

Challenges in Skill Development Education-A case study of ITIs in District Sonipat

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ABSTRACT

Acquiring Skill education and knowledge are key factor for developing nation like India to get in high income trap. To generate vibrant employment, integration of skill development program with relevant and efficient education system is need of the hour. The paper is aimed to discuss various pros and cons of Haryana Skill Development Mission through investigating the performance of ITI's in Sonipat district. The paper try to estimate the real picture of skill development policy of Government implemented at ground zero along with its role in gender equality, access to courses and placement distribution. The analysis is done on the basis of three years data (2016 to 2019) collected from ten government Industrial Training Institutes (ITIs). Objectives of the study are two folds. First is to conduct descriptive analysis of geographical context, research method, gender context, types of training, and economics of trade selection and origin of study. Second objective is to quantitative analysis of implementation of skill development, instructional and institutional mechanism, role of skill development in women empowerment, preference for job or self-employment and integrating skill development with employment generation and self-employability.

Keywords: Skill development, Placement distribution, ITI, employability, women empowerment

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1. Introduction

India is with demographic dividend facing major challenge of generating skilled workforce. Fast growing economies and shifting work culture demands constant up-gradation in skill training programs. In 1990 total 2.3 billion work force raised to 3.47 billion work forces in 2019 indicates 52 percent increase in world work force during last 30 years. But developed nation facing the problem of scarcity in workforce whereas India is on gain with Demographic dividend. India with 15 percent share in world work force, second largest contributor in world labour force after China and expected to be at first place by 2027, indicates increasing employment opportunities for Indian youth world widely. In India labour participation rate is 52.4 percent during 2019 with addition of 600 million students below the age of 25 years creating a labour crunch to convert rest of the work force into active work force. This could be possible only formulating and implementing effective and relevant skill development policy. However India is facing various challenges in promoting skill training in youth like large size of youth, segregated and hierarchical dichotomy in labour market and society (Okada, 2012). As per India Skill Survey in 2014 where only 33 per cent students were employable increased to 47.38 per cent in 2018 and 46.21 per cent in 2019. Gender analysis of survey suggested men domination in work force (Table 1). However women employability shows enthusiastic results and a ray of possibility for future policy. According to ILO report India with average 25 per cent women working population, is among lowest 10 nations as per women participation in working population index.

Table 1: Men versus Women share in work force and employability

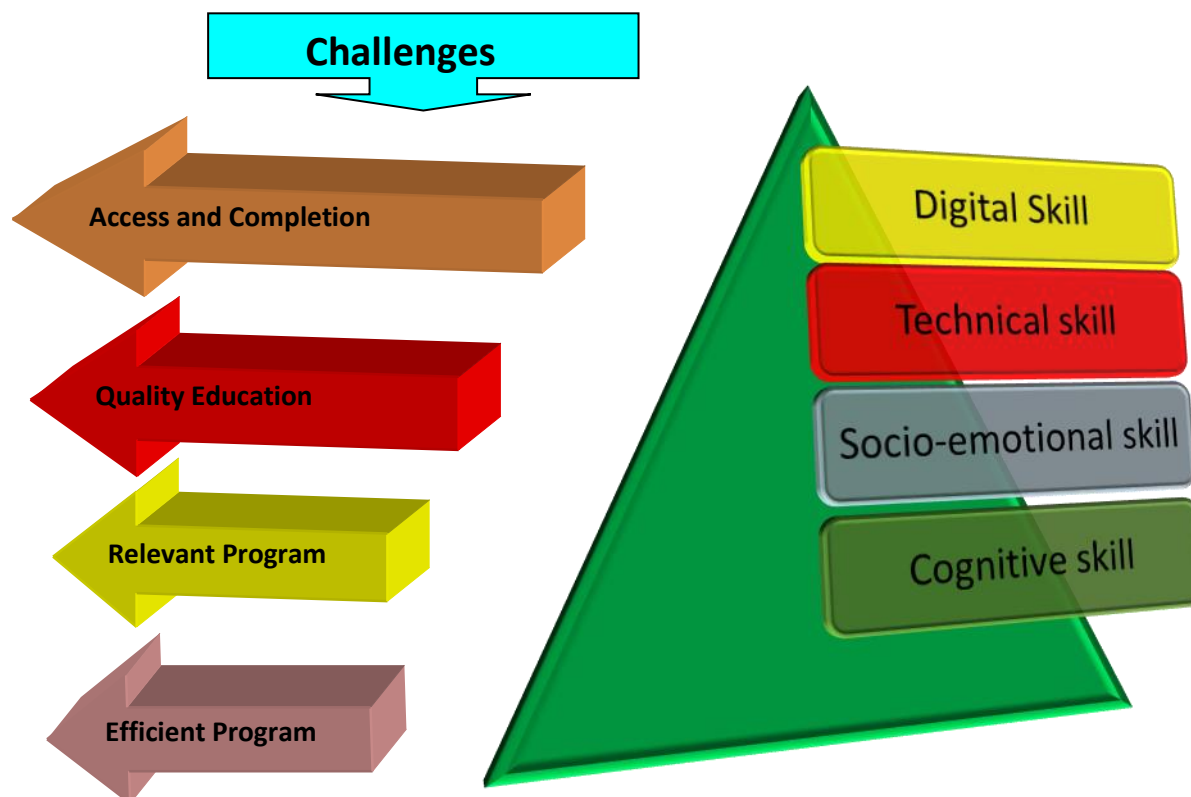
Years	Men		Women	
	% Share in work population	% Change in employability	% Share in work population	% Change in employability
2016	68	36.01	32	39.95
2017	71	40.12	29	40.88
2018	77	46.87	23	38.15
2019	75	47.39	25	45.60
2020	71	46.2	29	47

Source: India Skill Report 2020-21

Regional analysis of survey suggest regional disparity as Maharashtra, Tamil Nadu and utter Pradesh are three top contributors in work force and employability whereas Haryana is not able to manage its position in top ten states.

2. Challenges in Skill Development

According to World Bank concept of Skill creation is a comprehensive concept composed of- Cognitive skill, Socio-emotional skill, Technical Skill and Digital skill. Skill development project targeted to enhance economic development in two ways- first, it improves existing labour productivity and second, it raises employability. However, skill development is need of the hour, but nations need to tackle many associated challenges as-ensure access and completion of skill education, provide updated and quality education to all, maintain relevancy and efficiency of skill development programs.

**Fig 1: Effective Skill Development Pyramid with Challenges**

Beside these common challenges Indian skill development program facing specific obstacles as- lack of physical and Human infrastructure in vocational training institutes, rigidity in Indian social structure which slow down the process of change, lack of support from stakeholders, skill mismatch and ignorance of non-technical skills (Sharma & Nagendra, 2016). Besides developing

employment-oriented training programs for white collar and blue collar unemployed youth, to design a targeted skill generating policy for grey collar unemployed youth is also a challenge in India (Kanchan & Varshney, 2015).

Besides these global challenges state like Haryana, ranked 3rd in easy business environment index under PMKVY also struggling to generate effective and relevant skill among youth migrated from agriculture sector. In accordance to Skill India program, Government of Haryana launched Haryana Skill Development Mission in 2015 with an objective to provide single point integrated platform to youth for employment and to contribute in economic development of state and nation. This mission works through four schemes- Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Surya, Saksham and Drivers Training. Till May 2021 a sum of 88428 youth enrolled under this mission, out of which 13866 (15.7 per cent) are placed and rest are assessed, certified and trained for employment (HSDM, 2021). Awareness spread through rozgar melas and other such event about PMKVY is a success upto a significant level (Joshi & Pandey, 2021).

3. Role of ITIs in Skill Generation

Most of the schemes are implemented through either Industrial Training Institutes alone or its collaboration with other departments. Haryana it is aimed to fulfill three major tasks altogether. These tasks are as- help to achieve the targets of Haryana Skill Development Mission, endow youth with Skill development according to industrial requirement and prepare youth according to State Council of Vocational Training (SCVT) and National Council of Vocational Training (NCVT) curriculum. SCVT program is for training youth for state level requirement whereas NCVT program is planned to train students according to national level requirement. ITIs prepare youth for both industries and self-employment.

Survey over contribution of various skill generating educational institutes suggested that engineering institutes with 31 per cent top contributor in skill creation while Industrial Training Institutes (ITIs) and Polytechniques with 3 per cent lowest contributor in skill generation. This analysis suggested big attraction in youth for white collar job rather than blue and grey collar job due to low salary packages and less reputation in these jobs. When compared on the basis of employable talent only 29.5 per cent talent comes from ITIs in contrast to 51.5 per cent from Engineering Institutes. This is of immense concern as

- Low cost of Training
- Generate employability in early stages of education hierarchy
- High in demand from industries
- Large scope of Employment
- Large employability opportunities in international market
- High chance of self-employment with low investment
- Can absorb large number of work force
- Poor population friendly
- Efficient employment-oriented education at early stages reduce the burden of higher education system to generate quality skill at higher level

In this backdrop present paper is attempt to analysis the ground zero status of Haryana Skill Development Mission (HSDM). The paper is aimed:

- a) to review availability of skill development opportunity to male and female.
- b) to review the target of completion of skill education.
- c) to investigate the various placement options and,
- d) to analysis the placement distribution across different options.

4. Tools and Techniques

Analytical Tools

The study is exploratory research based on quantitative secondary data collected from Office of District Assistant Apprentice Advisor (AAA), Sonapat directly. The cross-tabulation technique is used to draw conclusions in terms of average, percentage and diagrams. This technique is applied to classify data on gender bases, completion basis and placement basis.

Data Specification

To investigate the outcome of HSDM survey is conducted in Sonipat District of Haryana. Sonipat District is known as education hub of Haryana as eight Government and private universities and other educational institution, Sonipat has geographical advantage too as it is situated in national capital territory region with ample industrial employment opportunities. Twelve ITIs (Government Industrial Training Institutes) are selected for survey from fifteen Government and Private ITIs as private ITIs are insignificant. Urban and rural area ITIs are selected for study. Data is collected over gender, trade, and completion year and placement options for three sessions from 2016 to 2018. To evaluate the availability of skill education opportunities to females, gender wise data over the years has been collected. To investigate further data for enrollments of female across different trades has been collected and examined. Further to evaluate horizontal equality among various trades has been investigated to check the relevancy and efficiency of skill development program.

In Haryana skill training of total eighty-one trades are facilitated across 172 Government and 242 private ITIs however in Sonipat district only forty one trades are taught to students as per requirement from local industries.

Table 2: Data Summary

Name of Institute	Location	No of Trades	Status	Annual average Male Admission	Annual average Female Admission
GITI W SONIPAT	URBAN	5	women	0	147
GITI SONIPAT	URBAN	29	Co-education	910	25
GITI KHARKHODA	URBAN	19	Co-education	306	27
GITI GANNUR	URBAN	8	Co-education	344	12
GITI GOHANA	URBAN	13	Co-education	420	56
GITI JUAN	RURAL	2	Co-education	23	12
GITI KHATHURA	RURAL	3	Co-education	54	12
GITI MUNDLANA	RURAL	5	Co-education	54	32
GITI PURKHAS	RURAL	2	Co-education	33	4
GITI RAJLUGHARI	RURAL	8	Co-education	236	14
GITI BUTANA	RURAL	24	Co-education	376	72
GITI FARMANA	RURAL	4	Co-education	61	16

Source: Office of District Assistant Apprentice Advisor, Sonipat

Table 3: Gender distribution Across Skill Development Courses

Name of Trade		Duration	Total Seats	Male	Female	Gender dominance
1	Basic Cosmetology	1	98	2	73	F
2	Carpenter	1	170	161	0	M
3	Computer Aided Embroidery And Designing	1	20	0	12	F
4	Computer Hardware & Network Maintenance	1	26	21	5	M
5	Computer Operator & Programming Assistant	1	340	233	85	M
6	Dress Making	1	42	0	22	F
7	Fashion Design Technology	1	32	12	30	B
8	Finance Executive	1	0	0	0	-
9	Foundryman Technician	1	42	42	0	M
10	Geo Informatics Assistant	1	0	0	0	-
11	Litho Offset	1	21	21	0	M
12	Mechanic (Tractor)	1	42	42	0	M
13	Mechanic Auto Electrical And Electronics	1	26	41	0	M
14	Mechanic Diesel	1	126	126	0	M
15	Plastic Processing Operator	1	82	74	0	M
16	Plumber	1	238	216	0	M
17	Sewing Technology	1	36	2	54	F
18	Sheet Metal Worker	1	42	42	0	M

19	Stenographer & Secretarial Assistant	1	254	165	66	B
21	Surface Ornamentation Techniques	1	20	0	16	F
22	Welder	1	315	321	0	M
23	Draughtsman (Civil)	2	96	63	29	B
24	Draughtsman (Mechanical)	2	26	20	0	M
25	Electrician	2	279	278	7	M
26	Electronics Mechanic	2	93	76	0	M
27	Fitter	2	185	193	0	M
28	Lift And Escalator Mechanic	2	21	21	0	M
29	Machinist	2	132	136	10	M
30	Machinist (Grinder)	2	16	16	0	M
31	Mechanic (Motor Vehicle)	2	63	63	0	M
32	Mechanic (Refrigeration And Air Conditioning)	2	110	100	0	M
33	Mechanic Consumer Electronics Appliances	2	24	22	0	M
34	Mechanic Machine Tools Maintenance	2	26	26	0	M
35	Painter General	2	96	64	0	M
36	Technician Mechanics	2	0	0	0	-
37	Technician Power Electronics System	2	21	21	0	M
38	Tool & Die Maker (Dies & Moulds)	2	37	42	0	M
39	Turner	2	88	96	0	M
40	Wireman	2	158	167	1	M
	total		3443	2925	410	

Note: M –Male dominating course, F- female dominating course. B- equally liked courses

Source: Office of Assistant Apprenticeship Advisor, Sonipat

5. Results

To answer the first question study, find out that skill education opportunities are not arranged and availed by male and female equally. Fig 1 suggested that more than 85 per cent seats in skilled develop programs are availed by males whereas only 12-15 per cent seats are availed by females. Cross section examination of data over four years suggested three things- first training programs and institutes meant for only females are limited (Table 2). Second in co-education institutes' admission sought by females are very low in comparison to males. In few trades number of female is zero due to inbuilt nature of trades like motor mechanics, and fitter etc (Table 3). These trades are socially and technically are supposed to reserve for males only. Out of 12 Government ITIs only one ITI is reserved only for females with 160 seats in five trades. In Haryana only 19 percent Government ITIs are exclusive women ITI and rest 81 percent are co-ed ITIs with male dominating trades.

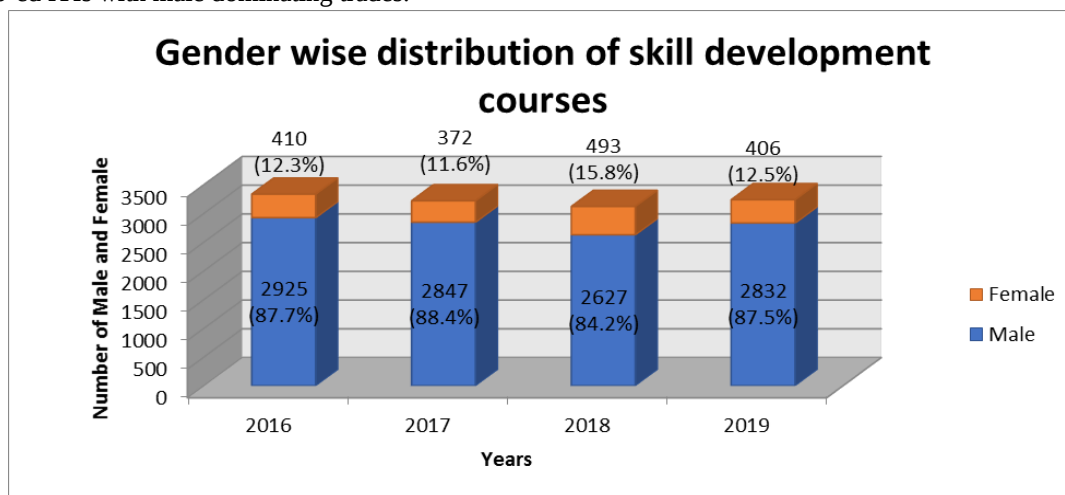


Fig 2: Gender wise enrollment to skill development courses

Second question deals with completion of skill training program. Cross section examination of data suggested that dropouts and fail to complete course is a huge problem for skill development program as during normal years (2016 & 2017) this number is either half or one third of total enrollment. However, during 2018 and 2019 this number shows a sharp decline because of pandemic COVID 19 results is not declared hence this indicates number of dropouts only. Telephonic conversation with institutes revealed that most of the students left courses due to many reasons like got admission some other courses, poor family circumstances etc whereas failure is somewhat big problem than dropouts as it indicates lacuna in curriculum framing and effective teaching method.

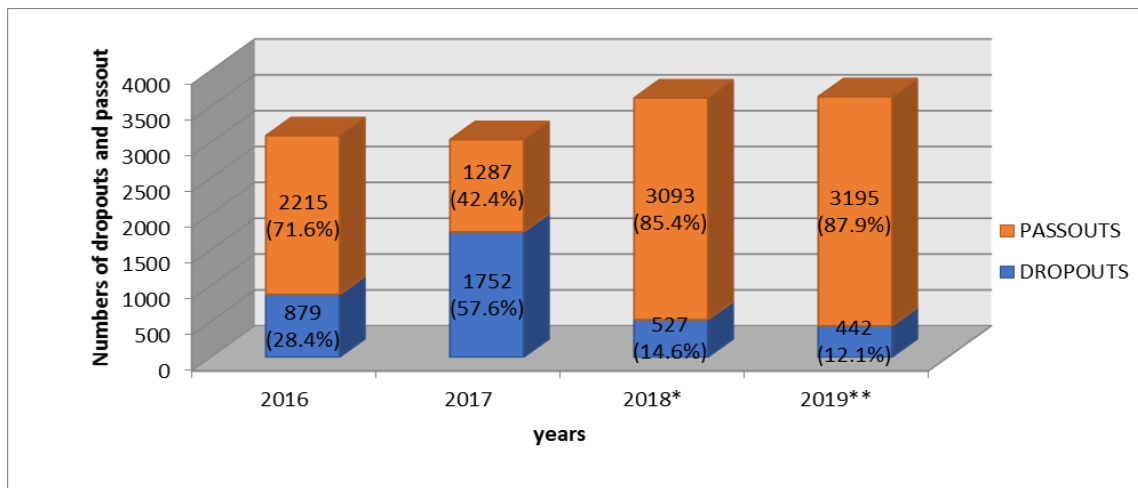


Fig 3: yearly completion and dropout distribution of Skill Development courses

*Result awaited for two years courses due to pandemic hence number of failed students are excluded from dropouts

**result awaited for all courses due to pandemic hence number of failed students are excluded from dropouts

Answers for third and fourth questions are elucidated in this section. After successful completion of skill development course, the biggest problem is there placement. Investigation of data suggested students choose any one option out of five options- Join as apprentice in government or private institutes as per government new scheme, choose self employment either taking loan from bank or without any loan, join any industry as a worker, continue further education and join higher education institute or some other professional course to enhance their productivity. Table 2 gives a picture of placement structure. Analysis of data over the years suggested that 32-38 per cent students joined apprenticeship after course followed by workers in industry and self employment respectively. 7-11 percent youth continued further education to enhance knowledge domain. Only 2-7 per cent youth join other supplementary courses to add on.

The main concern is apprentice placement as it is temporary in nature. Maximum placement as apprentice is because of two reason- first, apprentice is mandatory for course certification. Second, apprenticeship from high reputed industry opened better employment opportunities for youth. Further reliance on loan for self-employment is point of further research.

Table 4: Annual data of Placement across various Placement Options in Sonipat District

	Apprentice	Industrial Worker	Self Employed with loan	Self Employed without loan	Higher Education	Another courses	Total Placements	placement /pass-out ratio
2016	694	507	0	471	140	45	1857	0.866
	(37.4)	(27.3)	(0.0)	(25.4)	(7.5)	(2.4)	(100)	
2017	637	403	5	391	156	80	1672	0.755
	(38.1)	(24.1)	(0.3)	(23.4)	(9.3)	(4.8)	(100)	
2018	336	210	0	295	117	70	1028	0.799
	(32.7)	(20.4)	(0.0)	(28.7)	(11.4)	(6.8)	(100)	

Fig 4 illustrated the comparative study of placement structure over the years. Bar diagram indicated that total placement over the years following declining trend. In 2018 over all placement of 1028 students is lowest during three years data. The reason is delay in two years courses results due to pandemic. However declining trend is evident from 2016 and 2017 data. Highest decline

from 2016 to 2017 data is shown in industrial worker placement. The two possibilities responsible for this decline are-first, decline in industrial demand for labour. Second, unavailability of labour with quality skill.

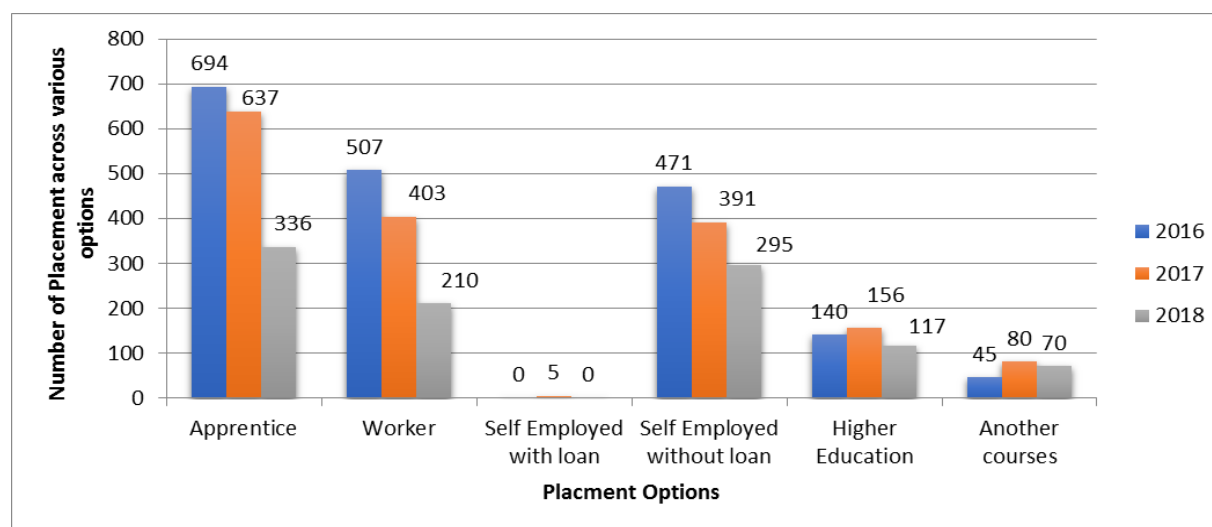


Fig 4: Annual Placement Distribution

6. Conclusion and Suggestions

Analysis of trainees' data from skill training institutes (ITIs) in Haryana located in Sonipat District in context of challenges define by World Bank suggested that Skill development drive in Haryana also facing same challenges. Access to skill generating opportunities is not evenly distributed in rural and urban area. The study evaluated that design of skill generating program is male dominating as most of the courses meant for male trainees are running in the institutions. Further dropout rate and failure per cent is found very high which hit the drive negatively. Last placement pass-out ratio is less than one indicated poor performance of drive to generate employment. Cross section analysis indicated that this placement pass-out ratio will drop further if data of apprentice placement (temporary placement) is examined over the years.

The crux of the above discussion recommended that the challenge of access, completion, relevance and efficient implementation of skill development program in Haryana are still immense matter of concern. The study recommended that few policy suggestions as- first, special attention to develop new skill training courses meant for women along with probing possibility for women in ongoing courses. Second, special efforts are required to lessen drop-out rate like to introduce more relevant and job orientated course to attract youth. Further frequent training programs for instructor should be conducted to educate them about new dynamic methods of teaching so that failure rate will be lessen. Last, interview with District placement Nodal officer suggested that current curriculum is dynamic and can be altered according to industries requirement. Moreover, Dual System of Training (DST) is introduced skill development drive; in which theoretical portion is taught in the institutes whereas practical training is given in industries in genuine environment to counter beat the challenge of relevancy but outcome of these programs is still awaited. However, the actual hindrance in placement is low wage rate and poor enforcement of labour laws for trainees from these institutes. Trainees from ITIs are real contributor to output and employability. Better wage rates and effective implementation of labour laws are required to sustain high placement of trainees from ITIs.

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