

An Overview of Skill Gap and Development in India

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Abstract

The paper aims to understand the skill gap and its development methods for the present and future India and human resources executives to identify the human resources with the adequate skill level. Skill is a knack and talent acquired through systematic and sustainable effort to carry out the complex work or job in a simple method or function involving cognitive, technical knowledge and interpersonal skills. Primarily these skills are developed through training and experience and can be learned using the sensory inputs and outputs. In the Indian context, skilling has emerged as a buzzword because it has taken a significant step in realising the workforce's potential by enhancing its employability. This paper will discuss the mismatches in analysing skilled labour and its development methods.

Keywords: Skill Gap, Cognitive, Technical, Interpersonal, Workforce.

Introduction

Skills are referred as the ability to make use of “What is learned under specific conditions”. Skill can be enhanced through practical training and previous experience and improved through trial & error learning methods. Here in India, it is believed that the failure in the educational system is a major cause for the skill gap, which is a prominent issue that restricts the economy's growth potential. The International Labour Organisation (ILO) suggests that India is at a 29million skill deficit by 2030. It also causes a loss of \$1.97 trillion in terms of GDP promised by investment in intelligent technologies over the years if it is not controlled. If we don't focus on skilling, reskilling and skilling, then the demographic dividend will soon become a liability.

Skill Gap in India

The persistent disconnect existing between the skill and capacities required by the organization and the available workforce is skill does not match. This pushes back the companies from growing or maintaining competitiveness in the economy. Many factors are attributed to causing this gap in India. The major problem is the schools are not teaching the students, the skills that are necessary for their success in today's labour market. Likewise, the basic concepts and principles in the college curriculum also have a gap in the teaching and learning pedagogy. Researchers state that nearly 65-70% of the youngster out of 15 million who enter the corporate sector each year are not job-ready or unemployable due to their skill level.

In India, little formal in-firm job training occurs, partly because most small firms dominate the informal sectors. Only a tiny percentage of the manufacturing firms provide in-firm training, contributing to an increasing gap between the skilled and unskilled workers in India. This gap will force employers to hire candidates based on their tradeoffs between wages and level of productivity. Whereas the employers will only hire the overrated or highly qualified employee when they produce high productivity, the undereducated will be placed based on the low-wage rate. As a result, the advancement of India's economy will be left to a new generation of the few educated and skilled people. The industries will experience a skill gap and will face increasing attrition.

Ways To Bridge The Gap

The skill gap can be achieved through collaboration and the bridge education system. Here are the ways to bridge the skill gaps in India. They are

- **Industry–Academia Affiliation:** The universities cannot operate or work solely, so they must become more open, collaborative, structured and strategic. This calls for collaborating with the industry to co-create curriculum that will be required to develop contextual learning in business problems, case studies, stimulated project tools, and infrastructure for hands-on learning and mentoring.
- **Adding Context in Learning:** In the recent informative era, content is accessible online. Here we need to change the learning model from the conceptual model into a contextual model, as the relevant skills and employability framework have changed as per today's industry needs. With the expanding attention span of students, the understanding seems to be easier to retain, enhancing real-time learning and improving the prospects of employment.
- **Hyper Personalisation:** As the course of learning varies with the technological disruption, it is essential to modify the learning methods too. Therefore personalised learning is the need in today's hours.

The skills gap can be reduced to some extent with the adoption or change in the learning methods discussed above.

Literature review

Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021) conducted a study on "Employability through Skill Development Programmes - an overview of Employability skills". The study's objective was to comprehend the need for employability skills and to study the skill gap - desired vs. possessed. The study concluded that the skill gaps could be bridged with training, education and short-term courses. Despite the efforts, there is still great scope for transforming abandoned knowledge into skills. Various ambitious missions of Government of India i.e. Make in India, Atmanirbhar Bharat, 5 trillion economy dreams etc can come true with collective efforts.

Dr. Rajni Arora & Manoj Chhadwani (2019) studied "Analysing the impact of skill India as a tool for reshaping Indian economy". The study's objective was to analyse the need for the skill India campaign in reshaping Indian economy, the programmes under the skill India campaign in reshaping Indian economy and the impact of the Skill India campaign in reshaping the Indian economy. The study concluded that to increase the momentum further and ensure proper implementation of the Skill India campaign, the government set a target of skilling 400 million persons by 2022. Still, its pace is slower than the set target. At this pace, the 2022 target appears to be very difficult. And training to job transition rate is deficient than the expected. In its first phase, the government trained some 1.97 million people against a target of 2.4 million. And the skilling to placement ratio is low. Skill India is an aspiring programme of Government of India.

Skill Development In India

The skill development ecosystem is skewed towards a formal education system with limited training. While the activity is in a dismal state both qualitatively and quantitatively, since the higher education system is itself grappling with the issues like scale and quality. Hence the best practices to be adopted for skill development are broadly segmented into Education and vocational training. The

framework of skill development in India- Elementary, secondary and higher education is governed by the Ministry of Human Resource Development. University and Higher Education caters to all college education, while engineering college, polytechnics etc., fall under technical education. University Grant Commission is the nodal body governing funds, grants and setting standards for teaching, education and research in universities.

Skill in India are acquired through formal and informal channels. Formal Vocational training is imparted in both public and private sectors. Some of the major tracks of formal training include the government-run Industrial Training Institutes (ITI's), privately operated Industrial Training Centres (ITCs), vocational schools, specialized institutes for technical training and apprenticeship training by the industry. The private sector participation has been on the rise, but the sector continues to be dominated by the public sector. Informal training on the other hand refers to experiential skills acquired on the job.

At the central level, the nodal institution for vocational training is the Director-General of Employment & Training (DGET) under the Ministry of Labour and Employment. It is responsible for formulating the policies, establishing the standards, granting affiliation, trade testing and certification and matters connected to vocational training and providing employability services.

The government has listed skill development as one of its priorities. It aims to achieve the participation of youth, seek more significant contribution from the women, disabled and other disadvantaged sections into the workforce and improve the capacity of the present system by making it flexible to adapt the technological changes and demands emanating from the labour market. This has been achieved through various Acts and Schemes, namely

1. The Apprenticeship Act of 1961 is governed by the “ The Apprentice Act 1961 and the Apprenticeship Rules of 1992. It is implemented by the ministries of Labour and Employment and HRD through six regional offices with four boards located in different cities. About 254 groups of industries are covered under the Act and about 27000 establishments.

2. The National Skill Policy was formulated in 2009 to create a professional environment in India. It acts as a guide to developing strategies by addressing the different challenges in skill development. The objective is to empower the workforce with the required skills, knowledge and qualifications to make the Indian workforce globally competitive.
3. The National Skill Qualification Framework, notified on 27th December 2013, is a competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude. Presently, more than 100 countries have or are in the process of developing a national qualification framework.

Conclusion

The quantitative and qualitative skill gap can further widen going forward if there are no or little efforts towards addressing the critical supply-related issues like training and SME to build a robust infrastructure of trainers and training institutes for the same. In addition, the Nation and the other stakeholders are also contributing various types of aids, schemes and programmes to achieve the skill development required to meet future challenges.

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