Preface

Education and technical skill are two most important keys to human resource development. In a globalising economy, which faces unpredictable competition from many quarters, a strong educated and technically skilled manpower can withstand the pressures of competition without many upheavals in the society and economy. Today though India has a comparatively strong edge in respect of education in comparison with many developing countries, yet the proportion of labour force with technical skill is very low, as almost 90 percent of its labour force does not have any marketable skills. In the case of the workers in the informal sector almost 97 percent do not have any technical education. Keeping this aspect in view the government has been taking up different measures to increase the technical skill base of human resource and also launching specific programme to enhance the capability of technical skill imparting institutions.

In India, the skill is imparted to both formal and informal sectors in diverse manners. Training to informal sector is mostly given through, inter alia, hereditary system; on the job training; vocational training linked to development programmes; and also through some forms of training organized by different Non Governmental Organizations. For the formal economy, training is provided by institutions and organizations promoted and managed by the government, such as Institutes of Technology and Engineering, Polytechnics and Industrial Training Institutes (ITIs). Among these institutes, Industrial Training Institutes occupy a significant position, as there are over 5114 Industrial Training Institutes (ITIs) in India. These Institutes have been imparting training in over two score engineering and non-engineering trades. Of these, over 1896 are in the Government sector and 3218 in the private sector. In addition, there are several Regional Vocational Training Institutes (RVTIs), as well as a National Vocational Training Institute (NVTI) who also impart skill training.

The main aim of this study was to review the existing skill formation systems in the country and to study the existing formal and informal training institutions. The main focus was to examine the correspondence between skill acquired in the institution and skill requirement in the workplace. The study attempts to assess the skill development process at micro-level in several institutions located in Haryana, Karnataka, West-Bengal and Uttaranchal. The micro level finding shows that there are gaps between skills that are supplied by the institutions and the skills demanded in the market by different establishments. As a result, there is a mismatch between the supply and demand. This forces many job aspirants opting for jobs for which they were not trained. The study also finds that the institutions imparting different skills in different trades do not have trade components on soft skills, like enterpreneurship development, accounting, management of establishment, etc. These components would have helped the trainees to set up their own businesses, thereby
increasing the scope of profitable self-employment. This sort of situation could be avoided by proper market information about the jobs and its skill requirements. Besides, in order to enhance the quality of skills, institutions imparting vocational education and training, need to be upgraded by adding new teaching aids, additional infrastructure, and incorporating soft skills required for starting entrepreneurship, etc.

It is hoped that the present study will prove to be useful to all those concerned with skill development issue and will help researchers and policy makers in some way to design policy and programmes for the betterment of technical skill levels of the workforce.

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