
SKILL DEVELOPMENT FOR DISADVANTAGED GROUPS

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Abstract

In common parlance scheduled castes (SCs), Scheduled Tribes (STs) other Backward castes (OBCs) girls, children with special needs (CWSN) and minorities are considered disadvantaged sections or Backward classes. The Socially and educationally Backward classes (SEBC) have only now been taken up at the national level for attention in education. There are little or no census data about them similarly there are no census data on the educational profile of minorities and the disabled children this paper describes the skill development for disadvantaged groups. India's population is huge at 1.21 billion. It is fast expanding at a rate of 17% and integrating rapidly into the global economy, India is among the 'Young Countries in the world, with the proportion of the work force in the age group of 15-59 years, increasing steadily. However, presently only 2% of the total workforce in India have undergone skills training. India has a great opportunity to meet the future demands of the world. India can become the worldwide sourcing hub for skilled workforce. The challenges for India get magnified, as it needs to reach out to the million plus workforce ready population, while facing an ever increasing migration of labour from agriculture to manufacturing and Services.

Key words

Skill, Development, Backward, Handicapped, Tribe, Disadvantaged, Groups

Introduction

What is skill -A skill is the ability to carry out a task with predetermined results often within a given amount of time, energy or both skills can often be divided into domain of work, some general skills would include time management, team work and leadership. Self motivation and others, whereas domain- specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skills in order to contribute to modern economy. Skill development is an important factor to address poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and development. Today, skill development has become vital for sustainable economical growth especially for nations like India with emerging opportunities where majority of vast population is of working age skill development is launched to create opportunities for all to acquire skills throughout life and especially for youth, woman and disadvantaged group? The answer might be 'those who belong to low-income families. Well this answer shows one aspect only. Disadvantaged group is a group where people are physically or mentally challenged, economically weak or belong to SC's and ST's, OBC's and minorities. The time has changed where the people discriminate or make disadvantaged group apart from the society. Now they are also regarded as an important part of our society because only together we can

make our India as a 'Developed Country' The government aims to train over 40 crore people in India in different skills by 2022. A skill lean initiative was launched where loans from Rs. 5000 to 1.5 lakhs will be available to more than 34 lakhs people of India so that financial constraints will no longer be a hindrance to accessing skill training programs various ITI's (Industrial Training Institute) acquire global Recognition for producing quality skilled manpower. From 15th July 2015 to 14th March 2016 18 lakhs people enrolled themselves in the training institute. Total 160 skill development programs and training of trainers programs are provided like beauty and wellness, media and entertainment textile and clothing etc.

Budget for Skill Development

- 2015-2016-1037 crore
- 2016-2017-1804 crore
- 2017-2018-3016 crore

On 13th July 2016 Cabinet approves pradhan Mantri Kaushal Vikas Yojna 2016-2020 which aims at skilling to one crore people over next 4 years (April 2016- March 2020) with an outlay of Rs. 12,000 crore.

On 31st May 2016 1.04 crore people skilled in 2015-16 under skill development mission, a quantum leap by 36.8% since last year.

Goals and Objectives

- Eradiction of poverty through enterprise and skills development.
- To impart training in employable skills to vulnerable males and females focusing on "One Home One Skill"
- To Develop indigenous Handicrafts by establishing industrial homes and to promote local products through value chain development.
- To build the capacity of potential trainees and develop market linkages for the sustainability of community livelihood.
- To prepare trainees and artisans for a social change in the community through moral education and developing social values.

Scheduled Castes And Scheduled Tribe Children

Article 46 of the constitution provides that the state shall be promote with special care the educational and economic interests of the weaker sections of the society and in particular of the schedule castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation.

- Reservation in educational institution has been provided in Article 15(4) while reservation in posts and services has been provided in Article 16 (4), 16(4b) of the constitution .
- Article 243 D provides reservation of seats for scheduled tribes in the panchayats.
- Article 330 provides reservation of seats for scheduled Tribes in the house of people.
- Article 164 (1) provides that in the states of Chhattisgarh, Jharkhand, Madhya Pradesh and Orissa there shall be a minister in charge of tribal welfare who may in

addition be in charge of the welfare of the scheduled castes and backward classes or any other work.

Scheduled Castes And Community Children

As has been mentioned earlier the constitution of India has made several provisions and amendments which are helpful for ensuring social equality and human rights. After independence three major commissions (1948) dealt with the whole school education system. Kothari Commission has also given a comprehensive vision of equalisation of educational opportunity in chapter VI Cp. 108, Para 6.01). Five year plans developed by the country also made several provisions and programs and schemes to develop the skill and promote education of scheduled caste and community children with a view to implement constitutional provisions.

During first five year plan and eight recommendations included opening of ashrams school, Pre and Post Metric Scholarship, Grants for books and emphasis on special component plan (SCP).

Religious Minorities

It is clear from the exercise those religious minorities in general and Muslim and Buddhist in particular are at the backbench with respect to higher level of educational attainment. One of the plausible reasons for the same some could be attributed to relatively high cost of education which most of the parents are not able to bear. Parents belonging to the religious minorities should be motivated to change their attitude in favour of education and for encouraging their children, particularly girls for completing higher education.

Linguistic Minorities

To present the status of linguistic minorities in the country as a whole and in different states and policies of central and state governments towards them, problems of linguistic minorities e.g. ethnic movements, migration etc explore the relationship between language and social economic backwardness to find out if language could be determinant of socio-economic backwardness.

- The Criteria used for identifying backwardness of linguistic minority must be the same as those used for identifying backward classes with an added qualification that those among the linguistic minorities who do not know the majority language may be regarded as more backward.
- Teachers employed in schools with sizable linguistic minority must know the minority language and preference be given to minority language speaking persons in such jobs.

Mentally Retarded

The poor memory skills of mentally retarded children have attracted wide spread research and practical interest research in this domain can be traced back as far as Galton's (1887) and Binet's (1904) pioneering studies of intellectual performance. During the past years, curriculum development for mentally handicapped children in Hong Kong was undertaken jointly by the education department heads and teachers of schools for mentally retarded children and related professionals. The curriculum for MR children falls into the following six areas of following :-

- Language
- Mathematics

- Personal and Social development
- Perceptual motor
- Aesthetic and creativity
- Practical skills.

Government Initiative for skill Development of Disadvantaged groups :

On 16th December, 2015 for DISABLED PERSONS

The minister of State (Independent charge) for skill Development and entrepreneurship Shri Rajiv Pratap Rudy has said that the Government endeavours to ensure that skilling needs of differently abled persons are taken care of through various skill development Programs. In order to provide employable skills to persons with disabilities (PWDs) the following measures have been taken :

- Vocational Training Centers (VTCs) run by various training organizations under the scheme of Deen Dyal disabled rehabilitation scheme (DDRS)
- Skill Training Program is being conducted by National Handicapped finance Development corporation (NHFDc) a public sector undertaking and seven National Institutes under the administrative control of Department of Empowerment of Persons with disabilities.
- 21 Vocational Rehabilitation Centers (VRCs) under the administrative control of ministry of labour and employment located at various parts of the country.
- The Ministry of skill development and entrepreneurship and department of empowerment of persons with disabilities have entered into a partnership by signing an MOV for skilling in PWD Sector.
- The Pradhan Mantri Kaushal Vikas Yojana targets to train 50,000 persons with disabilities.
- A Sector Skill Council for persons with disabilities has been set up to develop standards for job roles for persons with disabilities and their training, assessment and certification the council has identified 6 qualification packs based on the suitability of 19 disabilities.

On 16th March 2016 for SC/STs

The Government has taken several steps to link skill development with education at secondary school and college levels :-

- At the secondary school level skill development is being provided under the centrally sponsored scheme of vocational training (CSSV), through National skill Development corporation (NSDC) and sector skill councils (SSCs) in Secondary education (from classes 9 to 12) under NSQF (National Skills Qualification Framework). It aims to promote a nationally integrated education and competency based skill framework which provides for multiple pathways both between general and vocational education. CSSV is owned by MHRD and jointly founded by them (75%) and participating state government (25%). As of march 2016-NSDC is working with 15 state Government Viz. Haryana, Himachal Pradesh, Karnataka, Punjab, Uttarakhand, Madhya Pradesh, Nagaland, Maharashtra, Chhattisgarh, Telangana, Delhi, West Bengal, Assam and Rajasthan for implementation of the scheme in their states through it's approved and funded sector skill councils. The scheme is currently

covering over 3000 schools and benefiting approximately 2.25 lakhs schools students including SC/ST students from classes 9 to 12.

- At the college level, skill development is being provided through three ministry of Human Resource and Development (MHRD) Schemes under UGC: community colleges, B.VOC. and Kaushal Kendras. All three schemes leverage the institutional mechanism for industry-interface under MSDE. The Assessment and certification of skill competence for these schemes are to take place through the industry led sector skill councils (SSCs). Assessment is also aligned with the national occupational standards (NOS) and then qualification package (QPs) developed by SSCs.
- Further, Ministry of Skill Development and Entrepreneurship (MSDE) through NSDC has initiated programmes in higher education institutions to integrate delivery of outcome based skill development training into mainstream 2nd and 3rd year curriculum of existing inter-graduate level programs.

On 11th May 2016 for Poor in Backward Districts

The Ministry of State (Independent Charge) for skill development and Entrepreneurship Shri Rajiv Pratap Rudy has said that there are over 18 central ministries/Department including Ministry of Skill developments and Entrepreneurship (MSDE) involved in the implementation of more than 40 schemes for various skill development programs including to the poor in the backward district of the country. Further Govt. launched Pradhan Mantri Kaushal Vikas Yojna (PMKVY) on 5th July 2015 which is a reward based demand driven scheme. The scheme aims to enable and mobilize a large number of Indian youth including the poor ones in the backward district to take up skill training become employable and earn their livelihood. The scheme namely Pradhan Mantri Kaushal Vikas Yojna (PMKVY) could not run successfully in left wing. Extremists (LWE) districts due to operational difficulties. To incentivize the training partners, the ministry will follow common norms as per the Gazette Notification No. H-22011/2/2014-SDE-1 dt. 15-07-2015. In these norms, a special incentive has been designed where over and above the Base cast, an additional amount equal to 10% of the Base cast should be permitted for skill Development programmes conducted in districts affected by left wing Extremism (LWE). The Prime Minister has launched the start-up India movement on 16th January 2016 in which a fund worth Rs. 10,000 crore would be created for funding of Start-ups. Besides, Start ups would be exempted from paying income tax on their profit for the first three years. Further there will also be eighty percent exemption in patent fee for start ups business along with a self certification based compliance system. The objective of stand up India scheme is to facilitate bank loans from scheduled commercial Banks (SCBs) between Rs. 10 lakh to 1 crore. Every branch of Nationalized Bank has to provide loan at least to one woman and one SC/ST candidates under the scheme.

Loan for Skill Development

- No processing fee is charged by banks.
- Amount of loan ranges from Rs. 5000 to Rs. 1,50,000/- depending on the cause having a repayment period of 3 to 7 years.
- Simple rate of interest 11% and 12% per annum is charged during the period of Study.
- Risk of banks covered through credit guarantee fund scheme for skill development (CGFSSD).

- Borrower must enter into an agreement with national credit guarantee trustee. Company (NCGTC) for providing guarantee against default in repayment of the loan extended by lending institutions.
- The fund shall provide guarantee cover to the extent of 75% of amount in default.
- The loan is sanctioned without any collateral security or third party guarantee.

Conclusion

In a nutshell it can be said that education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development within the decant work agenda, and thus contribute to achieve the millennium development goals to reduce poverty. Schools, colleges and universities play important role in the field of skills. The points that I mentioned in upper paragraph are explaining that how we can develop the skills in disadvantages groups.

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