

**GAPS IN SKILL DEVELOPMENT AMONG VARIOUS TRAINING
PARTNERS ASSOCIATED WITH GOVERNMENT IN INDIA**

VOLUME – 1 || ISSUE – 1 || PAGE 1 - 7 || JAN 2024

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Abstract

Public and private sectors of the world numerous vocational training institutions and systems are stumbling to keep up with the rapid growth of the worldwide population and the quick evolution of the global economy. Unemployed and underemployed populations disproportionately include young people under the age of 25 who could be contributing to society if only they had access to appropriate education and training. Training is typically difficult to acquire and apply, especially for those with the greatest need, and there is a mismatch between the training that is supplied and the skills that are needed. As such, the training program track record of success can serve as a case study of a public-private partnership approach that can aid young people who are economically disadvantaged due to a lack of adequate skills, steady work, and development possibilities. The concept allows for the provision of a learning setting conducive to the individual growth of these children.

Keywords

Public, private sectors, Unemployed and underemployed

1. Introduction

Motivating economic expansion is helpful since it expands the pool of available workers by creating new jobs. Rising numbers of high-paying occupations are often taken as an indication of economic health. India dropped from 24th place in 2005 to 48th place in 2014 in the IMD global talent ranking due to a decline in its delivery of skilled people from 7.58 points to 5.75 points. 1 In the next two decades, about 12 million young Indians, aged 15 to 29, are projected to join the labor force annually. In addition, a recent skill gap analysis conducted by the government reveals that an additional 109 million trained individuals would be needed in the 24 most significant economic sectors by 2022. Only 2.3% of the Indian workforce now gets formal occupational training.

This undeniable truth has prompted policy changes to increase competitiveness in the labor market and education levels. Policy places a premium on developing their skills, knowledge, and level of recognition from the international community. Policymakers in 2009 introduced the National Skill Development Plan to address the country substantial skills deficit (NSDP). 500 million persons are targeted for NSDP training, also the organization to coordinate the implementation of the government many skill development programs (NSDC) [1] [4].

The National Skill Development Corporation (NSDC) has set a target of educating 150,000,000 individuals. Increasing involvement from the business sector in training and development programs is a top priority for NSDC. Public-private partnerships (PPPs) in the area of skill development have been a priority for the NSDC, ever since the organization inception in 2009. In this study, the author examines the impact of a particular public-private partnership (PPP) in India on the training of its employees. Recent policy measures to increase skill development are analyzed, as well as the current level of skill development and job-readiness education which is analyzed as a case study to illustrate the positive effects of public-private partnerships on skill-building and employment-readiness programs in the country. This study investigates the potential benefits of skill training for a wide range of young adults, from high school dropouts to engineering majors, who are looking to further their careers or launch their own enterprises [2]-[5].

There is always a need for educated and skilled laborers, therefore the Union Government established a dedicated Ministry to manage programs of that nature. To achieve these lofty goals, the Honorable Prime Minister of India launched the Skill India Program as part of India

National Policy for Skill Development and Entrepreneurship. Skill India aimed to provide formal education to the large majority of unprepared Indian employees [6]-[8].

The ability to scale up operations using a hub and spoke structure, as well as methods for mobilizing potential candidates, allocating program costs, using an accredited curriculum, developing and delivering training programs, maintaining and mobilizing resources are among the key features of the proposed model [9]. The programs through GTETS have shown to be highly fruitful and provide valuable data that may be used to refine the model.

2. Skill Building

Learning is seen as a way to increase one employability and the depth of one abilities over one lifetime. This begins on an employee first day on the job and continues as long as they remain an integral part of an autonomous unit. Simply said, working and being employed are synonymous terms. In today competitive job market, it important to demonstrate that you have the skills necessary to land and keep a job, to advance in your current role, and to handle any changes that may come your way. The ability to find and maintain gainful employment for as long as one is physically and mentally able is what is meant by the term employability. Having these skills increases one chances of getting hired and keeping a job [10].

One needs functional flexibility if they are going to be effective in many different roles. Complementary skill sets, behaviors, and social competencies can help you achieve this goal. Employability appears to indicate work ready or qualified from the perspective of a potential employer. It demonstrates that the candidate possesses the requisite background information, abilities, and character attributes for success in the role.

A person ability to get work is directly related to the special collection of abilities they offer potential employers. These abilities allow the worker to perform the services required by the business. Employers value transferable skills that may be used in a number of settings. These skills can be used in a wide variety of occupations.

3. Employability

Creating a new social or psychological contract between employers and employees is one way to improve one job prospects. In a contract of this nature, both the corporation and the employee take on certain responsibilities. The terms of the agreement make it sound like it the employee responsibility to learn more about the topic. But it the employer responsibility to equip personnel with tools for self-evaluation and improvement. In conclusion, while employers have an obligation to create opportunities for their staff to gain knowledge and develop their

skills, it is the responsibility of the staff member to actively pursue and benefit from such opportunities.

From the perspective of businesses, people become more employable when they have a diverse set of talents at their disposal. Training programs and on-the-job experience can both contribute to developing these abilities within a business (both of which are examples of generalized learning processes). Both words allude to an individual time spent in the workforce, during which time that person acquires a wide range of information and expertise. Therefore, businesses have more leeway to try out new organizational strategies that can make them more attractive to candidates.

Keeping one existing job while actively seeking out new prospects for advancement in one career is often cited as the modern definition of employable. It possible that different fields have different knowledge bases, educational requirements, and work processes. Nonetheless, the fundamental aspects of the idea of learning can be used in other contexts. The manufacturing system includes learning as a key component. Employers who care about their worker employability should prioritize providing them with opportunities for on-the-job training (OJT).

The organizational structure of a corporation might have an impact on a candidate employability. There is a growing tendency of presenting a set of soft talents (such as problem solving, initiative, self-awareness, personal values, etc.) as necessary (though not sufficient) for succeeding in the workplace, regardless of the technical abilities that are required for the given job. It vital to remember that training and education alone won't generate a workforce equipped to do its job, despite the fact that there are many examples of such skills, such as problem solving, initiative, self-awareness, and personal values. Rather, it is the capacity to learn how to learn in a fast-paced environment, like the workplace, that is most valued by employers. The ability to impart one expertise to others is valued at times above the competence itself. The ability to learn new skills is merely one component in determining one marketability to potential employers. The term employability covers a wide variety of issues in the labor market, from difficulty finding work to difficulties in maintaining employment.

4. Skill Building in India

Both the Ministry of Labor and Employment (MoLE) and the Ministry of Human Resource Development (MHRD) of the Indian government cooperate to ensure that all Indian people have access to the education and training they need to secure gainful employment

(MoHRD). There are two types of parallel programs that these two divisions run.

Currently, there is a system of schools that offer VE courses, apprenticeship programs, and programs to train craftsmen. Apprenticeship programs are offered by vocational-training providers, while the primary mission of industrial-training schools is to produce trained tradesmen (ITIs). The VE is taught in a variety of educational settings, including traditional schools and polytechnics.

Diploma programs at polytechnic universities often run three years, whereas certificate programs at universities typically last two. Certificate programs at ITIs often last between one and two years. A total of 14,67 thousand students can enroll in one of the 10,344 ITIs and learn one of the 132 available trades. Twenty-two distinct occupations are covered by the nation network of vocational schools, which are spread across the country ten regional centers, one national center, and six model centers (GOI, 2013).

Each of these universities offers over 150 unique degree programs at the undergraduate level. There are two primary governing bodies in India like AICTE, DGET, NCVT, MoHRD. These two entities collaborate to ensure that classes are held, that curricula are developed, that students are assessed, and that diplomas and certificates are awarded.

5. Findings

Although there are many schools in the country that teach job-related skills, only 3.1 million people can be trained at any given time through the government formal vocational training system. Every year, almost 15 million people enter the labor force for the first time (GOI, 2009). The current state of study on the efficacy and performance of employment-ready training institutes in the country leads one to a pessimistic conclusion.

In most cases, companies discovered that graduates from ITI and ITC lacked the soft skills, technical expertise, and collaborative abilities essential to the workplace. Most companies assume that new workers will require substantial on-the-job training before their abilities are up to pace with those of the industry. Another study (DGET, 2003) found that apprentices were not adequately prepared for the workforce. Apprenticeship program graduates from six different American states were analyzed in this study.

Two-thirds of individuals surveyed were not working in their field of study, and one-third of those who were were trained for a job that no longer exists. According to the World Bank, ITI grads don't have the rudimentary scientific and technological skills to succeed in the workforce. This finding is consistent with that of a poll conducted expert chambers.

More than 43% of respondents said universities and colleges are not meeting the demands of business, and 87% said universities and colleges should expose students and professors to more real-world business settings. Respondents emphasized the value of a collaborative strategy between businesses and academic institutions in bringing together the two sectors and better aligning what businesses require and what academic institutions deliver. This allowed for a greater degree of harmony between the two.

6. Conclusions

This data reveals that Employability Training Service business model addresses key issues confronting the employment-readiness training market today. This approach to training new employees is market-driven rather than the more conventional public- and private-sector ways. It presents a solution in the form of cost sharing for the training programs to make them available to poor sectors of the population, as well as a high-quality curriculum, infrastructure, qualified professors, and industry liaison to guarantee placement. This method of training was developed to aid economically marginalized and low-income young people in attaining financial stability, professional respect, and social and financial safety in a volatile labor market.

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