

Skill Development in North East India: Opportunities, Challenges and Ways Forward

Madhurya Chetia

Assistant Professor

Dept. of Economics

Karmashree Hiteswar Saikia College

Abstract: *Unemployment is a major problem in our country. However, despite the vast number of unemployed people, we are unable to locate the right staff to do the required responsibilities. We find that there is both a shortage and an excess of personnel. Many positions are becoming vacant as a result of a dearth of suitable applicants. Skill development is crucial for both faster, more inclusive, and sustainable growth and for providing the growing young population with sufficient employment opportunities. Only a young population that is educated, skilled can be able to find job. The youth of these states suffer from lack of awareness, geographic disadvantage, outdated curricula, a lack of private initiative, a lack of platform, an inflexible framework for curricula, a lack of standardisation of vocational training, etc., which are the major issues that need to be addressed given the current state of globalisation, knowledge, and technology. The eight states in the North East each have specific needs in skill-based education, focused on local industry, trades, and resources. The goal of the current study is to identify potential solutions for improving the knowledge and skill levels of young people in the north-eastern states.*

Key Words: *Unemployment, Skill, Training, Competition, Efficiency, Inclusive Development.*

Date of Submission: 10-12-2022

Date of Acceptance: 25-12-2022

I. Introduction

The demographic dividend is the potential for a country to grow as a result of a substantial increase in the percentage of workers (aged 15 to 64) to the total population. In this demographic dividend, India is at a critical juncture. At a time when overall numbers are falling, a sizable number of young people are joining the workforce. India aspires to be a developing economic superpower and has the potential to become the world's future hub for human resources. And as a result, the idea of skill development becomes considerably more prominent in these fascinating yet critical times. In order to enter the labour market with employment that is commensurate with their knowledge and skill level, individuals must receive training in the area of skill development. For any nation, knowledge and skills are the main drivers of social and economic development. Higher levels and better standards of competence enable nations to respond more successfully to opportunities and difficulties in both internal and international employment markets. Approximately 2.2% of people between the ages of 15 and 59 reported receiving formal vocational training, and 8.6% reported receiving non-formal vocational training, according to the NSSO's 2011–12 (68th round) report on the Status of Education and Vocational Training in India. While there is ongoing discussion over the precise size of the problem, there is no denying that it is a formidable one.

With this objective in mind, the Indian government has begun its ambitious Skilling Mission, which aims to train 40.2 crore people in new skills by 2022. Results for the target year 2015–16 have been largely favourable, with the government hitting 23.64% of the goal in the first quarter alone. With these presumptions, it would be a good moment to review, analyse, and plan for the future the performance of skill development in the north-eastern states. Skill Development has increased across the nation, including in the North East. By 2022, the State Skill Development Mission in Arunachal Pradesh hopes to have trained 50,000 people. The objectives are intended to be accomplished through collaboration with both privately run service companies and ITIs supported by the government. Through EGM (Employment Generation Mission), Assam State Livelihood Mission, and National Urban Livelihood Mission, skill development is promoted in Assam (NULM). These strategies have had astounding results. Assam recently established a skill development department to lead the state's achievements in skill development.

Manipur has established many committees that are collaborating with a range of stakeholders to further the concept of skill development. In its first phase, the Meghalaya State Skill Development Society taught 7700 adolescents in skill development and facilitated their placement in a variety of sectors and companies. The DDU-GKY (Deen Dayal Upadhyay Grameen Kausalaya Yozna) seeks to educate and employ rural youth.

Through this programme, the Meghalaya government has also identified a few major industries to focus on, including tourism, auto repair, and housekeeping, among others. Both Mizoram and Nagaland have placed their skill development plans and objectives within the scope of the nation's more general skill development objectives. In order to help young people find employment, Tripura established a distinct State Skill Development Mission. Sikkim has opened livelihood schools where young people are taught skills in a variety of fields, including art and craft instruction. Sikkim's livelihood schools have a history of producing excellent results. In actuality, they have given the state's arts and crafts economy fresh life.

Objective : More specifically, the study was structured around the following research objectives: (1) To highlight the types of skill training imparted by the Government in the state. (2) To identify the main challenges in skill training. (3) To identify the prospective areas for skilling the people for more employment opportunity.

II. Methodology

The present paper is based on the secondary data collected from the secondary source i.e. published literature of the subject concern. Descriptive and analytical methods have been applied in the entire study. Moreover classification and tabulation of data have been prepared by applying various mathematical and statistical methods.

Analysis and Conclusions: Problems that the North Eastern States are facing the skilling and entrepreneurial landscape in the nation faces various issues. Some of which are listed below:

- i. The public's impression of skilling as the last resort for individuals who have failed to advance or have chosen to forego the official academic system.
- ii. The Central Government's skill development initiatives are dispersed throughout more than 20 Ministries/Departments, but there is no reliable coordination and monitoring system in place to guarantee convergence.
- iii. Multiple assessment and certification programmes, which produce inconsistent results and perplex employers.
- iv. A lack of instructors and the difficulty to recruit business professionals to serve as faculty.
- v. Demand and supply imbalances at the sectoral and geographic levels.
- vi. Limited mobility between programmes for higher education and skill development and occupational training.
- vii. The coverage of the apprenticeship programme is rather poor.
- viii. Limited and frequently out-of-date skill curriculum.
- ix. The declining percentage of women who are in the labour force.
- x. Predominant employment in the unorganised, non-farm sector with poor productivity but no pay premium for expertise.
- xi. The absence of entrepreneurship instruction in the formal educational system.
- xii. Startups don't have enough access to funding and mentorship.

Recommendations: Although the aforementioned indicates that the majority of the states in the North East have committed themselves to the goal of skill development, other efforts can be taken to further sustain and maintain the momentum in fulfilling the mission's goals. An extensive talent mapping of each condition would be one of the initial steps. Utilizing local traditional knowledge and turning it into a skill that can be repurposed as a source of employment is what skill mapping entails. Instead of driving emigration to metropolitan regions, such skill mapping that is centred on the needs of the catchment area will ensure that local kids had meaningful employment. In this regard, the Assam government has already released a framework and a map. As an illustration, the Barpeta district in Assam has ITIs and other institutions in place that disseminate knowledge about the local fireworks industry and bell metal arts. Such institutes' curricula can be redesigned so that the trained youth are prepared for the market sector by incorporating conventional domain knowledge into it. In addition, it is important to promote the growth of smaller MSME industries operating in cluster style in these regions. This ecosystem would guarantee that skill development leads to employment, which is its logical conclusion. In Cachar area, famous for its pottery and Sital Patti art, a similar model can be established. Given its skills and experience, the Sonitpur district can grow into a significant rice milling hub.

The other North Eastern states might conduct their own skill mapping exercises to determine which market niches they can dominate, supported by a traditional knowledge ecosystem or advantages related to history or geography. Tripura has the potential to grow into a global leader in the rubber industry. Additionally, Tripura rubber products may be exported to nearby nations. Such business models are on the rise as a result of the recent ambitions to build railroads connecting the North East with its East Asian neighbours. Therefore, it is crucial to create a robust system of skill development to prepare workers for the rubber sector. Nagaland can concentrate on tourism centred on the Hornbill Festival, which has grown into a current national phenomenon. The concept

of tourism has to change from an overarching model to one that is more specialised. For instance, Meghalaya might place special emphasis on a select few regions, such as Sohra, Dawki, and the uncharted Jaintia Hills, to create tourism hubs with a support network centred around food and beverage, hospitality, and adventure sports. In addition to talent mapping, there is a need to integrate the global market by locating new locations where the traditional domain knowledge of these sectors can be used to open markets for specific products in nearby nations. Pran Foods in Bangladesh has imitated this concept. By introducing goods like Litchi Juice to the market, the Bangladeshi food processing company has carved out a niche for itself in the North East. The business has established a solid presence in numerous North East regions during the past few years. The states of the North East must benefit from this cross-border trade as well and look for industries that can provide goods that their neighbours require. For instance, the rich legacy of handicrafts in the North East, such as gamoucha (towels) and shawls, might be used to develop possibilities for items in the market for the same in neighbouring countries. It is necessary to use the Bangladeshi Pran Food model as a guide to determine potential growth regions for North Eastern states. The North Eastern states must benefit from their neighbours in East Asia's near vicinity and achieve economic development as a result.

With such enabling frameworks for seamless integration, the artificial division of the educational system into formal and vocational should vanish. In this regard, the New Education Policy (NEP) 2020 was envisioned as an appropriate policy because it emphasises the integration of formal and vocational education at both the secondary and postsecondary levels. The NEP also suggested a trial "hub-n-spoke" arrangement, with the idea being that ITI would serve as the "Hub," exposing students from nearby 5-7 schools to VET-related training and education.

To determine the precise skill requirements from the companies, skill surveys might be done. The analysis of these surveys would aid in creating the course structures for the training programmes, allowing for the creation of standardised course curricula or training delivery systems.

In the long run, Skill India won't be sufficient if government spending on education is insufficient and the necessary conditions aren't created for quality training. In this situation, the NEP's proposal to increase public spending on education to 6% of GDP is a positive step. In order to adopt a comprehensive model that can close the skill gaps and guarantee youth employability, India needs to learn from the technical and vocational training/education models in China, Germany, Japan, Brazil, and Singapore, who faced comparable difficulties in the past. It also needs to learn from its own experiences.

III. Conclusion:

Although the North East's skill development initiatives are unquestionably on the right track, more creative approaches will provide even greater outcomes. In order to harness the knowledge in order to sustain meaningful employment through the path of skill development, these steps must be both rooted in the region's history and forward-looking at the same time. To avoid silos and duplications, all skilling initiatives must be consolidated onto a single platform in order to build *Atmanirbhar Bharat*. It is necessary to set up a strong institutional structure with actual and practical pathways for students to switch between academic and vocational programmes.

Bibliography :

- [1]. Khuntia P. A. (2013). Employment Generation and Enhancing Employability in North East through Skill Development: Emerging Issues and Prospects. Labour & Development .Vol. 20, No.2, December 2013
- [2]. Abhay Kumar A and Ravi K.(2020). Skill development in India: Available from: URL:https://www.imyriaads.files.wordpress.com/ficci_skill_report_2012
- [3]. Dhar Aarti (2013).A threadbare existence, The Hindu (February 6, 2013)
- [4]. Sunita S, Srija A.(2020) Skill Development and Productivity of the Workforce; Available from:URL:[https://www.niti.gov.in/writereaddata/files/documentpublication/Skill Development](https://www.niti.gov.in/writereaddata/files/documentpublication/Skill%20Development)
- [5]. Sunita S and Kuntal S.(2013). Skills for All. Yojana, A Development Monthly 2013; Vol. 64:57-61
- [6]. Abdulaziz S A.(2020) Vision 2030 and reducing the stigma of Vocational and Technological training among Saudi Arabian Students. Empirical Research in Vocational Education and Training 2020; Vol. 12(3)
- [7]. Nakarin C and Supaporn C.(2020) Building a skilled workforce: Public discourses on Vocational Education in Thailand. International. Journal of Research in Vocational Education and Training Vol 7.
- [8]. Rishi K, Shravanth M, and Sandeep V G.(2019) Vocational training in India: determinants of participation and effect on wages. Empirical Research in Vocational Education and Training.Vol. 11 (3)
- [9]. Maroof M and Ahmad K M. (2019).Skill Development Programmes in India – A Literature Review. Research Review International Journal of Multidisciplinary. Vol. 4 (3)
- [10]. Emmanuel E. I.(2014) Challenges Facing Technical and Vocational Education in Nigeria. Journal of Educational Policy and Entrepreneurial Research (JEPER) 2014; Vol.1
- [11]. Debjani R and Jayshree K.(2010) Imparting skill development training to the Lakadong turmeric farmers of the Jaintia Hills of Meghalaya; Available from: URL:<https://www.semanticscholar.org/paper/Impartingskill-development-training-to-the-farmers-Roy-Kurup/>
- [12]. Vinayak A K.(2018). Meghalaya on a Mission mode to tap Jackfruits Potential, The Hindu, BusinessLine;Availablefrom:<https://www.thehindubusinessline.com/economy/agribusiness/article24505073.ece>

Appendix:

Table :1 The fund allocated to the Skill India Mission under MSDE during the last 5 years is as under:

| S. No. | Schemes | Financial Allocation (₹ in crore) |
|--------|---|---------------------------------------|
| 1. | Development of Skill | 9334.84 |
| 2. | Development of Entrepreneurship | 301.98 |
| 3. | Promotion of Apprenticeship | 2152.06 |
| 4. | Strengthening of Infrastructure for Institutional Training | 597.15 |
| 5. | Strengthening of Skill Institutions | 62.5 |
| 6. | Support to Regulatory Institutions (NCVET) | 145.75 |
| 7. | Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) | 771 |
| 8. | Skill Strengthening for Industrial Value Enhancement (STRIVE) | 740 |
| | Total of Schemes | 14105.28 |
| | Establishment | 1087.51 |
| | Grand Total | 15192.79 |

Source : Ministry of Skill Development and Entrepreneurship (MSDE)

Table:2 The number of training centres set-up under PMKVY, JSS, NAPS and ITIs in North Eastern States as on 30.06.2022:

| S. No | State | PMKVY (including PMKKs) | JSS | NAPS Establishments | ITIs |
|-------|-------------------|----------------------------|-----|---------------------|------|
| 1 | Arunachal Pradesh | 153 | - | 23 | 6 |
| 2 | Assam | 597 | 6 | 5,757 | 36 |
| 3 | Manipur | 187 | 4 | 75 | 1 |
| 4 | Meghalaya | 107 | 1 | 133 | 6 |
| 5 | Mizoram | 108 | 1 | 10 | 3 |
| 6 | Nagaland | 95 | 2 | 36 | 8 |
| 7 | Sikkim | 51 | - | 446 | 3 |
| 8 | Tripura | 213 | 2 | 350 | 21 |

Source : Ministry of Skill Development and Entrepreneurship (MSDE)

Table 3: The number of students enrolled/ trained under PMKVY, JSS, NAPS and ITIs in North Eastern States during the last five years viz. FY 2017-18 to 2021-22

| Sl | State | PMKVY 2.0 and 3.0 since inception till 30.06.2022 | | JSS* | NAPS | ITIs Enrolment |
|----|-------------------|---|----------|--------|--------|----------------|
| | | Enrolled | Trained | | | |
| 1 | Arunachal Pradesh | 85,818 | 82,583 | 726 | 17 | 2,842 |
| 2 | Assam | 7,04,630 | 6,84,665 | 31,188 | 13,284 | 15,046 |
| 3 | Manipur | 95,114 | 88,676 | 18,936 | 71 | 471 |

| | | | | | | |
|---|-----------|----------|----------|-------|-------|-------|
| 4 | Meghalaya | 47,261 | 45,483 | - | 186 | 2,747 |
| 5 | Mizoram | 33,151 | 30,829 | 900 | 8 | 1,679 |
| 6 | Nagaland | 41,841 | 40,660 | 6,072 | 36 | 918 |
| 7 | Sikkim | 13,909 | 12,721 | - | 283 | 1,269 |
| 8 | Tripura | 1,27,798 | 1,23,822 | 5,988 | 2,036 | 8,215 |

Source : Ministry of Skill Development and Entrepreneurship (MSDE)

Table : 4 The number of students placed under PMKVY since inception till 30.06.2022

| S. No | State | Students placed |
|-------|-------------------|-----------------|
| 1 | Arunachal Pradesh | 11,608 |
| 2 | Assam | 61,749 |
| 3 | Manipur | 15,147 |
| 4 | Meghalaya | 12,398 |
| 5 | Mizoram | 9,473 |
| 6 | Nagaland | 5,805 |
| 7 | Sikkim | 3,764 |
| 8 | Tripura | 12,611 |

Source : Ministry of Skill Development and Entrepreneurship (MSDE)

Madhurya Chetia. "Skill Development in North East India: Opportunities, Challenges and Ways Forward." *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 11(12), 2022, pp 116-120. Journal DOI- 10.35629/7722