

# A Study on the Training and Skill Development Vocalisation of Education in Haryana State

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**Abstract:** A skilled workforce is essential for India to meet its rising economic potential, and this is despite the country's large demographic dividend. The world's workforce grew from 2.3 billion in 1990 to 3.47 billion in 2019, with India playing a significant role at 15% and predicted to overtake China by 2027. The number of employable students in India has increased from 33% in 2014 to 46.21% in 2019, yet the country still faces problems including gender inequality, a lack of funding, and a mismatch between the skills students need and what employers are looking for.

The National Skill Qualification Framework (NSQF) and the National Skill Development Policy (NSDP) are two of India's initiatives for skill development and vocational education that have been the subject of this study, which documents their history and analyses their efficacy. This paper shows how "Skill India" and other regional initiatives have helped Haryana's skill development programs thrive. However, resource constraints and social resistance to change must be overcome. Results stress improved stakeholder participation, resource allocation, and skill development policy refinement. Resolving these issues will help India's youth become skilled workers who can boost national and global economic growth.

**Keywords:** *Population, Skill Development; Vocalization of education; Haryana.*

## INTRODUCTION

India, endowed with a demographic dividend, is currently confronted with the significant problem of producing a proficient workforce. In order to keep pace with rapidly expanding economies and evolving work cultures, it is imperative to continuously enhance skill training programs. The global labour force had a significant growth from 2.3 billion individuals in 1990 to 3.47 billion individuals in 2019, representing a cumulative rise of 52 percent over the past three decades. However, Western nations are currently grappling with the issue of manpower scarcity, whereas India is experiencing significant benefit from the demographic dividend. India currently holds a 15 percent stake in the global labour force, making it the second largest contributor after China. Projections indicate that India is likely to ascend to the top position by 2027, hence highlighting the growing employment prospects for Indian youngsters on a global scale. The labour participation rate in India stood at 52.4 percent in 2019, primarily due to the influx of 600 million students under the age of 25. This demographic shift has resulted in a labour shortage, necessitating the conversion of the remaining workforce into economically active individuals. The achievement of this objective is contingent upon the formulation and implementation of a skill development policy that is both effective and pertinent. India encounters several hurdles in its efforts to promote skill training among its youth, including the significant size of the youth population and the presence of segregated and hierarchical divisions within the labour market and society [1]. Based on the findings of the India Skill Survey conducted in 2014, it was observed that the proportion of employable students rose from 33 percent to 47.38 percent in 2018 and further to 46.21 percent in 2019. A gender analysis of the survey data indicated a prevalence of male dominance within the workforce (Table 1). Nevertheless, the employability of women exhibits promising outcomes and presents a potential avenue for future policy development. The ILO research indicates that India, with an average of 25 percent female working population, ranks in the bottom 10 nations in terms of women's participation in the working population index [2].

**Tab. 1.** Men versus Women share in work force and employability

(Source: India Skill Report 2020-21)

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

The cultivation of proficient human capital in India has been a significant focal point for policymakers from the mid-19th century. India is characterised by its relatively young population, with an average age of 29 years. Approximately 54% of the population falls below the age of 25, while approximately 65% of the population represents those below the age of 35. According to Statista (2021), the working age group in India comprises 67.27% of the population, specifically individuals aged between 15 and 64 years. In light of its youthful demographic and substantial working population, India possesses a substantial labour force that necessitates education, skill development, and training to secure employment prospects. This is exemplified by initiatives such as "Skill India" and "Make in India," which aim to harness the nation's demographic dividend in a more substantial manner. In the given setting, the Government of India has implemented initiatives aimed at equipping students with skills in specific job-providing areas through vocational education programs offered at schools and universities. [3]

In addition to these difficulties, states like Haryana, which is ranked third in the PMKVY easy business environment index, are also having trouble producing skilled workers from the agricultural sector. With the goal of providing a single, integrated platform for young employment and contributing to the economic development of the state and nation, the Government of Haryana created the Haryana Skill Development Mission in 2015 in accordance with the Skill India initiative. Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Surya, Saksham, and Drivers Training are the four schemes that make this mission operate. There were 88428 youths enrolled in this program up until May 2021; 13,866 (15.7 percent) have been placed, and the remaining youths are being evaluated, certified, and trained for jobs. Rozgar melas and similar events have been quite successful in raising awareness of PMKVY. [11]

## Objective of the Study

1. To assess the Effectiveness of Haryana's Skill Development Programs
2. To identify and Address Key Challenges in Vocational Training

## METHODOLOGY

The methodological focus of this qualitative research is to learn more about the difficulties of vocational training and how successful Haryana's skill development programs have been. The research will use a mix of focus groups, document analysis, and semi-structured interviews to reach this goal. The data will be analyzed by thematic analysis, which codes the data, finds themes, and interprets patterns. To efficiently handle and arrange the data, qualitative data analysis software like NVivo will be used. By comparing and cross-verifying information from documents, focus groups, and interviews, triangulation will be used to increase the validity of the findings.

## Vocational Education in India

Vocational education has been implemented with the objective of equipping young individuals with the necessary skills to secure jobs in various industries in India, spanning from primary to higher education levels. In 2009, the Government of India implemented a National Skill Development Policy (NSDP) with the objective of providing guidance for the skills development strategies of all stakeholders involved in vocational education inside the nation. Hence, the imperative to reconstruct vocational education lies in the pursuit of enhancing skill development methodologies by bolstering the

competency of young individuals with untapped potential. Furthermore, India has a goal of equipping 500 million young individuals with skills by the year 2022. [4]

## Changing Objectives of Vocational Education, Training & Skill Development

The substantial progress in scientific, technological, and socio-economic domains has resulted in a fundamental transformation in the fundamental goals of educational delivery. The existence of various factors, including heightened competition, economic deceleration, poverty, illiteracy, population disparities, and political instability, is exerting pressure on policymakers and the general populace. However, the significance of education, particularly "relevant education," is increasingly recognised as a viable approach to address these challenges within our society. In the contemporary period, it is imperative that Vocational Education, Training, and Skill Development be incorporated as an essential component of our comprehensive education system. Vocational Education, Training, and Skill Development should commence with a comprehensive foundation that enables both horizontal and vertical integration within the educational system, as well as between schools and the workforce. This approach will effectively contribute to the eradication of all manifestations of prejudice and bias. The successful implementation of the Vocational Education, Training, and Skill Development (VETSD) paradigm necessitates its integration within the academic sector. [5]

## National Skill Qualification Framework (NSQF)

The primary objective of the National Skill Development Program (NSDP) is to enhance the skill sets of young individuals by implementing the National Qualifications Framework (NQF). This framework emphasises the acquisition of information, skills, and practical applications within an inclusive educational approach in India. The current implementation of the National Skill Qualification Framework (NSQF), which was designed by the National Skill Development Agency (NSDA) and notified by the Department of Economic Affairs in 2013, aims to facilitate the vocationalization of school education. The framework under consideration is a competency-based model that categorises qualifications based on a spectrum of knowledge, abilities, and competency levels. [6] These levels collectively constitute a total of 10 levels. The National Skills Qualifications Framework (NSQF) has been superseded by the previous NVEQF, which was initially introduced for Technical Vocational Education and Training (TVET) and initially financed by the World Bank for specific skill sectors specified by the Ministry of Labour and Employment, Government of India. Furthermore, the Ministry of Education has put out proposals for these specific domains of higher education. In a similar vein, the Ministry of Education has put out proposals for the areas designated for higher education. Therefore, the objective was to include the NVEQF into the NSQF under the framework of the India-EU Skill Development Project. [7]

## Skill Development in Haryana State: An Analysis

The state government of Haryana has implemented various initiatives aimed at cultivating a proficient workforce within the region. The government has implemented the National School Quality Framework (NSQF) at the school level, encompassing levels 1 to 4. The polytechnics within the state have implemented the National Skills Qualification Framework (NSQF) at levels 3 to 5, encompassing the same trades as those offered in schools. Numerous institutions in Haryana have initiated a Bachelor of Arts (Vocational Education) curriculum at the higher education level, encompassing levels 5 to 7 of the National School Quality Framework (NSQF). The Shri Vishwakarma Skill University was founded in Palwal in accordance with the provisions of Act 25 of 2016. This institution is the inaugural government-operated Skill University in India, providing a range of diploma and postgraduate programs. This paper presents a comprehensive examination of the Haryana government's policies aimed at fostering the development of skilled human resources within the state.

- **Skill development at the school level:** As part of the National Vocational Education Qualifications Framework (NVEQF), Haryana was chosen to begin a pilot program in 2012 by the Indian government's Ministry of Human Resource Development. A project management and implementation unit was also established by the Director of Secondary Education in Haryana. It was requested that the Board of School Education, Haryana establish a distinct department to oversee the NVEQF project's coordination. The program was expanded to 140 schools in 2013–14. An additional one hundred government senior secondary schools were established in 2014–15, and Faridabad became the site of a Centre of Excellence. An extra 250 schools were authorised to be covered by the National School Quality Fund in 2015 by the Project Approval Board of the Ministry of Human Resource Development (MHRD), Government of India. In 2016, 490 schools across 21 districts provided vocational education. The target audience consisted of 41,000 students from 10 different trades: automotive, retail, security, IT, health and wellness, PE and sports, agricultural, media, animation, and tourism and hospitality. There were

500 more schools added in 2016–17, and four new trades were added to that list: banking and financial services, fashion design, health care vision technician, and insurance and banking. One thousand one schools currently offer vocational training in fourteen different occupations. [8]

- Skill development in Higher Education:** Numerous colleges and institutions in Haryana provide NSQF-approved skill-based programs. Central University of Haryana, Deenbandhu Chhotu Ram University of Science and Technology (DCRUST), Sonapat, and YMCA University of Science and Technology, Faridabad all offer Bachelor of Vocational Studies programs on campus, while Kurukshetra University and M.D. University Rohtak have diploma and bachelor degree programs through their affiliated colleges. Community college courses aligned with the National Qualification Framework will be offered on the five-acre campus of MD University Rohtak, which has been set aside for this purpose. Colleges in Haryana that provide vocational education diploma and degree programs are detailed in Table 2. [8]

**Tab. 1.** List of Colleges which offers Diploma/ B.Voc. Degree Programme in Haryana [8]

Sr. No.	Name of the Institution	Trades Approved
1	Aggarwal College, Ballabgarh	<ul style="list-style-type: none"> <li>Retail Management</li> <li>Software Development</li> </ul>
2	Arya College, G.T. Road, Panipat	<ul style="list-style-type: none"> <li>Textile and Fashion Designing</li> <li>Interior Designing</li> </ul>
3	D.A.V. College For Girls, Yamuna Nagar	<ul style="list-style-type: none"> <li>Software Development</li> <li>Hospitality Management</li> </ul>
4	KVA DAV College for Women, Karnal	<ul style="list-style-type: none"> <li>Food Science &amp; Quality Control</li> <li>Fashion Technology</li> <li>Care</li> </ul>
5.	Gita Vidya Mandir Girls College Murthal Road, Sonipat	<ul style="list-style-type: none"> <li>Top Publishing</li> </ul>
6.	Guru Nanak Girls College, Santpura, Yamuna Nagar	<ul style="list-style-type: none"> <li>Beauty and Wellness</li> <li>Website Designing&amp; Management</li> </ul>

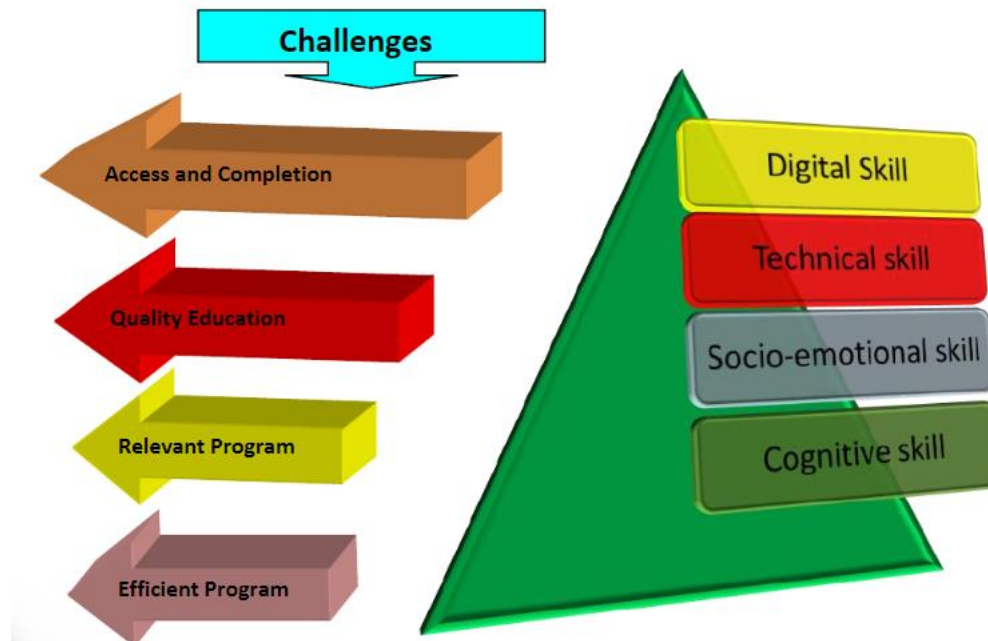
## Impact of These Policies

To help young people in Haryana improve their employability and skill sets, the state government established the Haryana Skill Employment Corporation (HSEC). One major perk is the variety of vocational training programs available to young people in fields including construction, healthcare, hospitality, and manufacturing. Through placement drives and job fairs, HSEC also helps trainees interact with prospective companies, opening doors to career opportunities. Helping young people find meaningful work that fits their interests and abilities is another service it offers. Financial aid, training, and connections to investors are just some of the services that HSEC provides to would-be company owners. As a networking platform, it helps companies find qualified workers, and as a research tool, it helps training programs meet the demands of certain industries. [9]

## Challenges in Skill Development

World Bank research indicates that four distinct but interrelated domains—cognitive, social-emotional, technical, and digital—make up the concept of skill building. In order to boost economic development, skill development projects aim to do two things: increase employability and boost the productivity of current workers. While developing one's skills is obviously important, there are a lot of related issues that countries must address, such as making sure everyone has access to and completes a quality education, keeping skill development programs current and effective, and so on.

Along with these widespread problems, the Indian skill development program has its own unique set of issues, such as a dearth of resources (both financial and human) in vocational training centres, a social structure that is resistant to change in India, a lack of buy-in from key stakeholders, an imbalance in the availability of relevant skills, and a general lack of knowledge about non-technical abilities. [10] In addition to creating programs that help young people find jobs in the white- and blue-collar industries, one of the biggest challenges in India is coming up with a strategy to help young people find work in the grey collar sector. [11]



**Fig. 1.** Effective Skill Development Pyramid with Challenges [2]

In addition to these worldwide problems, states like Haryana—which scored third in the PMKVY index for ease of doing business—are also having trouble producing employable skills among the youth who have left the agricultural industry. To help young people find jobs and contribute to the state's and country's economic growth, the government of Haryana established the Haryana Skill Development Mission in 2015 as part of the Skill India program. Four programs—Surya, Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Saksham, and Drivers Training—make this mission a reality. Out of a total of 88428 youths who participated in this program up until May 2021, 13,866 (15.7 percent) have been placed, while the other youths are being evaluated, certified, and prepared for employment. Rozgar melas and similar events have been quite successful in raising awareness of PMKVY. [12]

## RECOMMENDATIONS

To address challenges in skill development, several key recommendations can be implemented. First, enhance resource allocation to vocational training centres by increasing financial support and hiring qualified trainers. Regularly update training curricula to align with industry needs and incorporate essential cognitive, social-emotional, technical, and digital skills. Promoting collaboration among government, industry, and educational institutions will ensure that programs meet market demands. Awareness campaigns can help challenge societal perceptions of vocational training and encourage participation.

Diversifying skill offerings to include grey collar jobs and strengthening career guidance services will aid students in navigating their options. Additionally, enhancing support for aspiring entrepreneurs through training and access to financial resources can foster innovative start-ups. A robust monitoring and evaluation framework will help assess program effectiveness and incorporate feedback for improvements. Ensuring inclusivity in skill development initiatives, particularly for marginalized communities and women, is vital. Finally, leveraging technology to provide online training will increase accessibility, especially in remote areas. By implementing these strategies, Haryana can improve its skill development initiatives and better prepare its youth for employment in a dynamic job market.

## CONCLUSION

Addressing critical issues in skill development is essential if India is to fully capitalise on its huge demographic dividend, which presents a unique opportunity for economic growth. Programs like "Skill India" and those at the state level in Haryana, as well as a growth in employability from 33% in 2014 to 46.21% in 2019, demonstrate success. Still, problems including a lack of funding, gender inequality, and a mismatch between available skills and job requirements are not going away.

Making sure its skill development strategies are inclusive of all demographic groups and responsive to industry requirements is crucial if India wants to make the most of this opportunity. Improving stakeholder participation, strengthening vocational education, and allocating resources more effectively are all vital measures to consider. A young and energetic workforce can propel India's and the world's economy forward if the country makes a concerted effort and implements smart reforms.

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