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SKILL INDIA MISSION: A STUDY OF PROSPECTS AND CHALLENGES WITH SPECIAL REFERENCE TO THE STATE OF HARYANA

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ABSTRACT

Skill with knowledge is a significant driving force for the engine of economic growth where knowledge endorses the analytical power and skills provide efficiency for performing any task which enlarges the productivity and create revenues for an economy. The present study deals with "Skill India Mission: A study of Prospects and challenges with Special reference to the State of Haryana". The main objectives of this study is to analyze the significance of employment status of ITI's and PMKVY's Skill development centres in Haryana as well as to identify the prospects and challenges facing by the workforce in acquiring the skills. This study used the different statistical tools and technique including Mean, Median, Average and Chi-Square Test has been applied to find-out the results related the research objectives. From the analyzing the data it is found that the employability status of the ITI's was about 35.2% and the PMKVY's skill development centres was about 6.6% in the state of Haryana. The main prospects of skill development are including Improve the levels of confidence and motivation; enlarge the productivity of the workforce; wider choice for job seekers and employers; helpful for career advancement at workplace; easy selection and Job security

Key-words: Skills, Admission-status, Pass-outs, Employability, Economic-growth, Workforce, Development, productivity, employment etc.

1.INTRODUCTION

Human capital is a very significant asset of the nation. The countries which have utilized these assets properly have become developed and which countries have not utilized efficiently there human capital has remained underdeveloped. Meanwhile, India is lying in the list of developing country which has used their human assets in somewhat ratio due to lack of skills which is very significant factor for economic growth. A number of the countries are facing the shortage of skilled workforce which is a colossal hurdle in the way of employment and carrier advancement of workforce. Thus, lack of skills is the key root factor that increased unemployment and poverty in an economy.

Today, it is noticed that young generation is engaged in rate race of acquiring higher qualification but they are not aware about the importance of skills which is an essential factor for advance and productive economy.

Therefore, skill development is a high economic growth agenda in developing countries, as they are trying to upgrade skills of workforces for increasing job opportunities and sustainable carrier growth. As, skill development of workforce is a way to move form middle-income to high-income group of the countries. Recently, the fast growing economies like India as well as China are rebalancing their economic growth strategies through skill development. Similarly, the lesser economies like Bangladesh, Pakistan, Shri Lanka and the others, have their prime objective to move into newly growing industry with the help of apt efforts in the field of 'Skill' development of workforce to achieve the targets set by countries, so that they can become technically skilled and economically empowered. Therefore, skills development will not only accelerate the career advancement of the workforce, but it will also make a better professional to workforce and help to get promotions, increase better working conditions, and create employment opportunity for workforce in overseas also (Organization for Economic Cooperation and Development –OECD- report-2016-17).

The skill isn't some activity which is learnt and forgot over time. It is an experience, intellect and passion acting in unison thus skill and knowledge is a significant driving force for the engine of economic growth, where skills provide efficiency and knowledge endorses the analytical power for performing any task which enlarges the productivity and economy growth. Today, the demand of workforce has been changed due to sky rocketing change in technological factor and employers are demanding skilled workforce who can knob up all the problems related to their occupation. In the process of selection, the employer asks the question to job seekers, don't show us paper qualification justify your skill what you have. Therefore, skill has become the most important tool to enter in the employment market but India is facing the shortage of skilled workforce i.e only 4.7 percent (6.06 crore) workforce has skilled which is very little in comparisons to other developing and developed countries like China (24%), US(52%), UK(65%), Germany(75%), Japan (80%) and South Korea(96%).

2.SKILL INDIA MISSION

To eradicate the problem of unemployment and poverty, Indian government have started 'Make in India' programme which will be helpful to remove problems of crisis of unemployment & poverty through providing the employment to the skilled workforce. Currently, the shortage of skilled workforce has gigantic and widespread problems of developing as well as developed countries in the world. Therefore, **"Skill India Mission"** is greatly needed in recent time. After 'Make in India (Sept. 2014), our Prime Minister Narander Modi "NaMo" launched (July, 2015) a new programme called 'Skill India Mission' which is a Multi Skill Development Programme (MSDP) for workforce throughout India which will emphasize the overall efforts so that the economy can grow by the exponential growth rate and come out from the crisis of poverty and unemployment.

Along with the Skill India Mission, Prime Minister also launched the **Skill Loan Scheme** and **Skill Cards** and **Skill Certificates** to the trainees. Such Skill Cards and Skill Certificates will allow trainees to share their skill identity with employers. **Each Skill Card and Skill Certificate features a Quick Response Code (QR Code),** which can be read through a QR reader on mobile devices. Trainees can use these to share their skill qualifications with employers in a quick and reliable way during the job search process.

'Mission Skill India' will provide training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers but more emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors, where skill development is inadequate or nil. The training programmes would meet the international level so that the trainee can get employment in domestic as well as international labour market like US, Japan, China, Germany, Russia and West Asia etc. where the skilled workforce have skewed. Another remarkable feature of the 'Skill India' programme that would be to create a hallmark called '**Rural Skill India'**, on certificate acquired by the skilled rural workforce as to standardise and certify the training programme through 'Skill India Mission' progeamme.

Rural India has huge potential to add a stimulating feature to manufacturing and export. India is famous for many unique items and products across the world. Numerous indigenous products of India have high value in

the domestic as well as international market. For instance handicraft, handloom and textiles, orchids, herbs and similar products have huge commercial viability in the global market. Industries associated with these products should be developed on the bases of rural landscape throughout the nation. This will bring about a sharp breakthrough in indigenous industries and manufacturing sectors of the nation and enable rural communities to become self-dependent with economic empowerment through the 'Skill India Mission' which will trained in the basic skills like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioral skills, including job and employability skills. Thus, without bringing rural India under the ambit of active programme 'Mission Skill India' holistic progress of the nation is impossible.

3.REVIEWS OF LITERATURE

Ahamad, T., Sinha, A., & Shastri, R. K. (2016). "*Women Empowerment through Skills Development & Vocational Education*". In this study they concluded that women can be empowered through skill development. The vocational education and training is essential mechanism to improve the farm and non-farm productivity of the women in rural areas which is the bridge between job and workforce. The rural women have handled various jobs therefore they often have required different skills & training than men, because they are more apt to work as contributing family workers, subsistence farmers, home-based micro entrepreneurs, or low-paid seasonal labourers, in addition to handling their domestic work and care responsibilities. Therefore, 'Skill' is a vital tool to improve the productivity, employability and income-earning opportunities of the rural women. The Ministry for Skill Development and Entrepreneurship (MSD&E) programme provided the priority for skill development of the workforce in India. The 'Missions Skill India' as well as 'Make in India' shall come to exercise only when all the stakeholders concerned viz. government, training institutions, industry and more importantly, the women work hand-in-had under a structured format of design – develop – train – assess – certify – and place the skilled workforce as per the industry standards and aspirations of the women concerned. Additional, accelerating entrepreneurship and self-employment is also crucial for large-scale employment generation in India. Skill development initiative focusing on specific needs and challenges faced by growing entrepreneurs is the key to promote self-employment among the women workforce in India.

Saini, V. (2015). "*Skill Development in India: Need, Challenge and way forwarded"*. In this study, she concluded that the skill development is significant driven force for the engine of economic growth which has been assessed in the form of general education and vocational training level of workforce in Indian between the main workforces (15-59 years). This study found that the education levels and skill levels are very poor in India workers. About 38 percent of the workforce are illiterate, 25 percent are having below primary or up-to-primary level of education and remain 36 percent have acquired the middle and higher class standard education whereas only 10 percent workforce have acquired the vocational training of which 2 percent respondents have acquired the formal training and about 8 percent have acquired the informally training. The study also found that government and its partner agencies have undertaken collectively initiatives for implementation of the skill development programme which is core factor for the growth of India economy.

Tanwar, S. (2015)[3]. *"The Challenges in skilling India" published in Economy Industry magazine.* This study found that the workforce have to fail in fulfill the demand of the employers which has been changed due to the sky rocketing change in technology. Indian workforce has faced various challenges described in this study are; 1. Aligning student aspirations with industry expectations on salaries and job roles, 2. In India, 75 percent of the employers faced the problem inefficient workforce. They are searching skilled workforce rather than looking for a cheaper resources which contains the primary challenges faced by of Indian business is the shortage of technical or special skills. 3. In India, the youths, who seek training and decline to take up a job offer, preferring to go back to their home-town due to lack of adaptability; 4. The availability of the good quality trained trainers is the biggest challenges in front of the country.

Okada A., (2012)[4]. *"Skill Development for youth in India: Challenge and Opportunities".* This study concluded that the majority of Indian youth enter the labor market without adequate vocational training and skills which leads to unstable, informal, low-wage employment such as casual labor and various forms of self-employment. In India, the bulk of employment is in rural areas and in the unorganized sector, while a number of manufacturing firms are situated in the informal sector. Due to the highly-stratified and segmented nature

of labor market, Indian youths must acquire education, training, and skills if they are to find decent jobs and experience any social mobility. But, India suffers from a serious shortage of skilled workers due to limited access to education and skills training, high rates of school dropout, and large mismatches in the labor market. This lack of skills creates serious constraints on the production and innovation capabilities of Indian industries, and their competitiveness in the global economy. This study also identified an enormous skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. **Palit, A. (2009)[5].** *"Skills Development in India: Challenges and Strategies"*. This study has analyzed the current skills development capacity in India by examining the technical training infrastructure of the country. In this study he found that India has low skilling capacity for training about 3.1 million people per year meanwhile the new entrants is about 12.8 million every year which is insufficient. He also found that after 60 years of independence the traditional courses are preferred by the students therefore the college for arts, science and commerce disciplines are in dominance in India. The share of the arts, science and commerce college are 56 percent, 7 percent engineering college, 10 percent medical colleges and about 6 percent polytechnics college which shows that the higher education capacities in India are unevenly distributed across the country. He also found that the higher education concentrating on eight large states of the total 2,774 education institutions are situated in Uttar Pradesh, about 2,768 institutions have acquired by the Andhra Pradesh and got second rank, 2,419 branched have acquired by the Maharashtra, 1,880 by Karnataka, 1645 institutions have acquired by the Tamil Nadu state, about 1,134 education institutes situated in Gujarat, 1,095 education institutes have acquired by Madhya Pradesh and 1,076 by Rajasthan state. These states account for more than 70 percent of India's total higher education institutes and reaming hold only 30 percent of the total higher education which is uneven distribution of skilled institutions in the country. Thus, the levels of skills are also uneven in India due to uneven distribution of the education institutions.

Yadav, R. (2015). *"Skill Development initiatives in India: Challenges and Strategies with Reference to Vocational Training Initiative in Maharashtra".* In his study he found that economic progress of the state is directly related to the development of Technical & Vocational Education System. Those states, where good progress has been made in the field of skill development, have attracted high private investment as well.

Krunal K., Punjani (2015). *"A Study on the Requirement of Skill Development for the Success of Make in India Project".* This study found that 'Make in India' progrmme can be success with the perfectly implemented of the Skill India Mission. Without success of the 'Skill India Mission' programme the 'Make in India' Programme could not success. In the Make in India programme the overseas investor are investing into 25 sectors in Indian market who have required the huge skilled workforce for implementation of the programme. Meanwhile, India is facing the shortage of skilled manpower therefore workforce can be skilled through the 'Skill India Mission'. In this he found that only 10 percent of the Indian workforce has formal trained in the form of higher education, technical education or vocational training whereas presently India has annual capacity of providing skills is about 4.3 million, which is less than 20 percent of the industry requirement of 22 million skilled workers every year.

Sonali and Sakshi (2015). *"Skill Development Initiatives and Strategies".* The study concluded that 80 percent of the workforce in India (rural & urban) doesn't possess any identifiable and marketable skills. Therefore, bridging this gap through various skill development initiatives could make India the global hub with 47 million surplus skilled workforces by 2020. In a male dominated society, there has always been a limited scope for women and girls to develop their skills in rural areas due to social, economic and cultural constraint. The empowerment of rural women can be attained by investing in their skill development programme through self help group, NGO's and private sectors which provided the basic education and technical training to them.

Sanghi, S. & Sennsarma, K. (2015). *"Skill for All"*. This paper described that government has initiated of capacity creation, infrastructure development, provision of institutional credit, stipend for skill development with focus on inclusivity. However, there is needed to scale up the efforts to achieve the desired goal of 50 million skilled workforces by the end of the 12th plan along with quality employment. The challenge for skill development plan including as; i. Expanding the outreach in remote and difficult areas using technology (e-learning and simulation based packages), ii. Setting up skill development center and implementation of Kaushal Vikas Yojana (KVY) in uncovered blocks, iii. Undertaking skill gap analysis both sectoral and regionally. iv. Promoting public private partnership (PPP) in financing service delivery, training of trainers,

design and curriculum of courses in consultation with industry to make them market-relevant (within the National Skills Qualification Framework). v. Setting up an Aadhaar based tracking of beneficiaries/trainees both pre-placement and post-placement. vi. Revamping Employment Exchanges to work as human resource development center by subsuming activity like vocational guidance, counseling, soft skill training and placement. vii. Establishing credible accreditation system; streamlining the certification system to avoid unnecessary delay. viii. Strong monitoring and evaluation system to ensure that funds related under various plan scheme are outcome based. ix. Documenting good practices for shared learning and replication.

Bashir, Zaheer & Sabahat (2012). *"Impact of Vocational Training and Skill Development on Economic growth in Pakistan*"**.** In this study they find that human capital is an essential determinant of economic growth. It includes different factors like education, health, migration, vocational training, Information technology development and skill development. Vocational training improves productivity and enhances efficiency of labour for better participation in economic development. The study also found that spending on education sector by the government helps in increasing the literacy rate and the stock on capital in the country. The increasing literacy rate also improves the capital stock further and it also improves the rate of vocational training in country. Increasing in labour force participation rate found to be helping in increasing the GDP growth, vocational training and literacy rate in the country. It is because increasing participation of labour in economic activity motivation them to improve their own skill and efficiency so they can participate more and earn more.

Meethal, R. E. (2015). "*Towards building a skill based society in India"*. This study concluded that neither the public nor the private training institutions have been able to deliver the quality training i.e. responsive to industry demands. Gram Tarang yojana provides a Public Private Partnership (PPP) model that assists young people who are constrained by low-income levels, inadequate skills, irregular employment and absence of opportunities for training and development.

Jackson, D., Ruth, S. R., & Riebe, L. (2015). *"Undergraduate perceptions of the development of team-working skills"*. In his study they found that, overall skill development is rated highly among the undergraduates, although the behaviours of conflict resolution, social intelligence and influencing others were rated less highly than others within the skill set. The importance of class activities and assessment items including the use of virtual learning tools were identified by students as critical to the development of working effectively with others (WEWO) behaviours.

Yongtang Ma (2009). "*Skills Development to Support Rebalancing Employment Growth in China"*. This study focused on the skill development programmes launched by the government of China. The training programmes have included i) **Special Vocational** including on-the-job training, new job transferring training, practical skills training and employability training; ii) Research & Development strategy, iii) Strengthening Vocational Training projects for different group as well as sectors and iv) National scheme of honours and reward for skilled workforce started by the government to rebalance the employment in China. The government has re-employed over 30 million workers laid off by state-owned enterprises, and incorporated subsistence allowances of laid-off workers into their unemployment insurance. In this study he also found that during the period of 2005-09, over 50 million new jobs were provided in urban areas, and nearly 45 million surplus rural workers were transferred to non-agricultural sectors. Efforts made in human resources development have also optimised the employment structure. He concluded that the workforce who employed in primary industry has dropped significantly while those in tertiary industry have risen greatly. Interestingly, in 2009, the proportion of employment in primary, secondary and tertiary industries have changed to 38.1 percent, 27.8 percent, and 34.1 percent in 2009 from 50 percent, 22.5 percent and 27.5 percent respectively in 2000. Therefore, the results shows that the workforce have been migrated from agriculture sector to service and industry sectors due to uncertainty.

Bhiwa, G.S. (2012). *"Skill Development-An Engine of Economic Growth"*. In this study he found that knowledge, skills and technology are major driving forces for the engine of economy growth. These are the new emerging factors of productivity, without which we cannot attain efficiency and effectiveness in our economy. Enhancement of skills and Knowledge of workforce will match the requirements of the industries which will be helpful in higher productivity and to reduce hidden unemployment in the all the sectors of the economy. The skill development programs started by the government will helpful for sustainable economic growth through improve the productivity in all the sectors of the economy. Efforts should be taken to reach and every strata of the society for inclusive growth. Not only Indian government but private unites should

have to invest in education field to develop a strong infrastructure would be helpful to remove the unemployment and poverty from the economy.

Shrinagesh, Gupta, & Sujendra, P. (2011). *"Technical Education: A Study on skill Requirements"*. In this study they study found that the need of corporate sectors have been changed, the employers not only required normal/empty/vanilla degree but also required the effective and efficient personal attributes including good communication skills, right attitude towards life, interpretational skill, leadership quality, initiatives, problem solving ability as well as ability to work in team. These abilities to express the confidence of workforce which is very important personality trait gave the highest importance during the evaluation process in recruitment and selection of any individuals. They also found that most of the students fails miserably in this aspect even though they have very strong technical skill. Therefore, this study concluded that soft skills are the prime condition for achieving any job/success meanwhile the hard skills are the secondary trait in acquiring the job in the domestic as well as international employment market. **Rajeswary & Bharti (2013).** *"Striving to evolve: Acceptance of women training in the Indian corporate world".* In her study they found that every woman workforce has to play multiple roles in their lives and they have to maintain proper balance between their family and professional career. Most of the working women play the dual responsibility at a time. The women who are in teaching profession always face some common problems which ultimately are hurdles in their carrier path. There are the various problems which are the hurdles in their career advancement. The main problems including family/social commitments, limitation of outstations, cultural taboos, personal tensions/stress are such highly occurring problems which stops the growth of women trainers and they could not expand their knowledge paradigm many of time. Therefore, women trainers should learn to be strategist and market oriented. They must break the social tabbos and culturally balance themselves to sustain in the training competition by staying update, focused, agile and innovative.

Waris, A., Singah, Y.V., & Singhal, S. (2011) "*Women Farmers' Training Needs and Relevant Training Programs for Livelihood Security in Arid Areas of Rajasthan".* This study found that women workforce is often considered as invisible farmers i.e. they farming but have no major roles in agriculture and considered the invisible farmers. Besides engaging themselves in a variety of activities, both on the farm and home, the farm women contribute to the family income through their wage earnings. Women in agriculture are looking at the multiple roles in farming and home activities therefore due to shortage of time a series of off-campus training programs were organized for farm women to improve the knowledge and skills. Hence skills training can be very significant factor for encouraging efficiency of the women workforce. It is obvious that the gain in knowledge and adoption of improved technologies was observed to be 70 and 30 percent respectively after exposure to the training program. Further it is found that skill development of farm women are capable in an additional income through tailoring and detergent making after acquiring the skills. It is also observed that the participation of farm women was better in off-campus programs compared to on-campus. Hence, women empowerment may be possible through skill development and capacity building. **Wadadekar, A. (2015)** *"Skill India: An Overview and the way forwarded"*. In this article he described that the demand of the employers have been changed along with the time and technology. Gone are the days when the demand of highly educated was in priority but in the recent time, it has replaced by the highly skilled workforce instead of highly educated? Therefore, every interviewer ask the first question to the every job-seekers don't show us paper qualification justified your skills what you have. Meanwhile, the education institutions are increasing but the quality of skill is not improving which is very essential as well as the most demanding factor in domestic as well as international labour market. In this study he observed that majority of the companies always wants a ready –made candidate to filling up their vacancies, meanwhile a few companies help to colleges in academic curriculum development. The cooperation between industry sectors and education institutes can provide the facility of high quality trainers, weekly/monthly training visit in practical involvement, space facility, visiting faculty who steer the trainee, time to time of the industry requirements as well as internship opportunity can improve the employment condition in an economy and participate to increase the national GDP.

Sakthi narayana, P. S., & Vajiravel, R.(2012) "*Evaluation of Training and Development Programmes of Bio-Miicron Pharmaceutical Company-A Case Study"*. In this study they found that skill training is just one of several possible solutions for organization and individual performance. Whether training is the right solution depends on the cause of the problem and the cost/benefit measure of other alternative programme. Due to skill training the company faced the favorable results; hence training programme is so effective to the

new and existing employees and also to the organization in knowing about the company's product and sale technique. It is also found that about 90percent of the respondents have responded that the training programme arranged by the company are useful in the development of personality of individuals and there is a good scope for the company to improve the training programmes to satisfy the remaining whereas remaining 10 percent concern tainting more on their improvement and development. Therefore, skill isn't some activity which is learnt and forgot over time. It is an experience, intellect and passion acting in unison thus skill and knowledge is a significant driving force for the engine of economic growth, where skills provide efficiency and knowledge endorses the analytical power for performing any task which enlarges the productivity and economy growth. **Federation of Indian Chambers of Commerce and Industry (FICCI) (2015)** "Skill development in India-2015". This document has focused on Coimbatore Capital Goods Industry and found that Tamil Nadu is a well-developed industrial State of India. The majority workforce in this sector comprises of machinists/assemblers, welders, electricians. Other job roles include quality testers/inspectors, painters, managerial and administrative staff, etc. *A very interesting result of this study shows that for machinists, welders, electricians, quality testers and maintenance staff, the enterprises largely depend upon the local ITIs, while most of the supervisors/managers usually have an engineering degree from a College/University. In terms of total workforce with formal training, more than 80 percent of the workforce had vocational training while remaining comprised graduates from educational institutes. Another interesting result found that the firms have acquired unskilled, semi-skilled workforce as helpers, who are usually school drop-outs.* Most of the enterprises have accepted that there is no shortage of manpower for machinists, welders or electricians as these are easily available through local training institutes. However, some of the enterprises reported that they frequently faced issues in finding assemblers since most engineering/science graduates aspire to work in other sectors like IT due to better pay and work environment. The study also revealed that firms which hired semi-skilled/unskilled helpers on contractual terms often faced shortage of such manpower as most of these workers go back to their farmlands during agriculture season. On an average, most of the firms provide on-job training to their employees for a period of one to three months. It was revealed that the new employees (especially machinists, electricians, and designers) hired from vocational institutes like ITIs have inadequate practical knowledge and experience and thus need to be appropriately re-trained. This is generally done on-the-job. Though there was no major concern about shortage of skilled manpower in the cluster, it was felt that more needs to be done to further enhance the availability and quality of skilled manpower in the region. This study also suggested that more vocational training institutes could be established in the cluster. The government could also consider provision of vocational training at schools. Additionally, the quality of training could be improved further by making it more practical, upgrading the training equipment and labs, involving industry experts as trainers and taking industry's support in designing the training course curricula. It was further suggested that students of vocational training institutes must be engaged with the industry through some apprenticeship/internship with companies. It was felt that more awareness should be created about vocational training to enhance its acceptability. To mobilise students for vocational training, the government should also consider lowering the course fees as very often youth from low income families do not have adequate funds to undertake special vocational courses. Additionally, the government could provide concessional loans/subsidies for the prospective students.

4.**OBJECTIVES**

This study is based on the following objectives which are as follows:

- ❖ To analyze the significance of employment status of ITI's and PMKVY's Skill development centres in Haryana.
- ❖ To identify the prospects and challenges facing by the workforce in acquiring the skills.

5.RESEARCH METHODOLOGY

This study is descriptive and analytical in nature. For this study secondary data have been collected from websites of different Ministries and Departments including Ministry of the Skill Development and entrepreneur (MSD&E), Ministry of Human Resource Development (MHRD), Ministry of Labor (MoL), Ministry of Commerce (MoC), National Social Survey Organization, internet and other sources were also be

used for collection of secondary data. In order to analyze the data various tools and techniques including average, mean and Chi-Square test have been applied. For making easy of the analysis, the state of Haryana has been diving into four zones namely East-zone (Sonepat, Rohtak, Panipat and Jhajjar), West-zone (Hishar, Jind, Sirsa and Bhiwani), North-zone (Panchkula, Ambala, Kurukshetra, Yamuna Nagar, Karnal and Kaithal), and South-zone (Mahendergarh, Fatehabad, Rewari, Faridabad, Gurgoan, Mewat & Palwal) depends on the educational institutes, geographical location, economical background, language and social culture of the population in the state of Haryana.

6.HYPOTHESIS

i. The null hypothesis states that there is no significant difference between the employability among the Industry Training Institutes (ITI's) in Haryana.
ii. The null hypothesis states that there is no significant difference between the employability among the PMKVY's skill development centres in Haryana.

7.DATA ANALYSIS

Table-1
Zone-wise pass-out status of students among the ITI's and PMKVY centres in Haryana

Sl. No	Division (Zone)	Admission status ITI's (% age)	Pass-out among ITI	% age	Admission status among the PMKVY's centres (% age)	Pass-out among PMKVY	% age
1	North	95.3%	11656	25.1	98.3%	10464	24.2
2.	West	80.8%	11991	25.8	98.0%	13086	30.2
3.	East	87.6%	11571	24.9	98.2%	8468	19.60
4.	South	98.8%	11128	24.0	98.3%	11184	25.8
			46346			43202	

(Source: ITIs Department Haryana, Chandigarh & Panchkula)

The above table-1 illustrates the comparative analysis of enrolled and pass-out students among the Industry Training Institutes (ITI's) and PMKVY's skill centres. Among the four zones, West-Zone has secured 1st Ranks for the pass-outs students among the ITI's by scoring 25.8 percent (11991) of the total students, North-Zone have scored 2nd Rank in pass-outs students by scoring 25.14%(11656) students where East-Zone and

South-Zone have acquired the 3rd and 4th Ranks for the pass-outs by scoring 24.9% (11571) and 24.0% (11128) of the students respectively. Among the PMKVY's skill development centres West-Zone have acquired the 1st Rank for pass-outs by scoring 30.2% (13086) students and South-Zone has acquired the 2nd Rank by scoring the 25.8% (11184) students. North-Zone has acquired the 3rd Rank for the pass-outs by scoring 24.2% (10464) whereas East-Zone have acquired the 4th Rank by scoring 19.0% (8468) students of total in state of Haryana.

Table-2
Zone-wise employability status among ITI's & PMKVY centres in Haryana

Sl. No	Division	Average Employability of pass out from ITI's in 2020	% age	Average Employability of pass out from PMKVY centres 2020	% age
1	North-Zone	4296	25.9	712	24.2
2.	West-Zone	4153	25.0	892	30.3
3.	East-Zone	4248	25.6	575	19.5
4.	South-Zone	3850	23.2	762	25.9
	Total	**16547/ 46346**	**35.7**	**2941/43202**	**6.6**

(Source: ITIs Department Haryana, Chandigarh & Panchkula-2019-20)

The above table- illustrates the comparative study on employability among the ITI's and PMKVY's centres in the state of Haryana. Among the ITI's employability state of the students indicated that North-Zone have acquired 1st Rank in employability by scoring 25.9% students in employability of the pass-outs and East-Zone have acquired 2nd Rank by scoring 25.6% of the student. West-Zone have acquired 3rd Rank in employability among the pass-outs students by scoring 25.0%, whereas South-Zone have acquired the 4th Rank in employability of pass-outs of the students among the ITI's in the state of Haryana.

Among the PMKVY's skill development centres the employment status of the students found that West-Zone has acquired 1st Rank by scoring about 30.3 percent students and South-Zone have acquired 2nd Rank for employment of the pass-outs among the skill centres by scoring 25.9 percent students of the total in the state. North-Zone has acquired 3rd Rank by scoring 24.2 percent student meanwhile East-Zone has acquired 4th

Rank in employability of the pass-outs among the PMKVY's skill development centres in the state of Haryana.

Thus, it is concluded that the overall employability among the ITI's was 35.7 percent during 200-21 whereas employment among the PMKVY's skill development centres is 6.6 percent which is very little in comparison of the ITI's due to various reasons like the PMKVY's centres is newly started programme, lack of proper implementation, lack of infrastructure etc. The employment depends on the 'Make in India' programme which provide the huge opportunities for the skilled workface in India, where the skill providers among the PMKVY's centres are running such courses which is helpful to self-employment. Currently, the employability rate is very poor among the PMKVY's centres but this rate will be increase along with the proper implementation of the 'Make in India' Programme.

8.FINDINGS

Table-3
The employment status of ITI's passé-out students in Haryana

Zones	**Pass-Outs**		
	Employed	Unemployed	Total
First- Zone	4296	7267	11563
Second-Zone	4153	7814	11967
Third-Zone	4248	7322	11570
Fourth-Zone	3850	7340	11190
	16547	**29743**	**46290**

(Source: Industry Training Institutes (ITIs) Haryana, Chandigarh -2020)

Table-4
Test of significance of Employment among ITI's in Haryana

(Chi-Squire-Test)

Zones	(O.V.)	(E.V.)	(O -E)	$(O-E)^2$	Chi-Square = $(O-E)^2/E$
1.	4296	4133	163	26569	6.428
2.	4153	4277	-124	15376	3.595
3.	4248	4135	106	11236	2.717
4.	3850	4000	-150	22500	5.625
5.	7267	7429	-162	26244	3.532
6.	7814	7689	125	15625	2.101
7.	7322	7434	-112	12544	1.687

8.	7340	7189	15 1	2280 1	3.171
Total					**Chi-Squire value=28.85**

(Degree of Freedom =3, Table value=7.8147, Calculated value= 28.856)

The calculated value of Chi-squire is 28.856 at 3 d.f which is more than the table value i.e 7.8147. Thus, the assumption is rejected that there is no significance difference among the employability of ITI's Pass-outs students among the four zones. Therefore, the hypothesis is accepted that there is significance difference in employability among the various ITI's of the four zones in the state of Haryana. Difference in employability of the ITI's is due to the various reasons including Lack of practical skill, Lack of opportunities nearby areas, Lack of awareness among the job seekers, Lack of adjustment among the new generation, Lack of soft skill, lack of guidance, Lack of coordination among the skill provider and job provider, Geographical and economic condition of the districts, Political environment and Social status of the society. Thus, these are the factors which are playing a major role for employability among the ITI's in the state of Haryana. Meanwhile the employability is approx 35 percent which is very little.

Table-5
Employment status of pass out students from PMKVY's skill centres in Haryana

Zones	**Pass-Outs**		
	Employed	**Unemployed**	**Total**
First- Zone	712	9752	10464
Second-Zone	892	12194	13086
Third-Zone	575	7893	8468
Fourth-Zone	762	10422	11184
Total	2941	40261	43202

(Source: ITIs Department Haryana, Chandigarh & Panchkula -2020)

Table-6

Test of Significance of the Employability of Students among PMKVY's in Haryana

(D.F=3,

Table

Observed values(O)	**Expected values(E)**	**$(O-E)^2$ / E**
712	712	00
892	890.83	.0015
575	576.46	.0036
762	761.35	.0023
9752	9751.16	**00**
12194	12195.16	**.0001**
7893	7891.53	**.0002**
10422	10422.64	**.0003**
	Value of Chi-squire=.0081	

value=7.8147, Calculated value= 0.0081)

The above table-5&6 illustrate that the calculated value of the Chi-Squire is 0.0081 which is much lower than the table value 7.8147 at 5% level (at d.f.=3). Thus, the hypothesis is accepted that there is no significant difference for employability of pass-out students among the PMKVY's skill development centres in the state

of Haryana. The employability among the PMKVY's skill development centres is almost equal but very small 6.6 percent in Haryana.

Thus, ITI's have approx 35 percent employability and PMKVY's have only 6.6 percent employability in Haryana which is very little in comparison to the ITI's. However, both skill development institutions are playing the major role in providing the skill's to the respondents.

9.CHALLENGES IN THE WAY OF ACQUIRING SKILL'S OF THE WORKFORCE IN HARYANA

- Lack of suitable environment for learning
- Involvements in domestic compulsions
- Shortage of good trainers
- Tendency towards traditional course
- Rigidity natures of learners

10. PROSPECTS OF SKILL DEVELOPMENT OF THE WORKFORCE

- Improve the levels of confidence and motivation
- Enlarge the productivity of the workforce
- Wider choice for job seekers and employers
- Helpful for career advancement at workplace
- Easy selection
- Job security
- Increased esteem at workplace for specialized services
- Increased the demand for skilled workforce
- Improve quantity and quality of output

11. SUGGESTIONS/RECOMMENDATIONS

The following recommendations are as under:

- The skill training centres should be open at the village as well as block level which will motivate and induce the locals students/workforce who have already dropout the schools/college but want to acquire some practical skill training which would be helpful in getting the employment.
- The Gram Panchayats and Municipal Committee should be involved in skill development programme, apprenticeship and placement at the local level so that the problem of unemployment can be removed.
- In the rural, difficult, border and hilly area, there should be open the public training centres/institutions particularly where the private sector are little interested to invest.

12. CONCLUSION

The Industrial Training Institutions (ITI's) and the PMKVY's skill development centres are the vital institutions on the lowest pillar of the skill development in India which are trying to aligned the requirement of the industrial sectors through providing skills to the workforce in the state of Haryana. This study concluded that during the study period, the employability status of the ITI's is about 35.2% and the PMKVY's skill development centres is about 6.6% in the state of Haryana. The employment status of the PMKVY's skill development centres is low which can be increase if the education institutions and the employment providers i.e. industry sectors work together in apprenticeship, curriculum development and placement activities for the workforce in providing the employment.

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