

Skilling in Nagaland: An Overview

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ABSTRACT

The last two decades have witnessed many countries of the world coming up with skilling schemes aimed at job creation. Organizations are heavily investing in specialised courses aimed at improving technical and academic skills. In India, Skill development has been considered one of the critical aspects for job creation. Every year around 28 million youth gets added to India's workforce. The development of skills can contribute to structural transformation and economic growth by enhancing employability and labor productivity, Today's rapidly evolving world demands more than just good scores and stresses more on the importance of acquiring valuable life skills. School education devoid of any opportunities to nurture and enhance skills doesn't give room for children to grow into well rounded individuals. The paper discusses how Nagaland as one of the State in Indian Union caters to the needs of the youth in the Skill development initiative through various schemes and programmes and the issue of placement. The paper also analyzes the Skill Development in Mokokchung District with data towards the concluding part.

Keyword: Skill development, job creation, placement, overview, Industry, Nagaland, Mokokchung.

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I. Introduction

'The development of human resources has been well identified as key to economic growth' (Hanushek, 2013). Till about two decades ago, vocational education did not find much space in the global discourse on education and countries prioritised investment in primary education. However, vocational education has made a comeback in the global development literature, owing to the skills gap in key emerging sectors and the salience of the 2030 Agenda for Sustainable Development. The last two decades have witnessed many countries coming up with skilling schemes aimed at job creation. Various models of technical and vocational education and training (TVET) have evolved across the world during this period. Organizations around the world are heavily investing in specialised courses aimed at improving technical and academic skills. These initiatives are a welcome change because they enable students to actively analyze business paradigm and to expand their job opportunities.

Skill development has been considered one of the critical aspects for job creation in India. India is relatively a younger nation compared to its neighbours. Every year around 28 million youth gets added to India's workforce. "The demand for skilled labour force increased sharply after the Indian economy was liberalised in the beginning of the 1990s." (Rajesh Gupta & Oshin Dharap, 2022). After nearly 15 years of experimentation with different models, the country is still trying to find solutions to have an impact at scale. According to the International Labour Organisation (ILO) based on current trends, India is staring at 29 million unskilled youth by 2030. Accenture predicts a loss to the tune of \$1.97 trillion in the next 10 years as an outcome with agility and scale. The importance of skilling in India was understood only in the last 2 decades or so and became a national agenda with the Skill India Mission getting widely publicized. Alongside this, the Companies Act of 2013 mandated that corporations spend on social causes as defined by the Act. The surge of capital for skilling in India thus was high and consistent.

Importance of skill development

The development of skills can contribute to structural transformation and economic growth by enhancing employability and labor productivity, helping countries to become more competitive. Skill Development at school level or student level lays the foundation to help build stronger foundation to self-esteem, confidence and leadership skills. Today's rapidly evolving world demands more than just good scores and stresses more on the importance of acquiring valuable life skills. School education devoid of any opportunities to nurture and enhance skills doesn't give room for children to grow into well rounded individuals.

In addition to excelling in academics, children need to acquire skills that will help them enhance the physical, artistic, and emotional aspects of their life and survive in this competitive world.

Skill Development is considered one of the most important factors of job creation; it helps in avoiding bottlenecks and ceilings to growth. With globalization, knowledge, and competition being intensified, there is a constant demand for a skilled workforce in the market for better socio-economic development. "Since India is to remain the fastest-growing economy in the world in the years to come, the demand for a skilled workforce is going to further increase."¹

Steps taken by the Government of India to boost skill based education under National Education Policy:

The introduction of the National Educational Policy (NEP) 2020 has been a bold move that has revolutionised the Indian education industry. It is expected to improve the educational standards for students both in schools as well as in colleges. The transition of the market from a learning-based approach to a skill-based model has been attributed to the policy. The proposal to introduce vocational education from sixth grade onwards and create a National Committee for the integration of vocational education (NCIVE) is viewed as a reform that will certainly take the Indian educational market to the zenith in the times to come.

NEP 2020 has given special emphasis on vocational education through integration and mainstreaming of vocational education with general education which will help students in acquiring various skills to meet the needs of the industries and to improve the quality of education. The department of School Education and Literacy (DoSEL) is implementing the scheme of Vocationalisation of School Education under the Centrally Sponsored Scheme - Samagra Shiksha by aligning it with the aims of the Skill India Mission. The scheme aims at integrating Vocational Education with general academic education in all Secondary/Senior level and convergence efforts on National Skill Qualification Framework (NSQF) compliant vocational courses are offered to the students from class 9th to 12th in the schools covered under the scheme.

The Ministry of Skill Development and Entrepreneurship (MSDE) in association with the Ministry of Education (MoE) is implementing the 'Skill Hub Initiative' scheme under Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0). These are nodal skill centres identified to provide skill development and vocational training opportunities to target school dropouts and out-of-education Student. As a step towards implementing integrated skilling through Skill Hubs, a pilot Scheme has been launched from January 1, 2022.²

Different Governmental Organizations and NGOs that provide skill development courses:

There are several schemes and initiatives provided by The Ministry of Skill Development through National Skill Development Corporation (NSDC), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendras (PMKK), Rozgar Mela in 38 ministries, Capacity Building Scheme, Indian International Skill Centres (IISCs) etc., was launched to encourage and promote skill development in the country by providing free short duration skill development training providing skill certification, monetary rewards and/or job opportunities to youths. The Sports as Skill is facilitating the youths through Training in different games as an initiative to 'enable pathways from schools to Olympics'- Khelo India. All of the above-mentioned schemes and job opportunities although provided free of cost or with little to no amount of fee money, could have a great impact on someone's future in job seeking, business ventures, entrepreneurship or even social media exposure with one's talents. There are so many other institutions all over India that strive to educate and develop the skills of today's talented youths.

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Under the Department of Employment, Skill Development and Entrepreneurship Government of Nagaland there are nine training institutes in the state imparting training in 22 trades 14 Engineering and 8 Non-Engineering, it also established the Industrial Training Institute in most of the Districts. In tune with other states Pradhan Mantri Kaushal Vikas Yojana (PMKVY) the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) is started with the objective of the Skill Certification Scheme to enable a large number of youth to take up industry-relevant skill training that will help them in securing a better livelihood. Under the Centrally Sponsored State Managed component of PMKVY, till date 8577 youths have been trained and 5244 were placed. Currently 7882 youths are undergoing training in various training centres (<https://desd.nagaland.gov.in/>)

¹ UN. (2016). *THE 17 GOALS | Sustainable Development*. <https://sdgs.un.org/goals> Vincent, A.,

² See The information was given by the Minister of State for Education, Smt. Annpurna Devi in a written reply in the Lok Sabha.(25 JUL 2022) by PIB Delhi. And also see 'India today New Delhi,updated: Jul 30, 2022.'

Other activities undertaken by the department are; ‘the Mobile Skill Morung’ which is a self contained Training Workshop on Wheels equipped with machineries and equipments that can travel with trainers across the State to skill the rural youths and women for sustainable livelihood. ‘Multi Skilled Handyman’ provides skilling in multiple job roles for generating multi-skilled handymen to meet the local human resource demands of a village / cluster of villages. Under ‘Recruit Train and Deploy’ currently, 250 youths are undergoing training in various construction sites. And “the Nagaland Joblinks portal’ acts as a platform to connect job seekers with Employers in Private sector establishment. (desd, Op.cit.)

Other Skill development and training Centres that are working on recruiting, training and placing the graduates, Drop-outs and out of education, of Nagaland and the North-Eastern States are: Nagaland Tool Room And Training Centre, Dimapur; The People Channel -a human resource development agency, Dimapur; Pinnacle Skills by Society For Education Empowerment And Development, Dimapur; Gyanjyoti Foundation (Gyanjyoti Skills) Dimapur- a Training Partner Of National Skill Development Corporation(NSDC); Skill development Youth Net; Skill India Training Centre in Mokokchung under Prime Minister’s flagship skill training and development programme- Pradhan Mantri Kaushal Kendra (PMKK); etc.

An important aspect in skilling the youths in Nagaland that needs consideration is the data that shows “Only 27 out of the 198 Higher Secondary Schools offer vocational education under National Skills Qualification Framework (NSQF), according to the latest Unified District Information System for Education Plus (UDISE+) report released by the Department of School Education & Literacy, Union Ministry of Education. All the 27 Higher Secondary Schools are Government-run. In other words, according to UDISE+ 2021-22, none of the 142 Private Higher Secondary Schools in the State offer vocational courses under NSQF. At Secondary level, only 5 out of the 576 secondary schools in the State teach vocational courses under NSQF, the report stated. (Page News Service 13-11-2022).”³ In a similar vein one leader argued “Despite the state being one of the most literate states in the country, it has very low Human Development Index and have high unemployment problem.”⁴

Nagaland –the demand will fall short of supply, leaving an excess supply of human resources of 9.03 lakh			
Human Resource	Demand Human Resource	Supply Human Resource	Less/Excess
Skilled	17,915	10,690	(-)7225
Simi Skilled	22,358	6.27	6.05
Minimally Skilled	57,881	3.63	3.05

Table 1: Source NDSC-North East States skill gap study (2011)

The data in the Table 1 is from Nagaland part under North East States Skill Gap Study by NSDC covering different skill based sectors of all the districts Shows that the demand for the skilled human resources during 2011-2021 was 17,915, and the supply was quite low of 10,690, a less supply by 7,225. Whereas the demand for minimally skilled human resources during 2011-2021 was 57,881, and the supply was quite high of 6.27 lakh, an excess supply of 6.05 Lakh (NDSC, 2011) Thus the supply of skilled human resource is low compared to demand and the demand will fall short of supply, leaving an excess supply of less skilled human resources of 9.03 lakh. This shows an uncertain unemployment expulsion of trained youths in the state.

To add to the scenario, recently, it was announced that to boost the skilling efforts, 35000 youth of Nagaland would be trained under PMKVY-4.0 in the next 12 months (2023) as a part of Skill India Mission which was announced by Rajiv Chandrasekhar Minister of State for Skill Development & Entrepreneurship and Electronics & IT Speaking on the occasion he declared “India today is at an inflection point, it is entering into its techade and the future of India is technology. To capitalise and take advantage of this opportunity, skill training is essential.” (Nagaland Post 16-01-2023).

³ See Nagaland Page News Service 13-11-2022

⁴ See Nagaland post 19th November 2022, Human Development Index in Nagaland Very low: Minister of Higher Education and Tribal Affairs, Temjen Imna Along.

Skilling in Mokokchung District

Training Partner	Trades	Past 2 years					
		Enrolled		Trained		Placed	
	Appx280 seats/year	Male	Female	Male	Female	Male	Female
Empower Pragati	IT	201	170	201	170		
	Beautician	10	212	10	212		
	Customer Relation Management (CRM)						

Table 2: Source Skill India Training Centre-(PMKK) Mokokchung

YEAR	TRAINING PARTNER	2021-2022						
		TRADES	ENROLLED		TRAINED		PLACED	
		20 seats	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2022	INDUSTRIAL TRAINING INSTITUTE MOKOKCHUNG	COPA	17	07	16	07	3	2
		SECRETARIAL PRACTICE	11	11	03	11	4	3
		DRAUGHTSMAN CIVIL	19	01	16	01	5	NIL
		MOTOR MECHANIC	12	-	08	-	4	NIL
		TOTAL	59	19	43	19	16	5

Table 3: Source Industrial Training Institute Mokokchung.

The Data in the Table 2 & 3 clearly shows that in spite of the facilities available, youths- the graduates, school dropouts and those out of education- are not forthcoming for the skilling. Another important aspect we can see from the data is the nil or negligible placements, the possibility is due to lack of or no industry in the state or due to several reasons skilled forces have to move to the cities in search of jobs. In the similar standpoint some writers pointed out that “the reason why most North-eastern youth migrate to other Indian cities is to escape several impasse: the lack of education and employment opportunities, widespread conflict, insecurity and corrupt state institutions in the region.” (Kikon, Dolly. & Bengt G. Karlsson, 2020).

II. Conclusion

India’s current skill development efforts strongly focus on short-term skilling as a means of providing alternative income-generating pathways to school and college dropouts, informal workers, and unemployed graduates. This is largely the legacy of the Indian education system, which has not been very successful in providing quality formal education, whether general or vocational, at scale. Analysis by National Skill Development Corporation (NSDC), based on data sourced from Periodic Labour Force Survey (PLFS) 2019–2020, indicates that only 2.06% of the total Indian population is formally trained in vocational skills. Ninety-one per cent of the population acquires skills through informal channels such as learning on the job and self-learning.

To meet the objective of employment we needs a workforce with skills and educational qualifications at par with international standards and the manufacturing sector will steadily shift toward skill-intensive jobs. Students from Secondary levels needs to enhance the employability and entrepreneurial abilities, exposure to work environment, and generating awareness about various career options in accordance with their aptitude, competence and aspirations. They need to choose from various skill development programs. If there is a skill that one believe one is good at or passionate about, there is endless number of opportunities to further develop that skill or reskill it in any of the institutions, be it free certification courses or professional certification from private institutions or even through self-teaching.

In fine, it is to be noted that a state like Nagaland where there is no Industry and Factory, job creation and employability is a far cry. Only few can afford to move to the cities in search of placement. Hence Government agencies should focus on creating job opportunities in the state for the placement of the skilled trained.

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