

- **Social Acceptability:** Vocational courses and skill development courses are looked down upon and such students do not have acceptability in the society as compared to other courses
- **Pending Labour reforms:** The multiplicity and complexity of labour laws is an inhibiting factor. The employers generally prefer automation and contract labour over permanent to save themselves from labour laws. This growing practice impedes skill development in India.
- **Rapidly changing technology:** In the era of rapidly changing technology, it is difficult to estimate the quantity and areas in which skilled workforce is required. It also raises requirement of higher order skill sets
- **The vocational courses are terminal in nature** – there is lack of vertical mobility from certificate to diploma to degree courses in vocational education. As a result parents who feel that their child has an inherent skill do not influence him/her to take up a vocational career.
- **Lack of infrastructure and poor quality of courses:** The infrastructure in most skill training centres is of poor quality and not upgraded. Hence the gap between what the industry desires and the machinery being used for training is wide.
- **Poor quality of trainers:** The trainers who impart the skill training are not up-to-date with the skills required by the industry and hence the outcome of training is not as per desired quality. As such, students who complete these courses also do not find ready employment in the Industry.
- **Lack of Initiatives from industry:** The industry especially the small and medium enterprises do not emphasize on vocational certification or formal training as this sometimes increases the cost of manpower. At times, it is observed that SMEs prefer to hire an untrained or semi-trained worker at a cheaper pay-out than a formally trained or skilled worker.
- **Lack of standardization:** Several ministries offer skill courses increasing the confusion amongst students also resulting in lack of standardization. Furthermore, there is no single comprehensive model addressing all the concerns of this sector
- **Gender disparities:** The skill programmes are biased towards trades which are more favourable to men reinforcing the exclusion of girls. There is challenge of providing facilities like female teachers, hostels and transport along with introducing flexible courses in terms of time for their better participation.
- **Recognition of Prior Learning:** Although the workers like Diamond cutters in Pune may have requisite skills passed on from generations, but in absence of any certificate they are not able to take decent job or start a venture.

3.2. Rights Based Approach to Development

The idea of rights based approach (RBA) to development uses human rights as framework to guide development agendas. "A rights-based approach is founded on the conviction that each and every human being, by **virtue of being human**, is a **holder of rights**. A right entails **an obligation on the part of the government** to respect, protect and fulfil it. The legal and normative character of rights and the associated governmental obligations are based on international human rights treaties and other standards, as well as national constitutional human rights provisions. Thus a RBA involves **not charity or simple economic development**, but a process of

Amartya Sen's Capability Approach

- The capability approach is a theoretical framework that entails two core normative claims:
- First, the claim that the **freedom** to achieve well-being is of primary moral importance, and
- Second, that freedom to achieve well-being is to be understood in terms of people's **capabilities**, that is, their real **opportunities** to do and be what they have reason to value.
- A person's capability to live a good life is defined in terms of the set of valuable 'beings and doings' like being in good health or having loving relationships with others to which they have real access.