIONS

1. There is a need to conduct research by the training institutes themselves or by other organization about the demand for the trades in the local market in order to reduce the mismatch between demand for jobs for specific skill and supply of manpower.

2. The existing curricula for the trades should be enhanced.

3. Appropriate technology and its used in the local employment arena should be introduced to the trainees.

4. Along with hard trades come soft trade courses, like (i) accounting (ii) management; and (iii) planning of resources for self entrepreneurship and employment should be introduced.

5. A network of ITIs, NGO, business establishments, etc should be formed. This will help each other stakeholder to benefit from the end products.

6. There is a lack of awareness about the ITI courses. In order to increase this annual exhibition of various activities of the Institutes should be held in a central place.

7. The high and Secondary schools should be provided information about the trades in the ITIs.
8. On some occasions the ITIs and school should jointly organize awareness programmes.

9. Information counters in the District and Block Headquarters should be setup about technical education facilities available in the area.

10. Other Institutes like Polytechnics, Engineering Colleges, etc should organize orientation Programmes for the Instructors of ITIs.

11. Some other areas in which technical training could be envisioned are: Catering; Poultry; Piggery; Goatrty; Domestic dairy; Fishery; Sericulture; Bee keeping; Agro horticulture; Organic farming; Floriculture and Gardening, etc.

This will help the existing Institutes to revitalize their activities and their relevance will get enhanced thereby. In order to create ambience for training and subsequent engagement in the world of work appropriate and workers friendly mechanism have to be evolved regarding financial assistance, licensing facilities market access, advertising etc.