



Human Capital Formation through Skill Development in special reference to the state of Haryana

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ABSTRACT

Human capital formation is a root factor for the growth of a nation's economy. Countries which have tapped this factor timely have grown as a developed nation. In contrast, the countries which have failed to utilize their human capital have lagged behind. The lack of skills among human capital is a common problem in the underdeveloped and developing countries which is a colossal hurdle in the way of employability and carrier advancement of the workforce. Therefore, skill development is a high agenda for economic growth in developing countries and hence they are trying to upgrade skills of their workforce so that they can get employment.

Keywords: Skill, Employment, Human capital, workforce, development, Gross Domestic Product

1. INTRODUCTION

Human capital has emerged as the most important factor in the economy of a nation. The countries as have tapped this factor properly have grown as a developed nation of the world; in contrast the countries which have failed to utilize their human capital have lagged behind. India is listed in the league of fast developing nations which have utilized their human capital in lesser measure due to lack of skills which are the significant for added economic growth.

Today, lack of skills among workforce is a common problem faced by the underdeveloped and developing countries which is a colossal hurdle in the way of employability and carrier advancement of workers, and has become the key root of unemployment. It is observed that the youth are involved in rat-race for acquiring higher education at higher prices while they are less-aware about the skills which are a vigorous factor of employability for the workforce in the employment market.

Therefore, skill development is an extraordinary agenda for economic evolution in developing countries and hence they are trying to upgrade skills of their workforce so that they can get employment internationally. As, skill development of workforce is a way to move from middle-income to high-income groups. Recently, the fast growing economies like India and China are re-balancing their economic growth strategies, through skill development of workforce. The nations like Pakistan, Bangladesh, Sri Lanka and others have their prime objectives to move into fast growing skill based economy by putting in added skill development of their workforce so that they could

become technically skilled and empowered. Therefore, skill development will not only quicken the career improvement of the workforce but also opened more opportunities of employment in external markets by selling themselves as superior professionals¹.

The skill isn't some activity which is learnt and forgotten over the period of time. It is an intellect, experience, and passion acting in unison. Therefore skill with knowledge is a significant driving force for the engine of economic growth where skill provides the efficiency and knowledge endorses the analytical power for performing any task which multiplies the productivity and support the sustainable economy growth. Nowadays, the demand for workforce has changed due to ever-growing change in technology suiting the changes in demands of industries for skilled workforce. Nowadays, the employers are demanding multi-skill based workforce, who can manage the situation related to their fields. That is why, they asks the job seekers, don't show your paper qualifications, justify your skills what can do. Therefore, skill has become an essential factor for employment in the job market but Indian labour market is facing the acute shortage of skilled workforce.

2. REVIEW OF LITERATURE

Review of literature is the process of selecting and studying of the related work on the topic. The main purpose of their view of the literature is to find out the gaps related of the research topic so that further study carried on. It also helps to fill the gaps between the problem area and topic under study. For this study, various research papers/articles have been studied to fulfill the objectives. A snapshot of the review is herewith.

Ahamad, T., Sinha, A., & Shastri, R. K.,(2016)¹ Worked on the paper titled “*Women Empowerment through Skills Development & Vocational Education*” and found that India have 149.8 million female workforce, out of which the urban and rural female workforce are 28.0 million and 121.80 million respectively. Of the total, 41.5% female workforce are engaged in agriculture labour, 23.96% workers are engaged in cultivation, 5.6% female workers are in household industry and 29.17% female workers are classified as other workers. Most of the female workforce are illiterate and unskilled but they are handling various responsibilities including taking care of children, home, animals, preparing food and collection of water and woods from the long distance and hence they require different types of skills and training to handle aforesaid activities and there by empower themselves. Thus, the quality of education and training are vital for developing effectiveness of the women workforce in rural as well as urban areas, and hence they serve as the main bridge between the women workforce and jobs. In this study, the trio (Ahamad, T., Sinha, A., & Shastri, R. K) have suggested that vocational training should be provided to the rural and urban women workforce. It will enhance their productivity and employability.

Vandna S. (2015)² worked on “*Skill Development in India: Need, Challenge and way forward*”. In this study, she assessed the common education and vocational training levels among the Indian workforce between the age group of 15-60 and found that 38% of the workforce is illiterate, 25% have acquired up-to-primary level education and remaining 36% have acquired higher standard. Of the total, 10% workforce has acquired the technical/vocational training, out of which 2% have acquired formal training and 8 % have acquired the informal training which is very little in comparison to the developed countries thus, the quality of education and professional skills of the main workforces is poor in India. She analyzed that for green economic growth (i.e. 8% to 9%), a multi-faceted and highly efficient skill development system is mandatory which can achieve the targeted growth rate 11 % for tertiary, 10 % for secondary and 4% for agriculture sector. For better skill development system, she also suggested that if both government and private training providers can take joint initiative in the field of skill development of workforce in India, it could become a significant factor for the growth of an economy.

Tanwar, S. (2015)³ examined “*The Challenges in skilling India*” and found that the Indian workforce have no updated skills to fulfill the requirement of the industry in the employment market. He also found that during the five years (from 2010-2015), only 36.63% workforce have acquired jobs in the employment market due to lack of updated skills. Therefore, the industry sector is facing various challenges as; i. aligning the students' aspirations with the industry expectations on salaries and job roles; ii. About 75% of employers are facing the problem of skilled workforce and wasting their time and money in search of efficient workforce rather than cheaper workforce which is a primary challenge faced by of Indian employers, iii. A large number of youth deny job offers, after acquiring the training and prefer to go back to their home-town due to lack of adaptability which is an another important challenge for employers and they have to recruit and train the new job seekers again which will increase the training cost. iv. Lack of quality trainers is also a prime challenge for the employers in India.

Okada A., (2012)⁴ studied on “*Skill Development for youth in India: Challenge and Opportunities*” In his study, he concluded that most of the workforce have no vocational/technical skills who are joining the labour market. Therefore, due to low skills they are getting minimum wages in comparison to the highly skilled workforce in the labour market. He also found that majority of the manufacturing industries situated in informal sector and urban areas but rural areas have huge employment opportunities for skilled workforce. Therefore, skill development has become a vital factor to enter the employment market for the youths also. They will have to acquire current and updated skills as the skill gap is increasing due to high rate of the school/college drop-outs which are the major challenges for the nation.

Palit, A. (2009)⁵ concluded on “*Skills Development in India: Challenges and Strategies*” and found that large number of rural students are joining the traditional courses in different disciplines including Commerce, Arts and Science due to shortage of technical/vocational colleges in comparison to the traditional colleges in India. Of the total education institutes, 7% are engineering college, 10% medical colleges, 6% Polytechnic College, 56% are the traditional college including Arts, Science and Commerce, and 08% institutes are teacher training whereas 13 % institutes are in other disciplines. He also found that the higher education institutes are concentrated mostly among the eight large states namely Uttar Pradesh (2,774 institutions), Andhra Pradesh (2,768 institutions), Maharashtra (2,419 institutes), Karnataka (1,880 institutes), Tamil Nadu (1645 institutions), Gujarat (1134 education institutes), Madhya Pradesh (1,095 institutes) and Rajasthan (1,076 institutes) respectively. Thus, it is concluded that 70% of higher educational institutions are in eight large states and remaining 18 states have only 30% educational institutions which shows the uneven distribution of educational organization across the country. Thus, the levels of skills are also uneven in India due to unevenly distribution of education institutions.

Bashir, Zaheer & Sabahat (2012)⁶ studied on the topic “*Impact of Vocational Training and Skill Development on Economic growth in Pakistan*”. The main motive of the study is to find out the impact of vocational training on the growth of economy of Pakistan. In this study, they found that the quality of education, health, migration, vocational training, skill development and technological updates are the major determinants of the progress of the economy of Pakistan. Among all the factors, skill development through vocational training is one of the very significant components of human resource development in the society which is directly linked with technical/vocational education system. They also inferred that economic development is not possible without skill development of the workforce in the country. Therefore, vocational training is the need of time and in the long run for the growth of national Gross domestic product (GDP). From the analysis of the Time Series Data, it is concluded that expenditure on the vocational education will improve the literacy rate as well as human capital stock in the country which will further increase the national Gross domestic product.

Meethal, R. E. (2015)⁷ worked on the paper titled “*Towards building a skill based society in India*”. The main motive of this study is to examine the contribution of the Public-Private-Partnership (PPP) for imparting skill development and exploring employability, whether or not it is providing the quality education and skills at the reasonable price to the poor and marginalized sections of society. In this study, he found that 10344 industrial training institutes are providing skills in 132 trades with the seating capacity of 14.67 lakh trainees. Every year, about 15 million new trainees are joining the workforce while the training capacity of the institutes is only 3.1 million which is almost five times less than the new entrants in the labour market. Thus, from an analysis of the study he concluded that despite the joint operation, the public and private sectors were unable to deliver the quality education as per the demand of industry. The Gram Tarang Yojana (GTY) is a significant model based on the Public-Private-Partnership which support the young generation who have low skills, low opportunities, low employment and low-income etc. Therefore, Public-Private-Partnership (PPP) model has become very significant tool in skilling-up the workforce. Therefore, the joint efforts for skill development can remove the problem of unemployment and poverty among the state.

Jackson, D., Sibson, R., & Riebe, L. (2015)⁸ studied on the topic “*Undergraduate perceptions of the development of team-working skills*”. In this study, they found that Under Graduate students are highly involved in general proficiency improvement in comparison to the Post Graduates and lower class students. They also found that social intelligence and variation in behaviors are less important whereas the class activities and assessment are more significant tools in effective learning as recognized by the learner.

Yongtang Ma (2009)⁹ studied on the paper titled “*Skills Development to Support Rebalancing Employment Growth in China*”. In this study, he described the skill training programmes implemented by the Chinese government are as follows; i. special vocational training programmes namely new job transferring, practical skills training, on-the-job training and employability training, ii. Research & development strategy, iii. Vocational training

programmes for different group and sectors and iv. National scheme of honors and reward for skilled workforce to rebalance the employment situation in China. He also found that about 45.1 million additional workforce were transferred from agriculture sector to non-agricultural sectors and more than 49.9 million fresh jobs have been approved to urban workforce during 2005-09. Therefore, the occupational system has been modified to increase employability in tertiary sector meanwhile employment in agriculture sector has gone down. Interestingly, employments in service, industrial and agriculture sectors have significantly grown up to 34.2%, 27.7%, and 38.1% in 2009, from 27.5%, 22.4% and 50.1% in the year 2005. This has resulted in migration of labour from agriculture sector to industrial and service sectors due to uncertainty in agriculture.

Bhiwa, G.S. (2012)¹⁰ worked on the paper titled “*Skill Development-An Engine of Economic Growth*”. The main objectives of the study are to find out the education system in India and the role of skill development for economic growth. In this study, he found that the human value index and educational indicators are far behind among the Group-20 countries where India is spending only 3.4% of their gross domestic product on the education meanwhile UK is spending 6.2%, New Zealand (7.4%), Thailand (7.6%) and Brazil is spending 5.8% of their GDP on the education which define the importance of education among the nations. For the better economic growth, he suggested coordination among the educational institutes and industries for designing the curricula more job oriented, job training and classroom training can make the workforce more efficient, evaluation and certification by the industry can help the employers to recruit the skilled staff who can be helpful in the better growth of the industry as well as economy of the nation. Thus, he concluded that skills, knowledge and technical progress are major driving forces for the economic growth. These factors are emerging tools of productivity to attain the efficiency and effectiveness in an economy which meet the requirements of the industries. The skill development will be helpful for sustainable economic growth by improving the productivity of workforce. Therefore, the educationists and industrialists should participate in curriculum designing so that the education system can become more job oriented.

Shrinagesh, Gopu, & Sujendra (2011)¹¹ studied on the paper “*Technical Education: A Study on skill Requirements*”. In this study they have explained that the requirement of industry has changed and is demanding more technically skilled workforce. As a result, the private stakeholders have opened more technical education institutes in Andhra Pradesh but they are not providing proper skills to the workforce due to lack of essential infrastructure including shortage of qualified faculty, poor governance, poor student results, lack of facilities for faculty development, quick turnover and poor performance etc. On the other hand most of the students come from the rural areas with a medium of mother tongue but the industries require smart workers instead of hard workers. Therefore a large number of the students do not get job easily in the employment market. They have also found that every year about 7 lakh students pass their bachelor (B.E and B.tech) degrees of which 2 lakh are from Andhra Pradesh of whom only 11% students get jobs in the employment market. This shows, the need of corporate sectors has changed and they are demanding not only qualified but also highly skilled workforce with varying skills viz. communication skills, flexible and mobility, interpretational skills, leadership skills, innovative, problem solving ability to work in team etc. They also concluded that soft skills are the pre-requisite whereas hard skills are the secondary trait in getting jobs in domestic as well as international employment market.

3. OBJECTIVE OF THE STUDY

The objectives of the current research being the key targets to be achieved in this study, they can be achieved only when the study is justified or else the study will remain incomplete. The objectives of the study are as under:

- i. To survey the key indicator of the economy of Haryana.
- ii. To analyze the existing levels of skills of workforce in India and Haryana.

4. RESEARCH METHODOLOGY

In order to examine the research objectives, a database on the study has developed. In this study, Secondary data have been applied.

4(i) Secondary data:-The Secondary data has been collected from various websites of the Ministries & Departments of Centre and State including Ministry of Skill Development and Entrepreneurship (MSD&E), Ministry of Human Resource Development (MHRD), Ministry of Labour (MoL), National Sample Survey Organisation (NSSO), National Skill Development Corporation (NSDC), Department of Statistics, Department of

PMKVY, Economic Survey of India-2019-20, Economic Survey of Haryana-2019-20, Department of Industrial Training Institute (ITI) Haryana Chandigarh & Panchkula, as well as various project reports and documents, Research Papers and Articles relating to the study published in various journals, magazines, newspapers etc. The internet and other sources were also used for collection of the Secondary data for the research.

4(ii) Research Design:-This research is descriptive in nature and has been conducted in various phases' viz. development of the research framework, data collection and data analysis. The first phase of the research design concentrates on the development of research framework of the study. Based on the review of the literature, the research gap is identified in the 3rd chapter. Initially the data has been collected through a well-designed questionnaire which has been finalized on the basis of the results of a pilot study.

4(iii) Data Tools:-Generally, there are the three tools usually applied in collection of research data viz. Observation, Interview and Questionnaires.

- i. Observation:-**Observation is a very significant tool which is applied in collation of non-doctoral data for the research. Some of the respondents did not respond properly to the questions asked from them. Thus, such techniques useful to find out the answers to the questions which are required for the researcher and their superb observation helps gather excellent, adequate and fair data which is required in the research.
- ii. Interview:-**Interview is the second important method to collect the non-doctoral data which has also been applied in this research. This method is a simple but significant tool for collection of information.
- iii. Questionnaire:-**Questionnaire is third another significant tool for collection of non-doctoral research data. It is a formalized framework consisting of a set of questions having five rating scales designed to generate primary raw data" (Hair, Bush and Ortinau: 2003).

5. STATISTICAL TOOLS & TECHNIQUES

Mere compilation of data does not lead to a meaningful picture of the problem at hand. It needs proper classification, tabulation and to study the relationship between various factors by using proper techniques and tools to fulfill the requirements of the objectives of the study to arrive at certain conclusions. To make the information valid, transparent, useful and communicative, data have been tabulated, classified and systematically arranged. *The various statistical tools like Percentage, Mean, Standard Deviation (S.D), and techniques have been applied.*

6. ANALYSIS OF THE DATA:

Key indicators of economy of Haryana: The key indicator of the economy defines the status were does the state of Haryana stand. The detailed indicators of Haryana are described in the below:

Table-1: Brief overview of Haryana

| Indicators | Facts figures |
|---|--------------------------------|
| THE WORD HARYANA LITERALLY MEANS THE FOREST LAND OF "LORD HARI" | |
| Formation | 1 st November, 1966 |
| Capital | Chandigarh |
| Official Language | Hindi & Punjabi |
| Regional Language | Haryanvi |
| State Tree | Peepal |
| State Flower | Lotus |
| State Animal | Black Buck |
| State Bird | Black Francolin |
| State Game | Wrestling |
| State Sweet | Jalebi |

| MOST SKILLED PERSONALITIES OF HARYANA IN VARIOUS FIELDS | | |
|--|----------------------------|---|
| 1. | Politics | SushmaSwaraj, Sir Chhotu Ram, ArvindKejriwal (Hisar), 3 Lal (Devi Lal, Bansilal, Bhajanlal) Om Prakash Chautala (Hisar) , Bhupinder Singh Hooda (Rohtak), OM Prakash Jindal (Hisar) |
| 2. | Cinema | RandeepHooda, Parineeti Chopra (Ambala), Yashpal Sharma, Om Puri (Ambala), JuhiChawala (Ambala), MallikaSehrawat, JaideepAhlawat |
| 3. | Sports | Cricketer: Joginder Singh Rao, KapilDev, Joginder Sharma, Ajay Ratra, VirenderSehwag, Mahesh Rawat, SachinRana, Wrestling: GeetaPhogat, SumanKundu, YogeshwarDutt, Chandgi Ram, Lila Ram Sangwan, Ramesh Kumar Badminton: SainaNehwal(Hisar) Boxer: VijendersinghBeniwal, Manoj Kumar, Jagdish Singh, VikasKrishanYadav, Hockey: SumanBala, Jasjeet Kaur Handa, Surinder Kaur, Sandeep Singh, MamtaKharab, Pritam Rani Siwach Shot Putter: Om Prakash Karhana Volleyball: DalelSingh Mor, Balwan Singh Sangwan |
| 4. | Mountaineer | Santosh Yadav |
| 5. | Yog Guru | Baba Ramdev (Mahendergarh) |
| 6. | Singer | Sonu Nigam(Faridabad) |
| 7. | Space Traveller | KalpanaChawala (Karnal) |
| 8. | Hindi Poet | Surender Sharma |
| 9. | 1 st Female-IPS | KranBedi (Karnal) |

GEOGRAPHICAL FACTS

| | | |
|-----|--|---|
| 1. | Total Area | 44,212 Sq. Km. |
| 2. | Area Under Forest | 04% |
| 3. | Total cropped area | 6,536 (Thousand Hectares) |
| 4. | Number of operational holding (Agriculture Census-2010-2011) | 1,617 (Thousand) |
| 5. | Area of operational Holding | 3,646 (Thousand Hectares) |
| 6. | Average size holding | 2.25 (Hectares) |
| 7. | Boundary | 5-States (Himachal, Punjab, Rajasthan Uttra Khand, Uttar Pradesh) & 2 Union Territory (UT) Chandigarh & Delhi |
| 8. | Wildlife Sanctuaries | 08 (Abubshehar, Bhindawas, BirShikargarh, Chhilchla, Kalesar, Khapawas, Morni Hills and Nahar) |
| 9. | National Parks | 02 (Sultanpur National park and Kalesar National Park) |
| 10. | Latitude | 27 ⁰ 39' to 30 ⁰ 35' North |
| 11. | Longitude | 74 ⁰ 28' to 77 ⁰ 36' East |
| 12. | Rivers | Yamuna(main),Ghagar, Saraswati, Sahibi, Tangri, Indori, Dohan, Krishanawati |
| 13. | Mountain Ranges | Shivalik hills in North-East and Aravali range in South |
| 14. | District with largest area | Bhiwani (4778 km ²) |
| 15. | District with smallest area | Panchkula (898 km ²) |

GOVERNMENT AND ADMINISTRATION

| | | |
|----|----------------|----------------------|
| 1. | Governor | Kaptan Singh Solanki |
| 2. | Chief Minister | ManoharLalKhattar |
| 3. | High Court | Chandigarh |

| | | |
|-----|----------------------------|---|
| 4. | Division | 06 (Hisar, Rohtak, Gurgaon, Ambala, Faridabad and Karnal) |
| 5. | Municipal Corporations | 10 (Sonapat, Faridabad, Panchkula, Ambala, , Panipat, Rohtak, Karnal, Yamunanagar, Hisar and Gurigram) |
| 6. | Municipal Councils | 18 |
| 7. | Municipalities | 52 |
| 8. | Sub-divisions | 73 |
| 9. | Districts | 22 |
| 10. | Tehsils | 93 |
| 11. | Sub-Tehsils | 49 |
| 12. | Blocks | 140 |
| 13. | Towns | 154 |
| 14. | Villages | 6,841 |
| 15. | Legislature | 90 (seats) |
| 16. | Lok Sabha Constituencies | 10 (seats) |
| 17. | Rajya Sabha Constituencies | 05 (seats) |

POPULATION STATUS (Census -2011)

| | | |
|----|------------------|-----------------------|
| 1. | Total population | 2,53,51,462 |
| 2. | Male | 1, 34,94,734(53.14%) |
| 3. | Female | 1, 18, 56,728(46.45%) |
| 4. | Rural | 65.12% |
| 5. | Urban | 34.88% |

RELIGION –WISE POPULATION

| | | |
|------|--|---------------------------------|
| i. | Hindu | 87.46% |
| ii. | Muslims | 7.03% |
| iii. | Sikhs | 4.91% |
| 8. | District with highest population | Faridabad (10.4 % of the total) |
| 9. | District with lowest population | Panchkula (2.22% of the total) |
| 10. | Decadal growth | 19.90% |
| 11. | District with highest population growth rate | Panchkula (51.16%) |
| 12. | District with lowest population growth rate | Mahendragarh (19.09%) |
| 13. | Density of Population | 573 Per Sq. Km. |
| 14. | District with Highest density | Faridabad (2442/ Sq. Km) |
| 15. | District with lowest density | Sirsa (303 Per Sq. Km) |
| 16. | Sex ratio | 879 (Per thousand) |
| 17. | District with Highest Sex ratio | Mewat (907 Per thousand) |
| 18. | District with Highest Sex ratio | Gurugram (854 Per thousand) |

HEALTH INDICATORS

| | | |
|----|--|----------------------|
| 1. | Birth rate(per thousand people per year) | 20.7 |
| | i. Rural area | 22.0 |
| | ii. Urban area | 18.3 |
| 2. | Death rate | 5.9 |
| | i. Rural area | 6.3 |
| | ii. Urban area | 5.4 |
| 3. | Infant mortality rate | 33 |
| | i. Rural | 35 |
| | ii. Urban | 27 |
| 4. | Maternal mortality rate | 146 (Death per lakh) |

HEALTH INFRASTRUCTURE

| Particular | Required | In | Shortfall |
|------------|----------|----|-----------|
|------------|----------|----|-----------|

| | | | position | |
|----|--------------------------------|-------|----------|-------|
| 1. | Primary Health Centre | 657 | 447 | 210 |
| 2. | Community Health Centre | 164 | 109 | 55 |
| 3. | Sub-Centre | 4,159 | 2,520 | 1,639 |
| 4. | Health worker(Female) | 2,520 | 1,682 | 838 |
| 5. | Health worker(Male) | 447 | 398 | 49 |
| 6. | Doctor at PHCs | 447 | 342 | 105 |
| 7. | Total specialists at CHCs | 436 | 29 | 407 |
| 8. | Pharmacist at PHCs and CHCs | 556 | 880 | -- |
| 9. | Nursing staff at PHCs and CHCs | 1,210 | 1,698 | -- |

ARTS & CRAFTS, CULTURE AND FESTIVALS

| | |
|--------------------------------------|---|
| International Craft Fair | 01 to 15 February(Faridabad) |
| International Religious Function | GeetaJayanti (Kurukshetra) |
| Arts & Crafts | Pottery, Embroidery and Weaving, Phulkari, Chop, Durries, Bages, Metalware, Floor covering, Wood and bone carving, Painting and Sculptures are the main arts of Haryana. |
| Folk Song related to the occasion of | Birth, Marriage, Festivals, Religious Festivals, Phalgun Songs, |
| Folk Dance | Dhamal, Manjeera, Loor, Horse, Khorla, Phag, Charri, Chhati, Dhmrui |
| Fairs | Kurukshetraclips fair, Fair of Sheetla Mata, Pehowafair,Phalgu fair |
| Festivals | Holi, Diwali, Id, Shivratri, Bhaiya-dooj, Raksha-bandhan, Karvachauth, Nirjala-Ekadashi, Kartik-ShuklEkadasi are the festivals celebrated in Haryana with great merriment and enthusiasm. |

SKILL DEVELOPMENT/EDUCATIONAL INSTITUTES

| | | |
|----|--|---------|
| 1. | Universities | 38 |
| 2. | Post Graduate and Under Graduate colleges | 288 |
| 3. | Schools (Primary, Middle, High and senior Secondary) | 24, 579 |

EDUCATIONAL STATUS

| | | |
|----|-----------------------------|--------------------|
| 1. | Literacy Rate | 75.6% |
| | i. Male | 84.1% |
| | ii.Female | 65.9% |
| 2. | District with High Literacy | Panchkula (76.54%) |
| 3. | District with Low literacy | Fatehabad (58.16%) |

ECONOMY OF HARYANA

(Haryana is one of the most Economically developed region of South Asia)

| | | | | |
|----|-------------------------------------|--|----------|--|
| 1. | i. Main crops | Wheat, Paddy, Maize, Grams, Barley, Pulses, Cotton, Sugarcane, Mustard, Oat, Sunflower and Toria are the main crops in Haryana | | |
| | ii. Main Industries | Cotton Textile, Sugar, Paper, Leather, iron & Steel, Electronics, Glass, Cement, Tractor, Refrigerator, Vegetable, Ghee, Cycle, Car and Sewing Machines are the main Industries in Haryana | | |
| | iii. Main Mineral resources | Limestone, Slate, Dolomite, China clay, Graphite and Quartz | | |
| 2. | Gross State Domestic Product (GSDP) | CreRs.) | 5,45,323 | |
| 3. | Gross State Value Added | Cre | 4,90,250 | |
| 4. | Contribution of Agriculture sector | Cre | 96,607 | |
| 5. | Industry contribution | Cre | 1,54,414 | |

| | | | |
|-------------------------------------|-------------------------------------|--|----------|
| 6. | Contribution of Service sector | Crore | 2,39,229 |
| 7. | Per Capita Income | | 1,78,890 |
| TOURIST AND RELIGIOUS PLACES | | | |
| 1. | Best Visiting time | October and March | |
| 2. | Religious sights | BhishmaKund (Kurukshetra), JogiWalaMandir (Bhiwani), Sis GanjGurudwara (Ambala), Jain Mandir (Ambala), Panchmukhi Hanuman Mandir (Yamunanagar), Lakshmi Narayan Temple (Kurukshetra), Bhadrakali Temple (Shri Devi Koop) (Thanesar), Gauri Shankar Mandir (Bhiwani), Pukka Pul (Karnal), KapalMochan (Ambala), Bhima Devi Temple (Pinjore), Chamunda Devi Mandir Temple (Narnaul), HiraPuriMandir (Bhiwani), Gurudwara Nada Sahib (Panchkula), Mata Mansa Devi Mandir (Panchkula), Bhadrakali Temple (Kurukshetra), GurudwaraManji Sahib (Ambala), Kali Mata Temple (Kalka), AgrohaDham (Hisar), SthaneshwarMahadev Temple (Kurukshetra), Sri SriRadhaGovind Temple (Faridabad), SannihitSarovar (Kurukshetra), Sheetla Mata Mandir Gurgaon, | |
| 3. | Main Tourists points | DamdamaLake,Sukhna Lake, Heritage Transport Museum, Kurukshetra Panorama and Science Centre, GujariMahal, Pipli, Shree Krishna Museum, SurajkundMela, Brahma Sarovar, Pinjore Gardens, Chhatbir Zoo, AppuGhar, Fun N Food Village, National Cactus and Succulent Botanical Garden and Research Centre, Oyster's Water Park, Morni Hills, Tilyar Lake, Jurasik Park Inn, Asola Bhatti Wildlife Sanctuary, Karna Lake, Tau Devi Lal Bio Diversity Park, Just Chill Water Park, Nahar Singh Mahal, | |
| OTHER FACTS ABOUT HARYANA | | | |
| 1. | Haryana is the Largest producer of: | Passenger cars, Tractors, Motorcycles, Bicycles, Refrigerators and Scientific instruments | |
| 2. | Largest exporter | Basmati rice | |
| 3. | First in India for | Full rural electrification | |
| 4. | Second largest producer in India | Food grain after Punjab | |
| 5. | Poorest state | Sex ratio | |
| 6. | Airports | Chandigarh &Hisar | |
| 7. | Nuclear and Thermal power plants | 04 (Gorakhpur Atomic power station, Rajiv Gandhi thermal power station, Panipat thermal power station and Faridabad thermal power station) | |

6(i) Where Does India Stands: During the period of 2004 to 2011, the economic growth remained about 8.5% except in 2008-09 where economic growth decreased by 2%(to 6.5%) due to financial crisis in America meanwhile in 2016-17, the Gross Domestic Product (GDP) growth remained about 7.4% due to demonetization and in 2018-19, the economy grow by about 6.5% while in 2020-21, the grow by 7.2%. To attain the green growth (among three sectors viz. Agriculture, Industry and Service) skill development of the workforce is mandatory condition. Agriculture is the backbone of Indian economy due to more than 60% employability but its GDP share is 17%. Whereas, the share in employability of industry and service sector is near about 40% meanwhile the contribution in the Gross Domestic Product of these two sectors are 28% and 55% respectively. The agricultural growth rate is about 4% which is very less in comparison to Industry (7.5%) and Service (10%) sector respectively. The factors responsible for the poor growth and backwardness of agriculture are: overcrowding in agriculture, uncertainty of weather, primitive system of cultivation, in adequate non-farm services, size of holdings, pattern of land tenure (under Zamidri system), poor techniques of productions and inadequate irrigation facilities etc. Therefore,

somewhat skilled workforce is migrating from agriculture sector to industry and service sectors; hence the skill India mission is necessary for the skill development of workforce (muscle power).

6(ii) Where Does Haryana Stands:-Agriculture is the main occupation of the people of the state of Haryana since its inception. Haryana is self-sufficient in food production and acquired second position in food in the country. Paddy, Wheat, Jowar, Bajra, Maize, Sugarcane, Cotton, Pulses, Oil-seeds and Potato are the main crops of the state. The agriculture sector has always been an important contributor to the Gross State Domestic Product (GSDP). The revolution took place in the state giving a major boost to growth of agriculture sector. However, as a consequence of rapid structural transition of the state economy over the year, the contribution of the agriculture and allied sector went down to only 14.1% of the State Gross Domestic Product whereas 75% people of Haryana earn their livelihood from agriculture which is the pivot of the state.

With a rapid economic growth and one of the highest per capita income indices, sound industrial infrastructure, strong manufacturing base, advanced agriculture sector and vibrant service sector, Haryana is among the economically developed and industrialised state of India. The districts viz. Faridabad, Gurugram, Panipat, Ambala, Hisar, Ballabhgarh, Bahadurgarh, Rohtak, Sonapat and Jagadhari have emerged industrial based districts in the state which has its manufacturing stronghold particularly among the sectors viz. automobile and auto components, light engineering goods, information technology (IT), information technology enabled services (ITES), textile, electrical and electronic goods. The contribution of industry sector in the State Gross Domestic Product is 29% whereas the service sector contributes about 57%.

The rural Haryana is very rich and pleasant in somewhat skills (in Arts and Crafts) including pottery, embroidery, weaving, phulkari, chope, durries, bag, leather craft, jewellery making, cane and bamboo craft, metalwork, floor covering, wood and bone carving, painting and sculpture are the main source of income for the rural people of the state. Thus, the Art & Crafts plays an important role in governing the economy of the state of Haryana. The villages of Haryana are famous for their woven works like Haryanvi shawl, an offshoot of Kashmiri style of work is a magnificent piece of art. Bright and brilliant colours are the essential part of the arts and craft of Haryana. Thus, Haryana has variety of Art and Crafts, which contain different styles and patterns. The Arts forms of Haryana reflect the Haryana's great traditional heritage. So, Arts and Crafts of Haryana are very much popular all over India because of their brilliant and creative values.

7. SKILLED WORKFORCE IN HARYANA

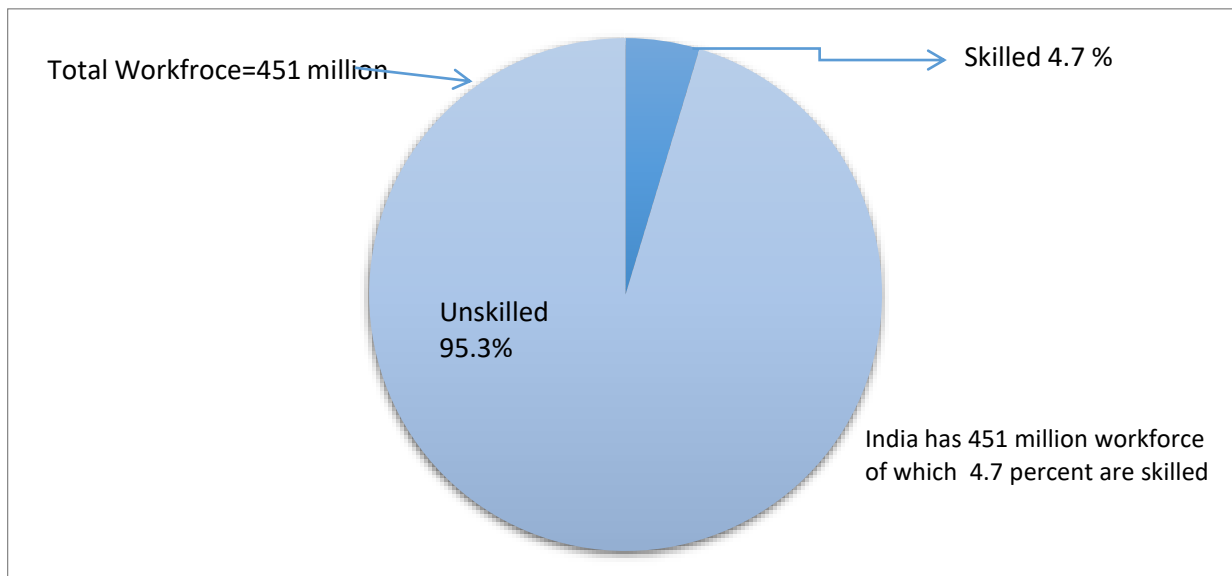
Table-2

| SKILL DEVELOPMENT STATUS | | |
|--------------------------|-------------------|------|
| Total population | Skilled Workforce | %age |
| 2.5 crore | 5 lakh | 02% |

From the above table-2, it is clear that total population of the Haryana state is about 2.5 crore in which only 5 lakhs population is skilled. It is only 02% share of the total percentage of the population. But in India skilled population is 4.7% which doubled in comparison of the skilled population of Haryana.

8. SKILLED WORKFORCE IN INDIA AND HARYANA

Fig-1



(Source: Ministry of Skill Development and Entrepreneur)

From the Fig-1, it is clear that in India, 451 million workforces is under the working age category(15-60), out of which 4.7% workforce is skilled which is very little in comparison to the developed nations like United Kingdom (UK), South Korea, United State of America (USA), Japan, Germany and China. The United Kingdom has 68 percent skilled workforce, Germany has 75%, USA has 52% skilled population, Japan has 80% skilled population meanwhile South Korea has 98% skilled population which has the largest skilled population in the world (*Skill development Policy*). Thus, India has huge possibilities for economic growth on the basis of demographic aspect.

9. FINDINGS

From the analysis of the data it is observed that Haryana is very prosper state in India. Some major facts which are the helpful for human capital are including population growth, skill development centres, medical facility, learning centers, yoga cents, agriculture, service and industry growth of the state which effects the skill development of human capital directly and indirectly are as under:

1. Of the total population (2.5 crore), 76.6% population is literate in which male literacy is 84.1% while 65.9 % of the female literacy which is good indicator of human capital formation and skill development. Because for the development of state or nation education is the precondition.
2. In the state of Haryana, Panchkula district has the highest literacy rate with 76.54% while Fatahabad has the lowest literacy rate with 58.16% which shows that Panchkula district have the better facility for skill development of human capital in comparision of the Fatahabad district.
3. From the analysis of the data it is found that the main industries in Haryana are Cotton Textile, Sugar, Paper, Leather, iron & Steel, Electronics, Glass, Cement, Tractor, Refrigerator, Vegetable, Ghee, Cycle, Car and Sewing Machines which provide the huge opportunities to the workforce to improve the skills and get employment according to their abilities. Thus, the industry is the main factor to improve the human capital.
4. In India, 451 million workforces is under the working age category(15-60), out of which 4.7% workforce is skilled which is very little in comparison to the developed nations like United Kingdom (UK), South Korea, United State of America (USA), Japan, Germany and China.
5. Total population of the Haryana state is about 2.5 crore in which only 5 lakhs population is skilled. It is only

02% share of the total percentage of the population. But in India skilled population is 4.7% which doubled in comparison of the skilled population of Haryana.

10. CONCLUSION

India is listed in the league of fast developing countries but it has not utilized their muscle power properly due to lack of skills in their workforce which is a backbone for a fast growing economy. Therefore, skilled workforce has become the vital factor to achieve the employment and wealth. In the modern world, the skills like punctuality, multi-tasking, communication skill, attitude to work, leadership quality are the most significant skills for employability whereas team spirit, interpersonal relation, initiative to work, loyalty and awareness are comparatively less important skills for employability. Thus, in order to increase the employability, Industry and education organisation should work jointly so that the education system became more jobs oriented through various activities viz. teaching, curriculum design, teacher training, organise job fairs and placement to the workforce in the state of Haryana.

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